

Limerick Institute of Technology, 2022

Annual Quality Report
Limerick Institute of Technology

Reporting Period 2020-2021

Limerick Institute of Technology, 2022

Annual Quality Report Limerick Institute of Technology

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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Links to Reference Documents Cited in this Template¹

Legislation

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012](#) (as amended)
- [Regional Technical Colleges Act 1992](#) (as amended)
- [Technological Universities Act 2018](#)
- [Universities Act 1997](#)

QQI Documents

Statutory QA Guidelines (QAG)

- [Core QAG](#)
- [Sector-specific QAG for Independent/Private Providers](#)
- [Sector-specific QAG for Designated Awarding Bodies](#)
- [Sector-specific QAG for Institutes of Technology](#)
- [Topic-specific QAG for Providers of Statutory Apprenticeship Programmes](#)
- [Topic-specific QAG for Providers of Research Degree Programmes](#)
- [Topic-specific QAG for Blended Learning](#)

Other QQI Policy Documents

- [QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012](#)
- [QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#)
- [QQI Policy Restatement on Access, Transfer and Progression, 2015](#)

Other National/International References

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)
- [IHEQN Guidelines on Collaborative Provision](#)
- [National Policy Statement on Ensuring Research Integrity in Ireland](#)
- [Ireland's Framework of Good Practice for Research Degree Programmes, 2019](#)
- [HEA National Framework for Doctoral Education](#)
- [The Salzburg Principles](#)
- [The Salzburg II Recommendations](#)
- [SOLAS Code of Practice for Employers and Apprentices](#)
- [UN Sustainable Development Goals](#)

¹ These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - QA of Research Activities and Programmes			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
5.0 - Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 - Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
2.0 - Programme Delivery and Development	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				

9.0 - Details of Arrangements with Third Parties			1.2	Design and Approval of Programmes
2.0 - Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 - QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for Limerick Institute of Technology for the reporting period 1st September 2020 - 31st August 2021.

The AQR has been approved by LIT Vice President Academic Affairs and Registrar and is submitted by Head of Quality.

Limerick Institute of Technology (LIT) is a multi-campus Institution strategically located in Ireland's Mid-West region. The Institute provides a diverse range of full time and part time programmes across a broad range of disciplines giving student real opportunities for both career and self-development. The Institute, with its focus on applied learning and employability in addition to the development of the whole person is well placed to play a key role in economic and social development and contribute both at a regional and national level.

The history of the Institute is one of transformation and rebirth across generations and this continues in the contemporary context. LIT traces its roots to the foundation of the School of Ornamental Arts on Hartstonge Street in Limerick in 1852, with its express purpose of delivering technological and artistic education to as many people as possible. The School of Ornamental Arts was succeeded by the Limerick Athenaeum in 1855, which came under the control of Limerick Corporation 40 years later and became the Municipal Technical Institute in 1911. In 1980, this became Limerick College of Art Commerce and Technology (COACT), which relocated to the Moylish Campus, and remains the Institutes main campus since its incorporation as Limerick Institute of Technology in 1997. The Tipperary Institute was founded by the Irish Government in 1998 and opened two campuses in Thurles and Clonmel in September 1999 and these campuses were formally integrated into LIT on 1st September 2011. A number of programmes were offered by the Institute in Ennis, Co. Clare and these moved to a new facility in Binding Street which opened in 2019. The story of transformation continues to unfold, and in 2019 LIT and Athlone Institute of Technology (AIT) formed a Technological University Consortium to form a new Technological University to serve our regions to continue our unique approach for the benefit of society into the future.

LIT is proud to be an open, diverse, and contemporary Higher Education Institution (HEI) with a distinctive ethos and Education Philosophy. Our ethos is to provide excellent supports to students and to welcome diversity. Our philosophy of Active Learning centres on fusing theory and practice to equip individuals for professional fulfilment and has become the Institutes signature pedagogy. The Institute also demonstrates active leadership in education, enterprise and engagement, with a strong focus on meeting skills needs (specialist as well as generic and citizenship skills). Since the successful incorporation of the Tipperary Institute in 2011, LIT is a multi-campus institution with a wide geographic reach providing taught and research programmes for Limerick City and County, Tipperary and Clare as its primary catchment areas with programmes delivered in six locations.

LIT has grown to become a community, with over 6,500 students both full-time and increasingly part-time, availing of the ever-expanding range of courses, offered in a flexible and blended/online manner. We anticipate these areas will offer continued growth. In tandem, the student experience in LIT continues to evolve as international student numbers grow year on year. Other significant areas of growth can be seen in Research & Development activities, with emphasis on applied research as well as its translation into new products and processes and the wider innovations and enterprise functions that LIT is now known for.

Today, we are defined by the community-orientation of each of our campuses and on being an accessible and supportive Higher Education Institute. A source of pride and a key differentiator for LIT is our engagement with a wide range of stakeholders across industrial, business, social, cultural and community affairs due to these broad regional campus locations. LIT views itself as a key partner in delivering for the needs of these diverse communities. LIT also has seven enterprise incubation and acceleration centres, each with its own focus and profile and operating in collaboration with relevant agencies and private sector partners.

Our contribution to civic and cultural life is very evident, with our graduates active in every walk of life, from the artistic to the sporting, business, the sciences, industry, technology, engineering and public service. This is the educational heritage that LIT represents, being responsive to the needs of the society which it serves, and always open to all who would benefit from it, irrespective of class, creed or cultural background.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Limerick Institute of Technology is committed to academic quality (assurance) and continuous improvement (enhancement). Quality assurance and enhancement plays an important role in delivering the mission and vision of the Institute as described in the [LIT Strategic Plan 2018 - 2022](#). The Strategic Plan states that “as a contemporary, research-informed institution, we will be centred on our students, delivering quality teaching and learning and an excellent student experience”. The core mission of the Institute is stated as one of “a regionally focused Higher Education Institute with a national and international outlook. We empower our diverse student body by providing a quality higher education experience enabling economic, social and cultural development”.

The diversity and complexity of the needs of the contemporary student body in higher education requires the Institute to continuously improve and enhance service delivery in line with best practice nationally and internationally. The Strategic Plan further emphasises the importance of Quality in highlighting Excellence as one its core Values. This states that “we embed continuous improvement in all Institute activities to support the achievement of the highest standards in all aspects of teaching, learning, research and related supports. We provide a higher education environment that nurtures, supports and engages our students, staff and external stakeholders, enabling them to achieve their full potential”.

The approach of the Institute to the development and implementation of Quality Assurance (QA) systems and processes is effective, active, accountable and robust. LIT's Quality Assurance is in line with the Standards and Guidelines for the European Higher Education Area (ESG 2015), and with national guidelines and criteria for QA procedures, as overseen by the Quality and Qualifications Ireland (QQI) agency. LIT's Quality Assurance Policies and Procedures are implemented on all of its campuses and learning centres across the counties of Limerick, Tipperary and Clare. These policies and procedures govern the design, delivery and review of its academic programmes on the NQF framework from Level 6 to Level 10, whilst also assuring quality across its craft apprenticeships, and adult and continuous education programmes.

LIT's Quality Assurance documentation has been collected and collated into the [LIT Quality Assurance Handbook](#) and annually reviewed, updated, and approved by Academic Council. Consequently, relevant content areas are continuously improved through periodic reviews to assure their comprehensiveness, adequacy, and completeness. They are centrally maintained by the LIT Academic Council Sub-Committee on Quality and Academic Standards. The LIT Quality Assurance Handbook document is published in full on the LIT intranet and on available publicly on the LIT Website (www.lit.ie). The LIT Quality Assurance Handbook has been submitted to QQI to support its delegated authority and institutional review processes. This is required under ESG 1.1. The Quality Assurance Handbook contains [Introduction and Summary Guide to Quality Assurance Handbook 2020 - 2021](#) that provides an overview of the different Volumes of the Handbook and their contents. The handbook also contains [National Quality System Resources](#) document that contains ready access to relevant Legislation, Statutory Quality Assurance Guidelines, Discipline Award Standards and IHEQN Documents.

The [LIT Policy on Quality Assurance and Enhancement 2019 - 2024](#) is included in the LIT Quality Assurance Handbook. Previously titled the Quality Policy Statement this underwent a fundamental review and was revised and approved by Academic Council on 17th June 2019 with an operational period of 2019 - 2024.

LIT Governing Body ratified a comprehensive new strategic plan during the reporting period 2017 - 2018 which is available at: [LIT Strategic Plan 2018 - 2022](#). LIT also agreed a new [Mission Based Performance Compact 2018-2022](#) with the HEA under the HEA Systems Performance Framework. This strategic plan and the Mission Based Performance Compact will be the key parallel drivers of the strategic and operational plans that will shape LIT's Educational development and activities in the immediate future. LIT's plans will be underpinned by its core values of excellence, innovation, equity, support, and accessibility and these will inform Institutional approaches to the development of both its vision and mission and the associated quality assurance and enhancement systems that support these.

The [LIT Strategic Plan 2018 - 2022](#) represents the next stage in the evolution of LIT as an organisation. The core values outlined that underpin the Strategic Plan provide an anchor for all Institute actions and will influence how the Institute will achieve results and develop its Quality Assurance and Enhancement system as an intrinsic element of both accountability and continuous process improvement. The commitment to this is evidenced in the core Institutional values as listed and in particular in the value of Excellence. LIT's vision to 2022 is to be a leading provider of

higher education that is student centred, research-informed, industry relevant, and accessible for all. The mission of LIT is to be a regionally focused Higher Education Institution with a national and international outlook. It empowers its diverse student body by providing a quality higher education experience enabling economic, social and cultural development.

The vision and mission of LIT are underpinned by five core values:

- (i) **Supportive:** LIT provides a higher education environment that nurtures, supports and engages its students, staff and external stakeholders, enabling them to achieve their full potential.
- (ii) **Excellence:** LIT embeds continuous improvement in all institute activities to support the achievement of the highest standards in all aspects of teaching, learning, research and related supports.
- (iii) **Accessible:** LIT enables wider access and participation in higher education by embracing diversity and providing a flexible offering.
- (iv) **Equitable:** LIT promotes fairness, equal opportunity, respect, and positive outcomes for all its students and staff.
- (v) **Innovative:** LIT fosters creative and entrepreneurial activities, in all their forms, in collaboration with its stakeholders to address the changing needs of the region.

The QQI Core Statutory Guidelines issued by QQI in 2016, stipulate that the Quality Assurance System is embedded and maintained on a cross-organisational basis, including all levels of management, administration, teaching staff and learners. To achieve compliance and have a fit for purpose quality assurance system the overarching components include:

- i. developing and implementing a comprehensive suite of Institute wide policies and procedures;
- ii. establishing and conducting a broad range of internal reviews; and,
- iii. participating in annual monitoring and reporting to QQI, in addition to participating in periodic reviews in the form of Cyclical Review.

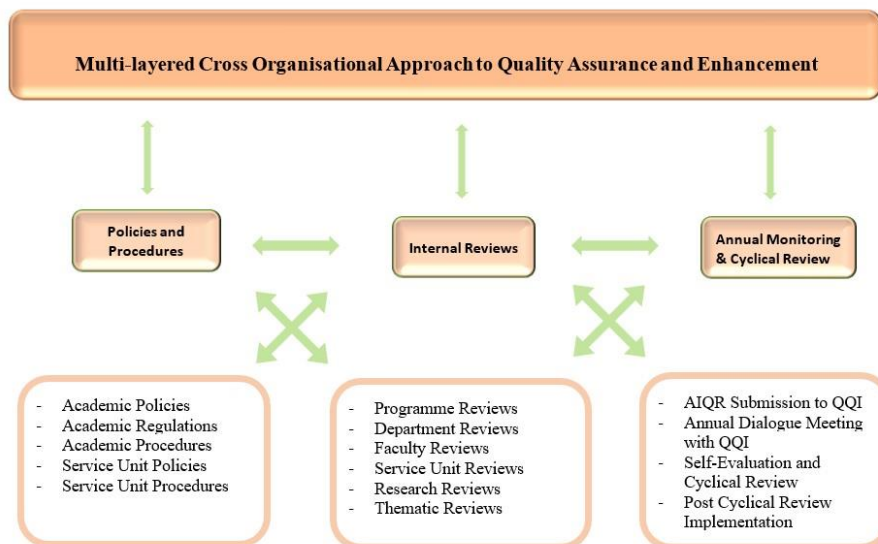


Figure 1. Overview of the Cross-Organisational Approach to Quality Assurance and Enhancement

The Institute takes a multi-layered approach to the governance of quality management, with the first layer consisting of executive structures such as Governing Body, Academic Council and their associated Sub-committees and Working Groups (Figure 2), in addition to Executive and Institute Management structures. These fora and structures play a lead role in reviewing and designing Institute-wide strategies and processes to maintain and continuously improve academic quality.

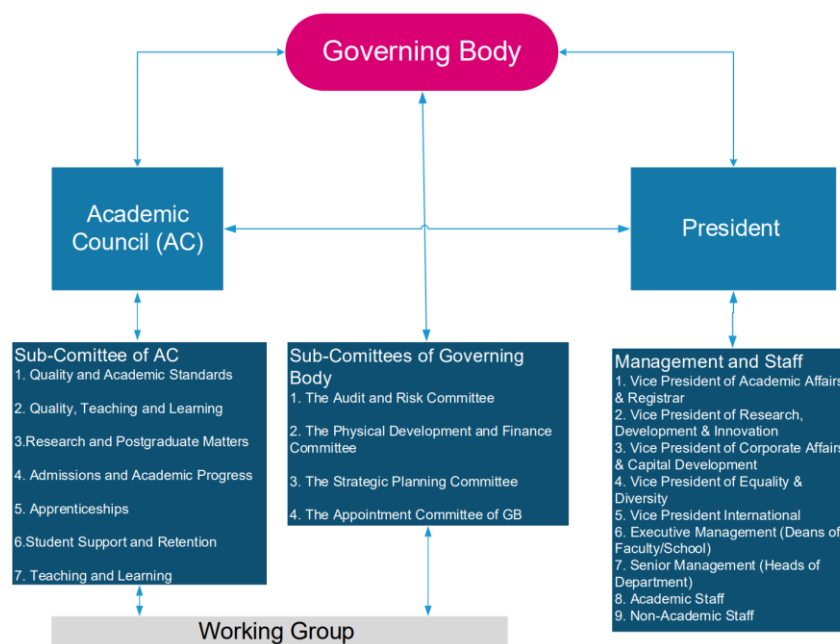


Figure 2. A pictorial summary of LIT's quality assurance decision-making fora during 2020 - 2021 Academic Year

The Institute complies with statutory and regulatory requirements relating to quality assurance and quality improvement. Under the Institutes of Technology Acts 1992 to 2006, the Academic Council protects, maintains and develops the academic standards of the programmes and activities of the Institute [Section 10 (1) of the 1992 Act [3]]. LIT's Quality Assurance is in line with the Qualifications and Quality Assurance (Education and Training) Act (2012) and the Standards and Guidelines for the European Higher Education Area (ESG 2015), and with national guidelines and criteria for QA procedures, as overseen by the QQI.

LIT's Academic Council, by statute, maintains academic standards within the Institute. The Academic Council is committed to continuous improvement with new initiatives being continuously designed and implemented to embed quality policies and practices throughout its operations.

LIT's [Academic Council Documentation 2020-2022](#) includes the Constitution, Composition, Membership, Sub-Committees and Bylaws. ESG standards are also referenced.

The Academic Council has approved the establishment of Faculty/School Boards, Department Boards, and Programme Boards. The terms of reference of each are listed in ACRP, Section 2: Management of the Curriculum.

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2020/2021, Part 1](#)

Each of these committees has approved templates and pro-formas for formal recording of minutes. These are available at:

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2020/2021, Part 2 Forms](#)

1.2 Linked Providers, Collaborative and Transnational Provision

The QA procedures for collaborative provisions are consistent with ESG 1.1. The Academic Council has approved policy and procedures for the collaborative provision of programmes. The policy “ensures that programmes delivered in collaboration are consistent with the Quality Standards expected of all LIT provision”.

Further details are available at the LIT Policy for Collaborative Provision and Joint Awards (National and Transnational) which is available at the following link: [LIT Policy Collaborative Provision 2014-2017](#).

LIT Academic Council approved a Policy on Linked Provision and a Linked Provider Framework in response to its obligations as a Designated Awarding Body. The Policy is available at: [LIT Policy on Linked Provision and Linked Provision Framework](#)

LIT’s Academic Council has approved a number of collaborations with national and international agencies, bodies and providers including:

- Atlantic Aviation
- Pallaskenry Agricultural College
- Gurteen Agricultural College
- Mary Immaculate College
- SOLAS
- University of Limerick
- Yangzee University China

The Institute is currently undertaking a comprehensive review of its policy suite in this area in the context of Designated Awarding Body Status under the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 and Technological Universities Act 2018 in the context of its application for designation as a Technological University during the reporting period.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

There are several validation processes operated by LIT to ensure that its academic programmes are robustly and successfully validated, and revalidated, thereby achieving adherence respectively to: (i) the European Standard Guideline 1.2 for the Design and Approval of Programmes, and (ii) the QQI Core Validation Policy and Criteria requirements. These processes include:

- Design, development, validation and approval of new major awards;
- Design, development, validation and approval of minor, special purpose and supplemental awards;
- Revalidation of existing programmes;
- Programme reporting;
- Design, development, validation and approval of new modules outside of new programme validation/revalidation.

The Academic Council has approved regulations and procedures for the design and approval of taught programmes, consistent with ESG 1.2. The details are provided in ACRP, Section 3: Development and Review of Programmes & Modules.

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2020/2021, Part 1](#)

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2020/2021, Part 2 Forms](#)

- a) The validation criteria by which new major awards will be assessed during the validation processes undertaken by LIT are outlined in Section 3.2.
- b) The new programme proposal and approval processes for major awards are outlined in Section 3.3.1 to Section 3.3.3. New major awards are validated through a two-stage process in LIT:
 - i. An Internal-Assessment Process conducted through an Internal Review Panel. Details of this review process are outlined in Section 3.3.4.
 - ii. An External Assessment Process conducted through an External Validation Panel. Details of this validation process are outlined in Section 3.3.7.
- c) The validation processes for Minor, Special Purpose or Supplemental Awards are outlined in Section 3.5.
- d) The reporting arrangements for programmes are set out in Section 3.6.
- e) The re-validation process associated with existing major and other awards is set out in Section 3.7.
- f) The validation of new individual module(s) outside of new programme validation/revalidation processes is set out in Section 3.8.

Any proposed changes to existing programmes outside of programme review require Academic Council approval. Major changes may require revalidation of the programme, if the nature and scope of changes significantly change the award. A change of award title or discipline would require a new validation. Changes to the programme learning outcomes and other minor changes to existing programmes are addressed through the modification to a programme in advance of programmatic review, as outlined in Section 3.6.5.

The use of Academic Module Manager software for programme development supports the alignment of programmes to the ESG standards, NFQ levels and QQI award standards. These regulations and procedures are consistent with the QQI Assessment and Standards (revised 2013).

A Faculty/School Board exists within each Faculty/School, whose function is to advise the Head of Faculty/School at strategic level, the academic and resource requirements of all its programmes/modules. Similarly, Department Boards exist for each department and their function is to advise and assist the Head of Department at tactical and operational levels with regard to the academic and resource requirements of programmes/modules within the department. Established Programme Boards will operate for each programme offered by the Institute. The Programme Board has the primary responsibility, under the overall guidance of the Head of Department, for developing and operating the programme.

A Provisional Programme Board has the responsibility for the development of a new programme leading to a major award. Provisional Programme Boards are established to develop a programme proposal and to develop a Programme Submission Document for the new programme and to bring this submission through the Validation Procedures of the Institute. The Provisional Programme Board shall comprise not less than four members including the Head of Faculty/School and Head of Department. The Provisional Programme Board may include lecturers from other departments and external advisers if required. The President is ex officio a member of the Provisional Programme Board.

New Programme Guidelines that clearly document the necessary procedures and requirements for new programme development are updated annually and are distributed to all academic staff each year. They constitute part of the LIT Quality Assurance Handbook which is also available on the LIT intranet. They are available at the following link: [New Programme Guidelines. The LIT Graduate Attributes Framework 2019 - 2022](#) is also available to programme design teams as a resources and guide for programme design.

LIT continues to develop links and to consult with the community, and with industry and professional bodies, to inform the development and review of programmes and modules, to ensure that they are responsive to existing and emerging stakeholder needs. The applied focus ensures that LIT graduates will continue to be highly sought after and recognised regionally and nationally as having a high level of expertise, skill and competency with multiple career opportunities. This approach facilitates the acquisition of a deep understanding in the core area of study in addition to technical competencies and generic transferable skills so that graduates are work-ready.

In addition, the LIT Strategic Plan aims to 'deepen stakeholder engagement' so to develop the applied nature of programmes in collaboration with industry that equips graduates with the knowledge and skills to meet industries ever changing needs'. The LIT Faculty/School Industrial Liaison Advisory Policy provides a structure for the many and varied contacts with industry and the advice received by the Faculties/Schools at LIT and is available at [LIT Industrial Liaison Advisory Policy 2019 - 2024](#)

LIT also has a policy of inclusion of work placement in programme design and delivery. This allows for assurance of the learning achieved by students via its application in the workplace.

A comprehensive policy framework has been developed for Blended and Online learning programme design and this is available at [LIT Blended and Online Learning Policy 2019-2024](#) The Policy classifies and defines what Face to Face, Blended and Online Learning is within the LIT context. The policy looks at blended and online learning within the organisation, programme and learner experience context. The policy provides an overview of different learning design approaches/frameworks that can be and recommends that following a learning design model or framework should be done as part of the programme design stage to ensure that judicious consideration has been applied to the structure and sequence of the learning activities and assessment. To support the planning and design process of blended and online modules/programmes at LIT, the policy includes templates as part of a mapping exercise to identify any resources or technical setup that may be required for the delivery or assessment. These templates provide an opportunity to align the learning activities to the assessment strategy. The policy provides guidance on technical and operational supports that need to be considered in the design stage and a number of support guides have also been developed to assist staff in designing blended/online modules/programmes. As well as an overview on the different learning design modes/frameworks that can be implemented. As part of the implementation of the policy the templates have been integrated into the New Programme Design Guidelines to ensure that all new online modules/programmes will have completed these templates and can be included in the Validation programme document.

Apprenticeship education remains an important part of the service of the Institute. This includes on-going development of Apprenticeship programmes as validated under QQI. There are close on-going links with SOLAS. The apprentice is fully supported by the academic staff during the apprenticeship and has full access to all the facilities and supports of the Institute. Apprentices are employed by a SOLAS-approved employer for the duration of the programme which is generally between 2-4 years. Apprenticeship programmes provide at least 50% workplace-based learning. There is an Apprenticeship sub-committee which meets several times throughout the academic year in order to ensure continued progress and quality.

2.2 Admission, Progression, Recognition & Certification

The Academic Council has approved regulations and procedures for admissions, transfer, progression, recognition, and certification. These are consistent with ESG 1.4 and the QQI Policy on Access, Transfer and Progression (updated 2015).

Cognisant of the national policy on Access, Transfer, and Progression, LIT offers learners access and 'ladders of learning' progression pathways into and along the National Framework of Qualifications from Level 6-9 and Level 10. Within these pathways, flexible modular options are available for learners such as multiple entry points, electives, and part-time and flexible study options.

Admission

The Admissions criteria for each programme are provided in the LIT Prospectus and are, for example, consistent with second-level qualifications for entry. [Undergraduate Prospectus 2020 - 2021](#)

Chapters 1-4 of the Admissions Office Policies and Procedures (AOPP) outline the operational admissions procedures and the various categories of students entering LIT. LIT provides all students with an online registration facility. The LIT Admissions Office Policies and Procedures (AOPP) is available at the following link: [Admissions Office Policies and Procedures](#).

To assure the quality of LIT's engagement with students during their transition a number of measures are delivered.

1. A Student Handbook is provided to all new entrants for ease of entry to third level education in LIT. [LIT Student Handbook](#)

This handbook provides details related to LIT's:

- Operations (calendars, maps);
Student Diversity Profile (Mature, International, Disabled);
 - Student Support Services (Health, Chaplaincy, Counselling, Careers, Access, Disability, Sport, Accommodation, Transport, Catering);
 - Learning Support services (Tuition in specific discipline areas including Maths, IT, Science; Peer Assisted Learning; Study Guides; learning related workshops including study skills, examination techniques, academic writing);
 - Library and Information Resources services;
 - Computer Services (including Moodle, VLEs);
 - Health and Safety supports;
 - Relevant Policies and Procedures.
2. All students receive a hardcopy z-card (business card size - foldable guide) with all the essential student service information.
 3. The LIT ENGAGE Programme supports the transition of all students to LIT. This structured, activity-based induction programme is geared towards getting new students settled in and acquainted with other students and their campus. Together with on-campus Student Leaders this programme provides students with the opportunity to actively engage

in college life, get to grips with your course, join a club or society and develop a personal toolkit to live a healthy balanced and enjoyable lifestyle.

As part of LIT's QA processes, the handbook and LIT's programme of induction are reviewed annually by the Student Services Unit of LIT.

Transfer:

The transfer criteria are specified in Chapter 8 of the Admissions Office Policies and Procedures document.

Progression:

The progression criteria are specified in Chapter 8 of the Admissions Office Policies and Procedures document.

Recognition of Learning (RPL):

LIT recognises the qualifications and prior learning of students. The related regulations and procedures are outlined in ACRP, Section 5: Recognition of Prior Learning Policy and Procedures. Details are also provided in the Student Handbook on the treatment of prior learning of students, and the implications for entry and exemptions.

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2020/2021, Part 1](#)

Certification:

The regulations and procedures for certification are outlined in ACRP, Section 4.3: Standards for Awards at Different Classifications.

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2020/2021, Part 1](#)

Information relevant to Admissions, Transfer, Recognition, Progression, and Certification is provided in detail to students in the LIT Prospectus, Student Handbook and on the LIT website (www.lit.ie).

LIT Prospectus 2020-2021: [Undergraduate Prospectus 2020 - 2021](#)

LIT Student Handbook 2020-2021: [LIT Student Handbook](#)

The Institute, through the Academic Council, adheres to the national quality standards and admission norms for the provision of student supports. The expectations and responsibilities for students are described in LIT's [Student Charter](#).

2.3 Procedures for Making Awards

As a designated awarding body up to Level 9 of the NFQ, LIT adopted QQI Award Standards at its Academic Council meeting of 6th December 2019. The Institute has developed robust procedures for ensuring that its awards are consistent with the relevant award standards and that programme validation including the specification of programme and module learning outcomes, programme delivery and assessment is planned, designed and implemented to ensure that graduates of awards at the cognate levels for the NFQ have attained the requisite standards of knowledge, skills and competency.

The procedures for developing programme learning outcomes are outlined in the Institutes Academic Regulations in Section 3.2 Validation Criteria for New Major Awards.

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2020/2021, Part 1](#)

The procedures are consistent with QQI Core Validation Policy and Criteria (Revised 2013) and QQI Sector-specific QAG for Designated Awarding Bodies, Section 6. They include self-assessment, external assessment, report publication and follow-up. Both the self-assessment and the external assessment require explicit criteria.

The validation criteria are outlined as follows:

- Standards: The minimum intended programme learning outcomes must be consistent with the relevant awards standards and the National Framework of Qualifications (NFQ) award-type descriptors
- Access standard: The prerequisite learning for participation in the programme and any other assumptions relating to the programme's target learners must be explicit.
- Learning: The programme must enable its target learners to attain the minimum intended programme learning outcomes reliably and efficiently (in terms of learner effort). The concept of minimum intended programme learning outcomes and its relation to teaching, learning and assessment are explained in QQI Assessment and Standards (Revised 2013).

Validation is only possible where the following are explicitly specified:

- a) The target learners' prerequisite learning and any other relevant assumptions about programme participants
- b) The minimum intended programme learning outcomes and any other educational objectives of the programme.

Validation requires evidence that the minimum intended programme learning outcomes are consistent with the applicable awards standards (See QQI Award Standards), and the relevant NFQ (National Framework of Qualifications) award-type descriptor(s) (consistent with QQI Assessment and Standards (Revised 2013)). As award standards are cumulative, the programme's prerequisite learning specification must include the knowledge, skill and competence specified at lower NFQ levels in the applicable awards standards.

The validation procedures require evidence that target learners may achieve the intended programme learning outcomes and therefore that learner acquires the standard of knowledge, skill or competence associated with the level of each award within the National Framework of Qualifications

The programme's content and learning environment must be appropriate to the programme's intended learning outcomes:

- (i) The programme's staff (assessors, teachers, etc.) as a group must be competent to enable learners to develop (achieve) the intended programme learning outcomes and to assess learners' achievements as required by QQI Assessment and Standards (Revised 2013)
- (ii) The programme's learning environment (physical, social, and intellectual and recognising that the environment may be virtual) including resources (see the final paragraph of this section) and supports, should be consistent with the intended programme learning outcomes; the places at which, or virtual spaces within which, instruction is to be provided should be specified and suitable
- (iii) Programme content including reading lists, lecture notes, and any other material used by the programme should be appropriate

The programme should involve authentic learning opportunities to enable the achievement of the intended programme learning outcomes.

- (i) The programme's strategy for enabling learners to move from the minimum access standard to the minimum intended programme learning outcomes should be explicit, realistic and viable. The programme should be provided in a way that its intended learning outcomes can be reliably and efficiently attained by the learners. It is to be expected that all learners who are judged qualified to access a programme should be able to graduate from that programme subject to their making a reasonable effort and complying with the programme's conditions
- (ii) The programme and module assessment should be both clear and appropriate consistent with QQI Assessment and Standards (Revised 2013)). They should provide for the verification of the attainment of the intended learning outcome
- (iii) In the case of a modular programme, the pool of modules and learning pathway constraints should be explicit and appropriate considering the intended programme learning outcomes consistent with QQI Core Validation Policy and Criteria Section 7.0).

To assist programme teams the Institute has developed a guide for Academics in writing and using learning outcomes, available at: [LIT Writing and Using Learning Outcomes, A Guide for Academics](#)

- (i) The Module Manager software used for programme development further requires extensive mapping to ensure that:
- (ii) Programme Learning Outcomes map to the relevant Award Standards.
- (iii) Module Learning Outcomes map to the Programme Learning Outcomes.
- (iv) The module assessment strategies are mapped to individual module learning outcomes.

2.4 Teaching, Learning and Assessment

LIT has a range of QAE procedures for assuring the quality of teaching, learning and assessment. These policies and procedures are consistent with QQI Core QAG Section 2.5 - Teaching and Learning; ESG 1.3; Assessment: QQI Core QAG Section 2.6 - Assessment of Learners; ESG 1.3.

The [LIT Strategic Plan 2018 - 2022](#) highlights its mission and values that ensure it prepares learners for fulfilling and challenging futures, fostering the professional, intellectual, social, cultural and personal development of the individual. It defines LIT's Educational Philosophy as being "active learning through a fusion of theory and practice". Providing "high quality teaching and active learning" has been identified as a strategic priority and this signals the institutional commitment to fostering excellence in Teaching and Learning. As an enabler of this the plan further identifies the need to "enrich the student learning experience through innovative course delivery methods supported by technology, work-based learning, internationalisation and positive student engagement". The Strategic Plan sets out the following priority in the area of Teaching and Learning: Provide high quality teaching and active learning that reflects the needs of industry.

In order to achieve this priority, LIT will:

- Ensure our academic programme offering and pedagogies are research informed and equip students with practical critical thinking and problem-solving skills;
- Enrich the student learning experience through innovative course delivery methods supported by technology, internationalisation, and positive student-staff engagement;
- Expand work-based learning and work placement opportunities;
- Upskill academic staff to keep pace with new technologies and pedagogies and incorporate these into their teaching and delivery methods.

The Institute Strategic Plan is supported by a revised Teaching and Learning Strategy was approved by Academic Council in June 2018 and is available at: [Teaching and Learning Strategy 2018 to 2023](#)

The Ethos of this Strategy is the "Pursuit of Excellence in Teaching and Learning through Engagement, Innovation and Enhancement". It takes account of the national and international context for teaching and learning in higher education which has been profiled as one of the developments of full human potential through an agenda of innovation and excellence in teaching and learning. This involves developing competencies and raising skill levels, evolving pedagogy, greater use of technology-enhanced learning, deeper engagement with learners and society and widening participation through flexible programme provision. The strategy dovetails with this agenda and is focused on the pursuit of excellence in teaching and learning through engagement, innovation, and enhancement.

The Strategy embodies the values of the LIT Strategic Plan 2018 to 2022 and, in a practical way, supports the mission, vision, and range of strategic priorities and enablers of that strategy. The Teaching and Learning Strategy outlines a range of Higher-Level Principles that underpin the LIT approach. A set of Implementation Themes with actionable Strategic Goals have been developed to progress teaching and learning excellence and to enrich the learning experience of all learners. These goals represent the core of the strategy and the responsibility for their implementation lies with a range of parties across the institute in multifaceted contexts.

An overview of the Strategy as an Implementation Planning Resource has been developed and is available at: [Teaching and Learning Strategy, 2018 - 2023 Implementation Planning Resource](#)

This overview of the strategy is designed to facilitate ready access to the core actionable content for implementation planning. The full strategy which contains the detailed pedagogical context and rationale and the implementation planning resource document can be accessed by staff on the staff portal in the Centre of Excellence for Teaching and Learning. A range of additional resources are promoting best practice in Teaching and Learning are available in this site.

The Teaching and Learning Strategy sets out the framework for the student centred Active Learning approach that is the hallmark of the institutes approach to programme delivery. For authentic engagement, it is important that a student-centred approach is taken and that students are provided with the learning outcomes, as this frames the objectives of their engagement with the learning process and sets the parameters for their involvement in learning activities. Student engagement in the learning process is stimulated by their direct involvement in learning and the instant feedback that takes place particularly in the active learning context and model encouraged and supported in LIT. This can involve discussion, debate dialogue, teamwork, presentations, project work, and work placement. It is complemented by other higher cognitive learning activities such as analysis, enquiry, exploration, evaluation amongst others in all the different contexts they emerge in during a programme.

Learners are at the core and focus of activity in LIT and the increasing diversity of the learner population and the diversity of learner needs are recognised and valued. Student centred learning is characterised by a reliance on active learning coupled with an emphasis on deep and authentic learning and understanding and, increased responsibility and autonomy on the part of the student. It involves a reflexive approach to the teaching and learning process that is a shared responsibility between both teacher and learner.

Two overarching facets of LIT's approach support this in a framework that readily permits a student- centred learning approach:

- 1). LIT's educational philosophy of "active learning through a fusion of theory and practice" provides an agile framework in terms of delivering on innovative approaches to learning, and,
- 2) the use of constructive alignment in which excellence is facilitated in a system where all aspects of delivery, and assessment of learning activities, are aligned to the intended learning outcomes.

Constructive alignment to learning outcomes places the learning process at the centre of all activities while the active learning pedagogy places student centred learning firmly at the core and this dual emphasis fosters deep authentic learning.

Active Learning:

The hallmark of LIT's educational philosophy is Active Learning which is described in its Teaching, Learning Strategy document. This philosophy is aimed both at the acquisition of knowledge and a deep understanding and competency in the core area of study for the student, in addition to the acquisition of generic skills so that LIT produces rounded graduates. Active learning in LIT is a

strategy which encourages students to be active participants in the learning process and allows them to take ownership of their own education. Connecting theory and practice, students apply their learning and develop their understanding through a range of active methods including the usage of case studies, problem-solving exercises, work-placement, reflection, and other activities both on and off campus. As an outcome, graduates are equipped to continuously develop academically, personally and professionally. LIT continues to embed and implement this strategy in academic programme delivery and development across the wider organisation.

Developing Capacity with Knowledge and Research Skills:

This Teaching and Learning Strategy links with the research agenda and aims to develop and strengthen undergraduate student's critical research skills such as ethos of enquiry, critical thinking, using evidence, formulating and testing hypotheses and citation of sources. These are fundamental to the research process and support the development of strong research groups. The process of creating a learning environment which imparts research skills throughout each stage of a student's academic studies begins with the Institute encouraging and supporting faculty to continue to develop their own academic research skills. Providing a working environment with research opportunities through different projects, research groups and centres across the Institute is an important facilitator of this. The [LIT Research Ethics Guidelines for Undergraduate and Taught Postgraduate Programmes 2019 - 2022](#) has been developed to support students and staff engaged in research activity at undergraduate level.

Focus on Applied Learning and the Development of Employability Skills:

LIT places a pivotal focus on the employability of its graduates. It has developed effective mechanisms through its quality assured system of programme development and programme review to ensure that LIT graduates have the necessary knowledge, skills, competencies and experience that employers are looking for. Where relevant it works with Professional, Regulatory and Statutory Bodies to ensure graduates meet the competencies required for recognition and registration purposes. The core philosophy of active learning ensures that graduates emerge as mature and competent practitioners and citizens are equipped to continuously develop personally and professionally. LIT also has a policy of inclusion of work placement in programme where possible. The LIT Placement Guidelines support Students, Faculty and Placement sites and are available at [LIT Placement Guidelines](#). The LIT Careers & Employability Service provides a dedicated team to administer work placement, supporting students develop their skills in preparation for work placement; while also acting as a central point of contact to facilitate and manage relationships with placement providers. Ensuring LIT graduates are work-ready with the appropriate relevant skills is central to the Institutions philosophy of 'Active Learning'. The Careers & Employability team work with regional, national and international employers, facilitating activities such as employer class presentations, on-site industry visits, as well as hosting LIT's annual Career Fairs.

Technology Enhanced Learning:

LIT is continuing to promote the use of digital technology within its teaching practices to enhance the learning experience by rolling out 'Panopto' on all lectern machines across each campus and setting up webcams within each classroom. Faculty also have the option to work with the Quality, Teaching and Learning staff on a one-to-one basis to develop their teaching and learning and digital literacy skills. These are informal collaborative sessions where, for example, the educational

technologist might discuss with staff the different types of digital technology that can be used to create different resources. The LIT Lecture Recording Policy has been developed to support staff and students to record synchronous/live lectures/classes and incorporate this activity into teaching practice and learning activities. It is available at [LIT Lecture Recording Policy 2019 - 2021](#)

A specific series of resources on the Staff Portal and a Lecturers Moodle Tel Resources Page has recently included a Technology Enhanced Learning Section which provides access to resources and materials to support faculty in the use of Technology Enhanced Learning in their teaching and assessment

Professional Development supports Teaching and Learning:

LIT is represented on the Board of the National Forum for the Enhancement of Teaching and Learning and makes a strong contribution to National Forum developments and to the scholarship of teaching and learning. Two faculty members from LIT are appointed as National Forum Associates and represent LIT at National Forum events. The Institute participates in the many regional and national initiatives across the Mid-West Regional Consortium and the National Forum including the National Teaching Excellence Awards, Teaching Tips, Peer Observation, and the Regional Writing programme. LIT staff actively participate in these events and provide a wide range of CPD offerings for all disciplines throughout the academic year.

Assessment

As outlined in its Teaching and Learning Strategy, LIT is committed to best practice in assessment and “all assessment practices within LIT will be valid, fair and consistent, and appropriate to the learning outcomes with which they are linked. LIT promotes innovative methods in summative assessment, which support active learning and authentic performance, while maintaining standards of validity, fairness and consistency. Assessment for learning (formative assessment) will be used extensively to provide timely and supportive feedback to students from assessment activity”. LIT is committed to employing a range of assessment approaches and instruments including both formative and summative formats. Best practice principles for assessment include explicit sharing of learning outcomes for the programme/modules and sharing the criteria for success with respect to their assessment. Therefore, specific approaches will be used to ensure alignment between assessment and learning outcomes and to ensure that assessment is appropriate to the stage of learning the student is at. There is a commitment to continually review assessment practices in LIT to ensure they correspond to best practice nationally and internationally.

The Academic Council has approved regulations and procedures for the delivery and assessment of taught programmes and these are outlined in Section 4 Assessment Regulations for Taught Programmes.

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2020/2021, Part 1](#)

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2020/2021, Part 2 Forms](#)

These LIT regulations and procedures are consistent with the QQI Assessment and Standards (revised 2013).

Overall procedures for the assessment of students regulate the authority, role, responsibility and accountability of all persons and committees involved with assessment procedures. Such persons may include: students; internal and external assessors; external examiners; programme boards; department, faculty/school boards; department, faculty/school Deans and Heads of Department; boards of examiners; appeals boards; the Vice President Academic Affairs and Registrar; Academic Council; President and Governing Body.

External Examining:

External examining verifies that the content, teaching and assessment methods and their standards are appropriate for the nature and level of the academic award being reviewed. Feedback is provided annually on the quality of learning via external examiner reports, which are reviewed by the Academic Council Sub-Committee on Academic Quality, Teaching and Learning. Any issues raised by external examiners are returned via Faculty and Department management to relevant staff members for identified action and response. Full details of LIT's External Examiner Policy are available at: [External Examiners Policy and Procedure for Taught Programmes](#)

3.0 Learner Resources and Support

LIT Learner Resources and Support are consistent with QQI Core QAG, ESG 1.6; QQI Code of Practice for Provision of Programmes of Education and Training to International Learners and QQI Statutory Topic-specific QA Guidelines for Providers of Blended Learning Programmes.

General Resources and Support

Within budgetary requirements, the Institute is strongly committed to the provision of appropriate resources for all programmes. Resourcing is consistent with the provisions of ESG 1.6. During programme validations and revalidations, resources are considered, in line with the validation criteria for a programme to be viable. LIT Academic Council Regulations and Procedures: Section 3: Development and Review of Programmes and Modules. Any deficit is identified and reported to Academic Council. The use of Academic Module Manager software for programme development supports the identification of resource requirements for the delivery of each module and each programme. During module definition and validation these requirements are explicitly listed and reviewed. Relevant details are provided in ACRP Section 3.

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2020/2021, Part 1](#)

The Institute endeavours to continuously improve available resources. The academic, social and cultural experience of the student is central to the ongoing development of its resources. For example, the Institute recognises the need for student academic support; the services of a Learning Support Unit are available free to all students. Details of supports for students are described in the Student Handbook 2020-2021: [LIT Student Handbook](#)

The Institute is a growing and multi-campus institution. LIT has received planning permission to construct a major new campus at Coonagh. Primarily focused on engineering, the €14m facility has received planning permission and is currently in the process of completing a first phase of development. LIT has also secured a €20m investment for the construction of a new Applied Science and IT building on the LIT Moylish campus. The building will accommodate science labs, flat teaching facilities, computer labs, tutorial rooms, 'break-out' and meeting spaces. Such infrastructural developments will provide for the expansion and improvement of the learning resources available to LIT students.

LIT Library and Information Resource Centre.

LIT libraries are central to LIT intellectual and academic life where students and staff needs are the top priority. LIT libraries lead through the provision of innovative services, Information and Media Literacy skills training programs, through supporting scholarly communications and research and through the provision of quality, relevant library services and resources. The quality and relevance of LIT Library resources are ensured and informed by the Library's Collection Development Policy, which provides a framework for library collection management, including acquisition, storage, maintenance, retention, and deselection of library items in consultation with academic staff.

The Library endeavours to ensure provision of libraries and learning spaces that are suitable for personal and collaborative learning. We are committed to fostering learning, creativity, and innovation through ensuring access to quality library resources and services, through the expertise and commitment of our library staff and by safeguarding a library environment that is both supportive and engaging for all learners.

LIT Library and Information Resource Centre not only provide quality information resources but are committed to ensuring that students possess the core skills to locate and access the correct information when and where they need it and have the supplementary skills to know how to evaluate and use the information effectively and ethically. LIT Library supports these goals through its annual library induction programmes and Learning to Learn, Information Literacy and Research Skills Training Programme, which runs across LIT Library sites (and online) in co-operation with academic departments.

LIT Library staff are trusted and proud colleagues and partners in LIT. The Library team endeavours to use their knowledge and expertise to ensure provision of quality information resources and services. LIT Library supports academic staff, researchers, and students to be the creators of new knowledge and be positioned to be valuable contributors to society.

The LIT Library is committed to seeking out new and innovative quality library services to make library resources and services more streamlined, and accessible on and off its campuses, Discover! Search is a comprehensive search solution that makes in-depth research quick and easy. It enables a single search across multiple library digital resources, providing fast access to content such as e-Journals and eBooks. The Library have also developed LibGuides, a collection of specialised research and subject guides and how-to tutorials which inform our students about various library facilities and services as well as information resources to support learning and research. [ALL GUIDES Alphabetically - Library Guides at The Library](#)

In addition, the LIT Library Ask a Librarian service, available on the library website, allows LIT staff and students to get instant assistance with library and research-related questions from reference staff.

The quality of LIT library services is enhanced by library representation on a number of sub-committees of LIT Academic Council. LIT Library also supports learning, teaching, and research in the area of referencing, citation and avoiding plagiarism through its publication [Write it Right: A guide to the Harvard Referencing System](#). These are the official guidelines for Referencing Citation and Avoiding Plagiarism on all LIT campuses. The online version of the guide is extremely popular with students and staff and has been accessed over 120,000 times since it went live.

Please also see: <https://library.lit.ie/>

Support Services for Students

LIT has a dynamic and interactive campus environment. The dedication and commitment of our staff and students is reflected in the energy and enthusiasm that extends to every aspect of our goal to support a positive student experience. Students have many opportunities to participate in activities that support their academic, cultural, social, sporting interests and preferences. We also recognise that college life can be challenging we provide a comprehensive range of services to support students.

Student Support at LIT encompass a group of services that provides key supports to students during the different stages of the Student Lifecycle. These include the:

- Access service;
- Counselling Service;
- Student Health Service;
- Chaplaincy/Pastoral Care;
- LIT Learning Support Unit (LSU);
- The LIT Student Retention; and
- Career Service.

Access Service

The Access Service supports the Institute's commitment to promoting equitable access to and successful participation in higher education for all members of society. Through its work, targeted strategies and initiatives are delivered to facilitate entry to and successful participation in higher education for underrepresented students. The successful realisation of the widening participation agenda also requires that students are able to progress in their academic studies and move into graduate employment. Primarily, the Access service works with: Students who experience socio-economic disadvantage; Students with a Disability and/or Specific Learning Difficulty; Mature Students; Irish Travellers; and Lone Parents.

Counselling Service

Through the Counselling Service, the Institute offers a free confidential and professional counselling service to all registered students. The service is staffed by professional, qualified and experienced psychologists, psychotherapists and counsellors. The service aims to provide accessible, available and student-friendly support for students when a personal issue or crisis arises which affects their wellbeing, happiness, their capacity to cope, relationships or learning. An associated website provides information on support services in the community, helpline numbers and out of hours services. Counselling services provided include: Short term individual counselling for personal issues including daily crisis and emergency appointments; Support groups e.g. mindfulness and overcoming anxiety; Wellbeing workshops in self-esteem, enhancing social skills, relaxation and managing stress; Positive mental health promotion initiatives and mental health awareness campaigns; and referral to other mental health and other specialist support services.

Student Health Service

The Student Health Service provides a confidential and caring Health Service including Health Promotion and Healthy Lifestyle Awareness. It responds to the needs and concerns of all Institute Students on request/referral. The Student Health Service delivers support such as: Providing day-to-day student consultations; Organising doctor appointments where necessary for students;

Coordinating referrals to in-house services e.g., counselling, physio, learning support, etc and to external services when the need arises; Exam requirements for student; Health education to students on a one-on-one basis; and Health promotion events for a pro-active approach to supporting students. A free, confidential nursing service is available to all full-time registered students at LIT.

Chaplaincy/Pastoral Care

This service is available to help any member of LIT and has four main areas of support: Pastoral Care, Community, Spirituality and other general duties. Supports provided include: Reflection Room (Moylish Campus); Appointment and/or Drop-in Service; Bereavement and illness support; The Hardship/Emergency Fund; Charity Events; and Engaging students through volunteerism. The Institute has a Pastoral Care Co-ordinator whose services are available to students of all religious denominations and of none.

Learning Support Unit (LSU)

The Learning Support Unit is a distinctive and valuable feature of the Institute's commitment to providing a supportive learning environment. Learning support tuition is based on active learning with the student leading the learning process. An essential part of the Learning Support Unit is to re-empower learners in areas which they have identified as requiring support, thus supporting the vision, mission, educational philosophy and values of the Institute's Strategic Plan. The LSU provides learning support on request from the learner. Services are based on a supervised self-help model to empower the student and help them to reach their full potential. Students avail of the Learning Support Unit for a variety of reasons, including but not limited to: Additional tuition in all subjects; Science and Academic Writing; Workshops on: Study Skills, Exam Techniques, Academic Writing, Maths, Computing and Course Subjects on request; Support for students with learning difficulties; Peer Assisted Learning; and Academic English Language support. The service supports students to enable them to participate fully in their programme of study.

The Student Retention Service

The Student Retention Service supports students who may find themselves struggling to settle into academic life or who may who may encounter difficulties as they progress through their programme of study. The Student Retention Officer meets with students on a wide variety of issues, including both personal and academic concerns attending to a range of issues a student may have (e.g. personal, social, academic) by providing support and by identifying the best places to make helpful referrals. In addition to meeting with students, the Retention Officer may advocate on their behalf and frequently collaborates with other offices throughout the Institute. The Service also supplies detailed analysis to Faculties and Departments on areas such as Completion Statistics, Retention Statistics, Module Statistics, and Student Withdrawals.

Careers Service

The Careers Service supports Students to identify their career objectives and achieve their full personal and professional potential. The service works in partnership with Academic and other Institute Departments to support students in the attainment of real-life work experiences where they can apply their academic and technical skills and enhance their discipline competencies and employability. It offers one to one guidance including: CV review; Graduate applications; Course change; Withdrawal; Postgraduate opportunities; and Preparing for interview. It also offers Group

support including: CV Preparation; Interview Skills; Using your Network and Effective Job Searching; LinkedIn for Job Seekers; Profiling for Success; and CV Review Clinics. At the time of the current Strategic Review, the Careers Service operated under the direction of the Dean of Work Based Learning and consisted of a Careers Officer and an administrator. A Careers and Employability Service Centre was established in the 2019/20 Academic Year. This enables enhanced collaboration between LIT and external employers and communities, developing a network of work placement and employment opportunities for students.

4.0 QA of Research Activities and Programmes

LIT's Research Degree Provision Policies and Procedures and consistent with the QQI Topic specific QAG for Providers of Research Degree Programmes; Ireland's Framework of Good Practice for Research Degree Programmes (2019); HEA National Framework for Doctoral Education, The 'Salzburg' Principles, The 'Salzburg II' Recommendations; and the National Policy Statement on Ensuring Research Integrity in Ireland.

Research activity is a defining hallmark of higher education, informing teaching and learning, and adding to the global body of knowledge. The [LIT Strategic Plan 2018 - 2022](#) sets the following priority in the area of Research Development and Innovation: "Increase LIT's RDI capacity in areas that have a clear economic and social impact for the region".

In order to achieve this priority, LIT will:

- Grow the quantity, quality, and impact of Research Development and Innovation (RDI) activities and enable knowledge transfer and entrepreneurship;
- Promote a research culture to increase capacity and identify and support staff to be research active;
- Advance key research priorities relevant to the region;
- Further develop enterprise activities that foster innovation and entrepreneurship and shape the entrepreneurs of the future.

LIT's - HEA Research Related Compact Performance Objectives for new three-year period 2018/019 to 2020/2021, aspires to:

- Increase post-graduate research opportunities in line with ambitions;
- Improve LIT's academic standing as a provider of research in specific discipline areas;
- Successfully bid for external, non-exchequer research funding;
- Extend the collaborations within the Regional Consortium.

LIT will continue to strive to achieve and to build on these objectives into the new reporting periods. LIT provides a physical, intellectual, social and cultural environment which is conducive to the successful pursuit of independent academic research. Good research practice should grow out of good practice in teaching and learning. Relevant research activity can enhance and should never compromise the quality of teaching and learning at Higher Certificate, Bachelor Degree, Honours Bachelor Degree and Taught Masters Level.

The 'knowledge square' of research, innovation, education and society are the drivers of knowledge-based research at LIT delivering impact, value and innovative solutions for our society and economy. At the heart of LIT's research strategy is the ambition to be a strategic knowledge generator and technology transfer partner of choice for companies and organisations facing the challenges of achieving sustainable competitive advantage in their marketplace. The core values that underpin the RDI Strategic Plan for postgraduate research provide an anchor for all our actions and influence how we achieve results. All activities are informed by the Institutes Values of Excellence, Accessible Supportive, Innovative and Equitable as elucidated in the LIT Strategic Plan 2018 - 2022.

LIT has a vibrant and growing research community where the exciting new knowledge developed in partnership with local industry and organisations is transferred into our classrooms by enthusiastic research-active staff. LIT's research strategy provides a development path for institutional research-related activities and specifies the connection between the provision of research degrees and wider research and innovation activities. We target specific research areas where we see opportunities for cooperation across academic departments, relevance for regional industry and the community and benefits to existing undergraduate programmes. Engaging in research is vital for LIT. Research helps us to remain at the forefront of the disciplines we offer and to maintain links with industry. It informs our teaching, and it signifies the final step up the academic ladder for our students, a postgraduate opportunity.

The strategic plan for growing postgraduate research as part of the overall Institutional strategy will build on our past achievements of delivering research excellence with impact on industrial leadership and societal challenges. The strategy responds to the current changing environment for graduate research and scholarship nationally and internationally. Our focus is on innovative applied research, in partnership with indigenous and international organisations and builds on existing and emerging areas of expertise within LIT. It reflects the applied nature of LIT's work in RDI and emphasises its strong role in innovation and enterprise development. LIT's research activity extends internationally and attracts international researchers which it hosts, and educates to Masters and Ph.D. level. LIT continues to develop its postgraduate researcher critical mass and research capabilities and research project funding successes continue to grow.

Our undergraduate curriculum is increasingly research-informed in the discipline areas where we have growing research capability. We will continue to build up our research supervision capacity through staff development to Ph.D. qualification level and targeted recruitment. The ambitious targets outlined in the Institute plan, include increasing the number of postgraduate research students by 120 % along with a 50% increase in research funding. These are in line with our ambitious plans to meet Technological University criteria in conjunction with our partnership with Athlone Institute of Technology (AIT). All of our targets are also in line with or exceed LIT's compact agreement with the HEA. This strategic implementation plan will enhance LIT's reputation for agility, responsiveness, creativity, inclusiveness and collaboration. Our track record as a strategic knowledge generator and technology transfer partner of choice for companies and organisations facing the challenges of achieving sustainable competitive advantage in their marketplace is well proven and we will continue to leverage from the existing and emerging areas of expertise across all of our campuses. Realising this plan in partnership with AIT will enable LIT to deliver on its stated aim to become a Technological University.

Regulatory Context and Governance Structures

LIT provides a physical, intellectual, social and cultural environment which is conducive to the successful pursuit of independent academic research. The Institute recognises that good research practice should grow out of good practice in teaching and learning. Relevant research activity can enhance and should never compromise the quality of teaching and learning at Higher Certificate, Bachelor Degree, Honours Bachelor Degree and Taught Masters Level.

Research activity is a defining hallmark of higher education, informing teaching and learning, and adding to the global body of knowledge. It enhances the reputation of the Researcher and LIT and research activity within LIT is conducted in accordance with relevant LIT Policies and documents:

- [LIT Research Degree Programme Regulations 2019-2021](#)
- [LIT Research Degree Forms 2019-2021](#)
- [LIT Research Integrity Policy 2019-2022](#)
- [LIT Ethics Policy for Researchers 2019 - 2022](#)
- [LIT Intellectual Property for Research 2019-2022](#)
- [LIT Research Publication Policy 2019 - 2022](#)
- [LIT Student Handbook](#)

The quality of postgraduate research delivered at LIT is entrusted to the VP of Research, Development and Innovation, through the Head of Research and Technology Transfer and the Head of Graduate Studies to manage the Graduate and Research Office (GRO) which supports postgraduate students and their Research Degree Programmes (RDPs) from registration right through to graduation. It is this function's remit to ensure that each of LIT's policies to maintain research quality is implemented. LIT recognises the contribution of research to achieving its mission and to ensure it has the most appropriate support structures in place for its researchers. The research degree programme regulations define the Institute's General Policy and Criteria for Postgraduate Research Degrees. LIT operates mutually supporting processes and procedures to promote and maintain high quality research. In the context of these guidelines, 'research' covers a wide variety of activities but always represents a careful study or investigation based on a systematic understanding and critical awareness of knowledge. It covers innovative work in the whole range of academic, scientific, technological and professional fields, business, humanities, and creative and digital arts. In all of these contexts, 'research' is understood to involve the integration of rigour, reflection and critique. Each Research Degree Programme (RDP) is distinct and should be considered individually beyond the point where the thesis/exegesis (or equivalent) has been submitted. This is because for a supervised RDP, unlike a taught programme, a specific learning outcome can only be determined after the programme is complete. Supervised RDPs at Level 9, where LIT has delegated authority, and at Level 10 are assessed in accordance with the 2017 QQI Statutory Quality Assurance Guidelines for Providers of Research Degrees Programmes. The Vice President Academic Affairs & Registrar ensures that the RDP Regulations are implemented. The RDP Regulations for research degrees at LIT are subject to periodic review (will be reviewed in September 2021 and once every three years thereafter unless otherwise required) as required by the Academic Council.

Research Degree Award Standards

A research Masters Degree is awarded to a Research Candidate who has carried out a programme of research and has attained the standard specified by LIT in accordance with the Level 9 indicators and award-type descriptors of the National Framework of Qualifications. LIT's Generic Standards for the Masters Degree sets the standard (of knowledge, skill and competence) to be acquired for the Masters Degree by research.

The standard for Doctoral Awards is based on the Level 10 indicators and generic award-type descriptors of the National Framework of Qualifications. The Doctor of Philosophy award is made on the basis of knowledge, skill and competency normally gained through a validated supervised RDP resulting in the production of a thesis/exegesis and artistic/creative work/product (where appropriate). The Doctor of Philosophy award is conferred for advanced levels of achievement, in which the Research Candidate demonstrates outstanding scholarship and ability. The Research Candidate must demonstrate that they have conducted original, independent research, have a broad knowledge of a particular field of study, a comprehensive knowledge of the specialist area upon which their research is focused, and have made a novel contribution to knowledge in their field. The standard for the Doctoral Degree requires breadth as well as depth of knowledge and skills and, among other things, 'the creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers'. This contribution to knowledge of a publishable (in a Peer Reviewed Research Publication/Information Disclosure Form/Patent Application) standard must be evident in the Candidate's thesis/exegesis. This implies that there is an expectation that each learner completing a Doctoral RDP will (at some stage) generate significant peer-reviewed product from their research (such as publications, patents etc.).

Research and Postgraduate Studies Academic Council Subcommittee

LIT has a dedicated Academic Council Sub-Committee on Research and Postgraduate Matters (RPGM) with general responsibility for:

- Developing and monitoring of the Institute's Research and Development Strategy, policy and regulations for Research, Development & Post Graduate Studies;
- Advising the Academic Council on matters related to Research, Development & Post Graduate Studies;
- Advising Management on Research and Development Strategy;
- The monitoring of progress of individual postgraduate research students;
- Recommending approval of Postgraduate Research Degree Programmes, Supervisors and Examiners;
- The continuing review and maintenance of LIT Research Degree Programme Regulations, research quality, research environment, research performance, and supervised research studies.

The RPGM Sub-committee actively encourages research activity (ranging in nature from basic to applied) that supports the mission and strategic objectives of the Institute. The RPGM Subcommittee encourages the development of links with external research groups and participation in national and international networks of excellence. To enable the Subcommittee carry out its functions, membership is comprised of co-opted members with expertise in research management drawn from the Institute's staff, and Student Representatives. The Subcommittee may also establish working groups comprising of stakeholders including representatives of currently registered Research Candidates. Membership of the Subcommittee is defined by its Terms of Reference as approved by Academic Council. LIT has a Postgraduate Society which is student-led. The Postgraduate Society supports and contributes to a holistic learning environment

and acts as a representative for all registered Research Candidates in all elements of postgraduate life at LIT.

Programmes of research may be proposed in any field of study within the Institute's range of disciplines, subject to the requirement that the proposed programme is capable of leading to artistic or scholarly research and to its presentation for assessment by appropriate examiners for the Award. In the case of art and design, the body of fine art/design work produced in a practice-based RDP is the knowledge generated, that is, the thesis. An exegesis which supports the body of work may also be produced. All proposed RDPs will be considered for registration on their academic merits. The research proposal, resource deployment and supervisory arrangements should be sufficient so that the Research Candidate has a reasonable expectation of successfully completing their RDP. In the case of a proposed RDP at Level 9, no external assessment of the proposal is required. In the case of Masters tracking PhD and/or direct entry to PhD, external assessment of the proposal is required.

LIT undertakes to offer RDPs in subjects or discipline areas where it has available:

- a) Experienced research supervision by a Principal Supervisor who are themselves engaged in advanced study and research, and other activities relating to practice in the subject or discipline area concerned;
- b) Opportunities for interaction with other Research Candidates and Principal Investigators, both within and outside the institution;
- c) Subject based and/or interdisciplinary seminars to facilitate the dissemination of research results, enabling peer review, quality assessment and personal development;
- d) Opportunities for collaboration with other Higher Education Institutions, industry and commerce, and the Public Sector etc;
- e) Adequate physical facilities including specialised accommodation and library and IT facilities, together with technical and administrative support structures and attendant staff;
- f) Training (practical and pedagogical) in research methodologies and in the use of facilities and equipment, and any additional specialised training dictated by the nature of the research being undertaken;
- g) Necessary Research Candidate welfare and support services;
- h) Research Candidates who are conversant with Institutional requirements, procedures and standards with respect to postgraduate research and scholarship;
- i) Any ethical and health and safety issues are met so far as is reasonably practical to the satisfaction of LIT's Research Ethics Committee and LIT's Health & Safety Committee.

Postgraduate Student Development and Support Programmes

All postgraduate students are encouraged to present at relevant conferences both nationally and internationally. A very thorough induction programme has been developed for new research student and supervisors to train them in postgraduate policies and procedures and support them in their research projects. Some streamlining of this programme may be possible to encourage research students to avail of further workshops and supports. While there are a substantial number of forms and procedures to be adhered to, the effectiveness of research procedures is evident by the high throughput of postgraduate students. To better improve efficiency of documentation, an overall summary of postgraduate forms has been produced (e.g. roadmap) to better aid the

supervisors and postgraduate students on all required documentation. LIT's policies on research (IP Policy, Research Good Conduct Policy, Research Publication Policy and Ethics Policy for researchers in addition to its Research Degree Programme Regulations) all support researchers in the application of good research practice. As a whole a comprehensive range of services are available including training courses and administrative services organised by the GRO office, the GRO student postgraduate Bursary is also offered on a competitive basis annually, from LIT seed funds.

5.0 Staff Recruitment, Development and Support

LIT has a range of approved policies and procedures for Academic Staff Recruitment, Development and Support which are consistent with ESG 1.5, QQI Core Statutory QAG Section 2.4 and the National Forum for the Enhancement of Teaching and Learning in Higher Education, National Professional Development Framework for All Staff Who Teach in Higher Education.

The Academic Council has Sub-Committees on Quality and Academic Standards and Teaching and Learning with specific terms of reference to assure the quality of its teaching and learning policies and practices.

Recruitment

HR recruitment policies are consistent with the approved norms for the sector, including the conditions laid out in the Employment Control Framework and applicable circular letters relating to recruitment and selection. All recruitment is supported by the definition of job specifications. Selection and recruitment practices are regulated and controlled in line with the State's governance requirements. Successful candidates are selected based on merit following a fair, consistent and equitable process.

Development and Support

LIT works closely with the HEA National Forum for Teaching and Learning and with the Teaching and Learning Champions in each institution across the Midwest Regional Cluster that includes the University of Limerick and Maria Immaculata College as collaborative partners. LIT organises a range of staff development events for Teaching and Learning, including the Teaching Tips and Conversations in the Consortium talks. Each constituent cluster partner organises two events annually and these events are open to and attended by staff from each Institution giving a total of six events annually. Other staff development events include staff development days held in January, February, and September annually. These staff development days are designed to develop the competence of teaching amongst LIT academic staff. An increasing range of Staff Development opportunities are also made available to Professional Management and Services Staff. They focus on key aspects of best practice in Teaching & Learning with built-in aspects focusing on closing feedback loops where areas for improvement are identified from qualitative and quantitative analysis.

LIT maintains an Employee Handbook which assures the quality of its policies and procedures related to: (i) Staff supports and services, (ii) HR practices and (iii) Career Progression. Specifically, in relation to employee development, LIT maintains a **Continued Professional Development Policy**, which is available to all LIT staff via its intranet. This identifies the policies and procedures related to various types of development for LIT staff including short, medium and longer duration type development and educational programmes. Regular internally run training workshops are made available to academic staff to support their day-to-day activities. All staff have unlimited access to lynda.com which gives them an opportunity to supplement existing skills and learn new ones.

The Continued Professional Development Policy and an Employee Handbook can be accessed at:

[Employee Handbook](#)

[Continued Professional Development Policy](#)

Staff Development in Teaching and Learning

The National Forum for the Enhancement of Teaching and Learning highlights that CPD of staff should facilitate “meaningful personal and professional development in a variety of ways”. Therefore, it is important that LIT ensures that the CPD training and supports for staff are flexible and suit the needs of staff collectively and individually. Best practice suggests that they should be inclusive, promote peer collaboration and be underpinned by the scholarship of quality teaching and learning. There are many pathways available for staff as they progress their own scholarship of teaching and learning. LIT is committed to supporting and investing in its staff to facilitate their development. Staff support and training are aligned to both Institutional and National teaching and learning principles. These include LIT’s Teaching and Learning Strategy 2018-2023 and the National Professional Development (PD) Framework for all Staff who Teach in Higher Education which was published by the National Forum in August 2016.

LIT’s CPD policy and practice will continue to be developed in the context of this National PD Framework. The provision of a range of opportunities for CPD for staff in the accredited and nonaccredited domains caters for staff whose learning requirements will vary depending on the pathway they are on. These CPD opportunities should also be available as appropriate to all staff (academic and non-academic) within LIT to support personal development and wellbeing. LIT recognises the importance of encouraging and facilitating staff to continuously develop their scholarship of teaching and learning and is committed to supporting staff who are completing research in teaching and learning. The provision of opportunities to facilitate staff to carry out research and publish their work is key to their professional development. The ongoing enhancement of a professional academic environment that is underpinned by research in the scholarship of teaching and learning is key to nurturing professional identity, values and the skills of LIT’s staff. In line with CPD support for research in the scholarship of teaching and learning, the provision of staff support for discipline specific research is also required.

Non-Accredited CPD

Structured and at an Institutional level, LIT offers three dedicated Staff development Days to all Staff that are focussed on Teaching and Learning. These days focus on staff development requirements identified in the annual academic staff survey and in closing feedback loops where issues are identified in qualitative analysis. A theme for staff development is identified that ties with key institutional and strategic priorities and each day includes keynote speakers followed by a range of bespoke workshops for skills development. The Quality, Teaching and Learning Office work closely with their colleagues in the Teaching and Learning Centres in the Mid-West Cluster partner institutions (UL & MIC). Lunch time sessions, regional workshops, seminars as well as Regional Teaching Awards are some of the joint activities that are organised and offered to LIT staff. The collaborative partnership extends the range of non-accredited CPD offerings for LIT staff and provides an opportunity for staff to meet and discuss with peers in the regional partners.

This National PD Framework also highlights the importance of “personal and professional digital capacity and the application of digital skills and knowledge to professional practice”. Academic staff need to be supported in developing confidence in using digital technology as part of their professional practice. Across the Institute several other CPD initiatives have been set up to support faculty in the development of their CPD and digital literacy skills. Multi-campus training on new applications in Technology Enhanced Learning including ‘Urkund’ and ‘Panopto’ have been delivered through the Quality Teaching and Learning Office.

The Quality, Teaching and Learning Centre has worked with different departments to identify digital tools and solutions for implementing discipline-specific solutions within their departments. The Quality, Teaching and Learning office provides staff with one to one and group training sessions on the use and implementation of digital technologies as part of their teaching practice.

Approaches for improving digital skills and capacity with LIT have focused on two main areas, putting technology in place that is accessible to staff and providing support and training on how to implement digital tools in the classroom. To increase capacity across the Institute, many lecterns have been fitted with webcams and headsets. This enables staff to walk from one classroom to another and have the equipment setup and install to teach a class online and/or record a class. For staff not delivering to a face to face class, recording booths have been setup within each campus, these provide a dedicated space free from noise and other disruptions and allow staff create learning resources and record classes.

Other developments focus on the applications that are used centrally across the Institute. MS Teams has been rolled out to all staff and students across each campus. This application provides a platform to allow staff to schedule online classes, run online assignments, collaborate with students and distribute coursework. Training and support sessions have been ran to provides technical understanding on how to setup and use the applications but also these sessions provide pedagogical support in best practice in using such application to ensure student engagement in a blended and online learning environment. Applications required will vary from year to year and the role of Quality, Teaching and Learning is to ensure staff have access to a range of digital applications the enable them to develop their personal and professional digital capacity.

Accredited CPD

The Quality, Teaching and Learning Centre in partnership with the Department of Flexible Learning has developed a suite of Accredited Certificates as Special Purpose Awards. Current offerings include:

1. Designing and Adapting Coursework for Blended and Online Learning (10 Credits).
2. Reflective Academic Practice through Portfolio Building (10 Credits).
3. Research Methods (10 Credits).
4. Pedagogies of Active Learning for Student Engagement (10 Credits).
5. Certificate in Learning Design and Curriculum Frameworks (10 credits)
6. Certificate in Digital Enhanced Learning and Teaching (10 credits)
7. Certificate in Assessment for Engaged Learning (10 credits)
8. Certificate in Research and Innovation Management (10 credits)

Each module is a standalone 10 Credit Level 9 award and they are all delivered in the evenings online to provide flexibility for participants.

A series of higher awards are also available and staff can build credits towards their achievement. These include:

1. Masters of Arts In Academic Practice (Taught Programme) (120 Credits)
2. Post Graduate Diploma in Arts in Academic Practice (60 Credits)
3. Post Graduate Certificate in Professional Practice in Higher Education (30 Credits)
4. Post Graduate Certificate in Academic Practice (30 Credits)

LIT Academic Staff Research Doctoral Write Up Award

To help increase the number of academic staff holding doctoral degrees, the President's Office has developed an award for academic staff to buy-out of teaching duties to support thesis completion and submission. This award is available to LIT academic staff who have reached the final write up stage of their doctoral degree. Applicants should be able to demonstrate that the award will facilitate the submission of their thesis within the given time period. The non-teaching/ administrative duties of staff are excluded from the buy-out and remain unaffected by the award.

6.0 Information and Data Management

The QA procedures for collecting, analysing and using relevant information about LIT's programmes and its activities are consistent with QQI Core QAG Section 2.8 and ESG 1.7.

Limerick Institute of Technology collects and analyses relevant information for the effective management and operation of its diverse functions as a modern Higher Education Institute. This includes information for Governance and Management, Learner Information and Data and Academic Information Management.

All three pillars of the governance and management system have internal and external management information systems available to them to support their activities in quality assurance and strategic planning. Most of the systems were developed as part of a national project in conjunction with the other institutes of technology in Ireland. They are externally hosted by Hewlett Packard in its Dublin data centre and are managed by an organisation called An Chéim (Collaborative Higher Education Information Management). These systems are not fully integrated but they are connected by interface. Supplementary systems include an Academic Programme/Module Planner and a facility which allows students to download their examination transcripts and European Diploma Supplements. This is a requirement of the Bologna Process for European higher education.

An Information Systems Strategy Group (ISSG) facilitates the development and implementation of a cohesive information systems strategy for LIT by developing and recommending to executive management the strategies and necessary developments required for the effective harnessing of the data which exists, so that the data can be used in such a way as to inform business decisions of the institute. Membership of ISSG includes all relevant stakeholders i.e. system owners, users, management and academic staff.

Decision making strategies are more and more formulated on electronic data and rely on comprehensive quality data. Statistical data from the information systems form the basis for educational and financial decisions at executive and middle management levels. Extracts from LIT's information systems are also used to supply reports and statistics to various external agencies such as the Higher Education Authority and the Department of Education and Science. Data is also provided for freedom of information requests, press reports and in-house annual reports. Reports from the student records system also formulate LIT's contribution to important national rankings such as The Sunday Times league table of higher education institutions. Data protection guidelines are strictly followed when providing data to external bodies.

Management use Power BI for reports to ensure that consistent data is used. Ad hoc reports are provided using Microsoft Access. The Data Analytics function utilises such Information Systems to provide information to management to support service delivery; analyse information in context of Institute Objectives and KPI's and to support Future Planning.

Overview of Information Systems in LIT

Information System	Brief Context
LIT Website (Internal and External)	Website Context/CAO Micro Site/ Sharepoint Staff Portal etc
Banner System	Banner manages student information throughout a student's interaction with the Institute, from initial contact through to graduation and alumni services. A Curriculum Advising and Program Planning module (CAPP) is to be installed on top of this version during 2010.
GURU	GURU, a secure examination management system, has been implemented across all LIT campuses in 2017/18. GURU's functionality securely supports the implementation of business processes across the range of examination management activities of the Institute. It communicates securely and adequately with relevant stakeholders, both internal and external to the Institute.
Module Manager	Curriculum and syllabus management software system.
Library	Millennium is an integrated library system that supports teaching, learning and research services by providing prompt and comprehensive delivery of information, both on and off campus. Library users can renew or reserve items and access specialist websites.
Power BI	Power BI provides an analytics tool by Microsoft that supports evidence based decision making.
Agresso	Agresso is the financial management system covering budget management, transactions, procurement, asset management and reporting
CORE HR	CoreHR manages employee resources, automates time recording and processes the payroll. Staff can view payslips, manage expenses and apply for annual leave online.
Syllabus Plus	Syllabus+ is the timetabling system providing programme planning, exam scheduling and reporting and a web interface for querying timetables.

Moodle	Moodle is LIT's virtual learning environment (VLE). This application supports staff and students in blended and online programmes. Moodle provides students with a central space to access all of their coursework and additional learning resources. Moodle has a range of digital functions which allows student to access learning resources, collaborate online, upload assignments and complete online assessments.
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Computer Services Policies

LIT provides resources to staff, students and external parties to assist them in performing their duties. It is envisaged that these resources will be used only for activities directly associated with the work of the Institute.

The purpose of the LIT Acceptable Usage Policy is to indicate the requirement for responsible and appropriate use of the Institutes information and communications technology (ICT) resources. It is envisaged that these resources will be used only for activities directly associated with the work of the Institute. The LIT Acceptable Usage Policy is available at: [LIT Acceptable Usage Policy](#)

The IT Security Policy indicates the requirement for responsible and appropriate use of the Institutes information and communications technology (ICT) resources. The IT Security Policy defines the security controls necessary to safeguard LIT information systems and ensure the security, confidentiality, availability and integrity of the information held therein. The policy is available at: [IT Security Policy](#)

The LIT Mobile Device Policy outlines the procedures regarding eligibility and provision of mobile devices in support of its administrative and service functions. LIT recognises that mobile devices are an important ICT tool that can improve the availability, and increase the productivity of its staff. The policy is available at: [Mobile Device Policy](#)

The LIT Social Media Management Policy provides direction for the creation, management and moderation of the Institutes social media presence on appropriate websites including social media platforms, refer to the Limerick Institute of Technology acceptable usage policy for specific acceptable usage rules for social media. The scope of this policy also extends to the management and moderation of online communications on internal and external forums, wiki's, blogs and web technologies yet to become available. The policy is available at: [Social Media Management Policy](#)

Learner Information and Data

There is a range of information and data collected and held within the Banner Student Information system. The Institute ensures that the database is maintained securely and that data relating to learner assessment is accurate and complete. The learner information collected and stored in Banner is listed below.

Banner Key Functional Users are currently collaborating with EDU Campus in the blueprinting phase of the new Student Record Management System with the expectation that Banner 9 will be rolled out to TUS Midlands Mid-West in the academic year 22/23.

Learner Data held within Banner

Information/Data Type	Context
Banner: SPAIDEN The General Person Identification Form Personal Data and Contact Information	This form generates the student identification number. Demographic information on the student is stored in Banner in this area.
Banner: Self Service Banner	All departments are now encouraged to use Electronic Gradebook for entering CA results. to enter grades by component The Final grades option is used when a Course Reference Number does not have sub-assessment components e.g., it is 100% Exam or 100% Continuous Assessment based. Class lists can also be generated in Self Service Banner.
Banner: SHATCKN Course Maintenance Form Assessment Data	Full profile of academic results for all assessments completed on the programme of study for which the student is registered, which are held historically for an unlimited period, starting in 2005
Banner: SMICRLT Compliance Results Inquiry Form Stages Completed	Record of all modules and stages attempted by the learner. Full profile of academic record and credits earned including link to details of modules attached to these credits.
Banner: SFAREGS Student Course Registration Form Subject choices	Record of subject choices for the learner for each year of study. The students enrolment status is available here.
Banner: SHATCKN Course Maintenance Form Results	Record of results entered for each subject and any changes made are recorded here.
Banner: SHADEGR Degree and other Formal Awards Form Awards conferred Awards Classification	Record of award, title, year of graduation, date conferred, overall award classification

Academic Information Management

The Quality Assurance procedures for collecting, analysing and using relevant information about LIT's programmes and its activities are consistent with ESG 1.7. The Academic Council has approved the establishment of Faculty/School Boards, Department Boards, Programme Boards and Staff/Student Liaison Groups for effective information management. The terms of reference for each are listed in LIT Academic Council Regulation and Procedures (ACRP): Section 2, Management of the Curriculum. Programme related issues including examination statistics and completion and retentions rates, are reviewed by Academic Council Sub-Committees and Programme Boards and actioned as appropriate.

LIT compiles and analyses a comprehensive range of statistics and analytics with respect to students and student progression. This quantitative data can be used as benchmarks and key performance indicators

1. A review and standardisation of all statistical calculations/methodology was undertaken.
2. Retention and Completion Statistics are calculated at overall Institute, Department and Programme Level.
3. Non Progression and Progression for first year students are calculated according to HEA methodology. The baseline data specified in the compact is the data provided by HEA with respect to Non Progression for first years is 27% in the 2014/15 Academic Year.
4. As described above, Retention and Completion Statistics are calculated at overall Institute, Department and Programme Level.
5. A module performance trend analysis is conducted as an integral component of data analysis This highlight modules with failure rates that fall outside of expected KPI's and comparison of annual module data serves to identify modules that would benefit from reassessing approaches including teaching and learning strategies.

Programme related issues including examination statistics and completion and retentions rates, are reviewed by Academic Council Sub-Committees and Programme Boards and actioned as appropriate.

LIT participates in the annual, nationwide survey in the higher education sector entitled the Student Survey. This survey is targeted at First Year and Final Year undergraduate and postgraduate students. This is an externally validated, voluntary national survey of third level academic institutions in the University, Institute of Technology, and other provider sectors. LIT has the second highest ISSE participation rates nationally. LIT Student Survey results are analysed and utilised at Institute and Departmental level to inform Quality Enhancements. Annual results are notified to LIT's Academic Council and issued to relevant sub-committees of Academic Council and Faculties/Departments to address the results reported, where appropriate, in their policies, initiatives, and activities. LIT also participates in the survey for postgraduate research students (Masters by Research and PhD) (PGR StudentSurvey) which now runs on a biennial cycle.

LIT participates in the annual Graduate Outcomes Survey and analyses and utilises this information as key performance indicator of the Careers and Employability Service.

There is also Statutory reporting to HEA in the form of direct data extracts from the SRMS to HEA External Audit and to Internal Review by Executive Management and Data Analytics Manager.

There is Local Reporting for non-aggregated data to individual functional areas via ODBC connection to the SRS Oracle DBMS to aid decision making and data standards.

Data Protection and Freedom of Information

The LIT Data Protection Policy states that "Schools, Faculties and Functions should identify the minimum amount of personal data needed for a particular purpose, and then align collection volumes and associated retention to this purpose." (Section 5.4 'Data Minimisation'). The LIT Data Protection Procedures state that "Schools, Faculties and Functions must only keep Personal Data for the period necessary for permitted uses as per the LIT Data Retention Policy."

Freedom of Information

The Freedom of Information process is led by requests from members of the public under the Freedom of Information Acts as amended. The fundamental requirement - in respect of each request individually - is to vindicate any public right of access that there may be to records under the control of the Institute, (as a public body), and to do so within statutory timelines.

The Department of Public Expenditure & Reform (DPER) is charged with oversight of the process, with the Office of the Information Commissioner acting as an appeal body. The Institute is required to make a return on an annual (calendar-year) basis to DPER setting-out the number of requests received, the sources, (by type), of those requests and the decision-status of each. The Institute typically receives 10-to-15 such requests per annum and prides itself on responding within statutory timeline on almost all requests and only by agreement with the requester in cases where a longer timeline is availed-of.

The most common exceptions to access arise where: Requests seek access to the personal records of third parties or where access to the record would prejudice the privacy of a third party; where the record enjoys legal privilege; where access to the record would breach an understanding of confidentiality contrary to the public interest; where access to the record would prejudice the commercial privacy interests of the Institute or another party; where the record requested does not exist.

Data Protection, Records Maintenance and Retention

The LIT Data Retention Schedule provides assistance in determining retention periods but it cannot cover all records held by all areas. It is the responsibility of each functional area in LIT to determine the retention period (i.e. the storage period) for the personal data held and document this in their Personal Data Register. All personal data held should be subject to regular review to ensure adherence to the retention period." PWC in consultation with THEA developed a suite of key GDPR policies to be adopted/adapted by individual Institutes, this includes a Data Retention Policy. Section 4.1 sets-out the policy considerations to be taken into consideration as individual functions determine the duration for which they will retain records. All of the above are to be underpinned by Retention Schedule. The Retention Schedule is - by necessity - a 'living document' for rolling review. This is because as new procedures are created and process improvements take place, new data-sets will develop over time and others will become redundant requiring on-going additions-to and subtractions-from this document

7.0 Public Information and Communication

The procedures for the provision of clear, accurate, up-to-date accessible information are consistent with the QQI Core QAG Section 9 and ESG 1.8.

The Institute provides a wide range of public information. The primary source for stakeholders is the LIT website. The Institute main publications include:

- LIT Annual Reports <https://lit.ie/reports/annual-reports>
- LIT Student Handbook [LIT Student Handbook](#)
- LIT Undergraduate Prospectus [Undergraduate Prospectus 2020 - 2021](#)
- LIT Flexible Learning Handbooks [Flexible Learning Programmes 2020 - 2021](#)
- LIT Guide for International Students [International Guide](#)
- LIT Quality Assurance Handbook [Quality Assurance Handbook](#)

LIT is committed to the principles described in the Freedom of Information Acts. Section 8 of the Freedom of Information Act, 2014 requires public bodies to prepare and publish as much information as possible in an open and accessible manner on a routine basis outside of FOI, having regard to the principles of openness, transparency, and accountability. Accordingly, LIT provides information on its website in the following key areas:

- General information about LIT;
- Information on the functions and services provided by LIT;
- Information on LIT's decision-making procedures;
- Financial information;
- Procurement information;
- Disclosure log and other relevant information deemed appropriate to be published routinely

Please see www.lit.ie for further details.

The LIT website is a vital source of public information for the large and diverse audience. It plays an integral role in the life of those within the LIT community such as current students and staff but is also widely used by those at a national and international level including prospective students, schools, organisations and media outlets.

The LIT Website has been updated and developed into a site which meets the standards of a modern day website, thereby enhancing the user experience of our website visitors. This will have a very positive effect on the future growth of the institution. The Marketing Office maintains records of School contacts and teachers, marketing photography and list of CAO applicants. All these are retained in a compliant manner and only for the length of time that they are needed and information is destroyed after that time frame.

The brand.lit.ie has been developed by the Marketing office as a means of setting a consistent standard for LIT staff and students and their activities. These guidelines are here to help communicate a deeper understanding of how to use the Brand to share our common values and story. As a team we provide strategic marketing and communication services for LIT, together with advice and information to support decision making and campaigns. A Brand is more than a

logo or symbol. A brand is created by people, culture, perception, behaviour, performance, interactions and opinions. We have created our own brand guidelines because as LIT grows and expands its range of activities, so too our brand must articulate more. When communicating on behalf of LIT it is important to encompass our story and values in a style that is familiar to the end reader. To do this we have created a visual identity system of shared values, logos, typographic elements, colour references, imagery and tone that will help share a story in a consistent and confident way. The Brand is clearly identifiable as contemporary, clean, consistent and coherent. It also serves to unite us in our approach to the provision of open, active and progressive education in the Mid-West across multiple campuses and communities.

Learner Information

All learner and programme information is made available to prospective and current learners. This includes both the Admissions Criteria and Award Criteria.

Admissions Criteria

The Admissions criteria for each programme are provided in the LIT Prospectus and are, for example, consistent with second-level qualifications for entry. The Prospectus is available in the LIT website. The Admissions Office Policies and Procedures (AOPP) outlines the operational admissions procedures and the various categories of students entering LIT. LIT provides all students with an online registration facility.

Award Criteria

All programmes delivered by LIT have identified:

- The award that is provided on completion of the programme
- The award recognition on the NFQ and the level on the NFQ
- The LIT Award Standard (QQI Adopted Award Standard Equivalents).

The above information is published through the various communication channels that provide programme information including details of the name of the awarding body associated with a programme.

Publication of quality assurance evaluation reports

All Quality review are published on the LIT Website with the new website project for upgrading the interface and focus of this section of the website. This includes publication of:

- LIT Quality Assurance Handbook
- New Programme Validation Reports
- Programmatic Reviews
- AIQR/AQR
- Relevant Quality Enhancement Publications
- [https://lit.ie/en-IE/Life-At-LIT/explore-lit/reports-procedures-plans/Quality-Assurance-\(1\)](https://lit.ie/en-IE/Life-At-LIT/explore-lit/reports-procedures-plans/Quality-Assurance-(1))

8.0 Monitoring and Periodic Review

The Academic Council has approved regulations and procedures for self-evaluation and monitoring. The regulations and procedures are consistent with QQI core Statutory QAG and ESG 1.1 and 1.9.

LIT implements 'feedback loops' to enable its self-evaluation processes. Formal structures that are utilised include: (i) Staff and Student Liaison Groups, (ii) Programme Boards, (iii) SubCommittees of Academic Council, (iv) Programmatic Reviews, New Programme Development (v) Industrial Liaison Committees and (vi) External Examiner Reports.

New LIT programmes are validated in alignment with ESG Standard 2.1. New programmes are additionally validated in accordance with LIT's Academic Council Regulations and Procedures (ACRP) Section 3: Development and Review of Programmes and Modules.

Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2017/2018, Part 1

Specifically, the validation criteria include:

- Standards: The minimum intended programme learning outcomes must be consistent with the relevant awards standards and the National Framework of Qualifications (NFQ) award-type descriptors.
- Access standard: The prerequisite learning for participation in the programme and any other assumptions relating to the programme's target learners must be explicit.
- Learning: The programme must enable its target learners to attain the minimum intended programme learning outcomes reliably and efficiently (in terms of learner effort). The concept of minimum intended programme learning outcomes and its relation to teaching, learning and assessment are in line with those identified by QQI's Assessment and Standards (Revised 2013).

Programmatic Review

All programmes are periodically reviewed in accordance with Academic Council regulations during formal Programmatic Review processes. Details are described in LIT's Academic Council Regulations and Procedures: Section 3.8: Review of all Awards. The Programmatic Review is carried out by an External Programmatic Review Panel. In order to make its judgements, the Programmatic Review Panel visits the Institute to review the Programmatic Review Documentation, to discuss the programmes/modules with the Programme Boards, students and graduates of the programmes and to review the facilities provided by the provider for the delivery of the programme(s). The Registrar's Office constitutes the Programmatic Review Panel. The size of the Programmatic Review Panel may vary between a maximum of ten members and a minimum of five members. The typical Programmatic Review Panel includes representatives from Industry and Academia, capable of making national and international comparisons with regard to the specific suite of programmes. An enrolled or formerly enrolled student is also included in the Programmatic Review Panel. Normally fifty percent of the panel is drawn from prestigious higher education and awarding institutions outside the jurisdiction, including professional bodies and multinational corporations.

Annual Monitoring

In order to provide regular academic quality assurance for each LIT programme, annual monitoring and programme reporting is carried out by the Programme Board, in line with LIT's Academic Council Regulations and Procedures for Taught Programmes: Section 3.7 Programme Reporting. Programme Boards monitors the effectiveness of the delivery, assessment, and quality for all programmes and also reports on risk factors or incidents, which are actioned appropriately. The programme board meets at least once each semester with student representatives across all stages of the programme

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2020/2021, Part 1](#)

Review of Service Delivery Units

The Institute is committed to broadening the range of reviews to include Service Delivery units in line with national policy. To this end the governing Body has approved the LIT Policy for Strategic Review of Service Delivery Units 2019-2024 to facilitate these reviews with an approved framework. The policy is available at:

[LIT Policy for Strategic Review of Service Delivery Units 2019-2024](#)

The purpose of this policy is to outline LIT's approach to quality review of Service Delivery Units and to describe in detail the process as it applies to individual services. The purpose of the quality review of the Service Delivery Unit is to:

1. provide a systematic and structured opportunity for the service to engage in periodic and strategic evidence-based self-reflection and self-assessment of the quality of its activities and processes;
2. self-identify opportunities for quality enhancement and the improvement of the service for its stakeholders;
3. provide a framework by which external peers, in an evidence-based manner, can independently review, evaluate, report upon and suggest improvements to the quality of the unit's activities and processes;
4. provide a framework by which the service can implement quality enhancements in a verifiable manner;
5. provide stakeholders with independent evidence of the quality of the Service Delivery Unit activities and processes;
6. satisfy best practice (national and international) in the context of quality assurance in higher education and meet statutory QA requirements as enshrined in national law.

Under this policy, the review and self-evaluation include a broad range of considerations within the context and culture of the individual Service Delivery Unit. These considerations are broadly informed by the management principles specified in the ISO9001:2015 Quality Management Standard. This standard specifies seven quality management principles and these include:

1. Customer Focus (Stakeholder focus);
2. Leadership;
3. Engagement of People;
4. Process Approach;
5. Continual Improvement; 6. Evidence Based Decision Making;
7. Relationship Management.

LIT maintains a close and cordial working relationship with QQI. An external institutional review of LIT is conducted by QQI on a cyclical basis. LIT conducts an Annual Quality Review (AQR) which is published on the QQI website. Annually, the Institute actively reviews the national and international QA policies and procedures and benchmarks its own policies and procedures against best practice. Any relevant changes are incorporated into LIT's own regulations and procedures with the approval of Academic Council.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	45 Programme related Links to 15 PRSBs Details of PRSB Links
Awarding bodies	1
QA bodies	0

9.2 Professional Regulatory and Statutory Bodies (PRSBs)

The following arrangements were reviewed during the reporting period.

1. Type of arrangement (PRSB/awarding body/QA body)	Professional Regulatory and Statutory Body
Name of body:	Chartered Institute of Building
Programme titles and links to publications	LC241 BSc (Hons) in Construction Management (Years 1- 4) https://lit.ie/courses/LC241 Panel Report
Date of accreditation or last review	2021
Date of next review	2026

2. Type of arrangement (PRSB/awarding body/QA body)	Professional Regulatory and Statutory Body
Name of body:	Chartered Institute of Building
Programme titles and links to publications	LC252 BSc (Hons) in Civil Engineering Management (Years 1- 4) https://lit.ie/courses/LC252 Panel Report
Date of accreditation or last review	2021
Date of next review	2021

3. Type of arrangement (PRSB/awarding body/QA body)	Professional Regulatory and Statutory Body
Name of body:	Chartered Institute of Building
Programme titles and links to publications	LC243 BSc (Hons) in Quantity Surveying (Years 1- 4) https://lit.ie/courses/LC243 Panel Report

Date of accreditation or last review	2021
Date of next review	2026

4. Type of arrangement (PRSB/awarding body/QA body)	Professional Regulatory and Statutory Body
Name of body:	Chartered Institute of Building
Programme titles and links to publications	LC244 BSc in Sustainable & Renewable Energy (Years 1- 3) https://lit.ie/courses/LC244 Panel Report
Date of accreditation or last review	2021
Date of next review	2026

9.3 Collaborative Provision

Type of arrangement	Total number
Joint research degrees	0
Joint/double/multiple awards	2
Collaborative programmes	5
Franchise programmes	0
Linked providers (DABs only)	0

1. Collaborative provision (Type of collaborative provision)	Collaborative Programme
Name of body (/bodies):	Limerick Institute of Technology Yangtze University, China
Programme titles and links to publications	LC252 BSc (Hons) in Civil Engineering Management https://lit.ie/Courses/LC252
Date of last review	25-04-2016
Date of next review	2022

2. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body (/bodies):	Limerick Institute of Technology University of Limerick
Programme titles and links to publications	Professional Master of Education in Art and Design with Digital Media LIT Professional Master of Education in Art and Design with Digital Media
Date of last review	22-12-2015
Date of next review	2022

3. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body (/bodies):	Limerick Institute of Technology / University of Limerick
Programme titles and links to publications	B.Ed. (Hons) in Art & Design Teacher Education https://lit.ie/courses/lc115
Date of last review	2020
Date of next review	2022

9.4 Articulation Agreements

Articulation agreements - Total number	205
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Agreements signed during 2020-2021 Academic Year = 57

1. Articulation agreement:	
Name of body (/bodies):	Aspire College, New Brunswick, Canada
Programme titles and links to publications	<ul style="list-style-type: none"> - General MOU - BBs (Honours) in Business (LC320) - https://lit.ie/courses/LC293
Date of agreement/arrangement or last review	<ul style="list-style-type: none"> - MOU: 14/06/2021 - Articulation agreement: 21/07/2021
Date of next review	<ul style="list-style-type: none"> - MOU: 14/06/2024 - Articulation agreement: 21/07/2024
Detail of the agreement	Graduates of Aspire College's two-year advanced diploma in Business Management can gain advanced entry into year three of TUS' BBs in Business, depending on available places.

2. Articulation agreement:	
Name of body (/bodies):	Conestoga College, Ontario, Canada
Programme titles and links to publications	BA (Honours) in Animation and Motion Design (A8117) https://lit.ie/courses/A8117
Date of agreement/arrangement or last review	22/09/2020
Date of next review	22/09/2023
Detail of the agreement	Graduates of Conestoga College's two-year diploma in Animation can gain advanced entry into year three of TUS' BA in Animation and Motion Design, pending portfolio review and depending on available places.

3. Articulation agreement:	
Name of body (/bodies):	Durham College, Ontario, Canada
Programme titles and links to publications	<ul style="list-style-type: none"> - Agreement Renewal: BA (Honours) in Digital Animation Production (LC518) https://lit.ie/courses/LC518 - Agreement Renewal: BA (Honours) in Graphic Design Communication (A8118) https://lit.ie/courses/A8118 - Agreement Renewal: BA (Honours) in Business Studies with Sports Management (LC295) https://lit.ie/courses/LC295 - Agreement Renewal: BBs (Honours) in Business Studies (Enterprise and Innovation) (LC226) https://lit.ie/courses/LC226 - Agreement Renewal: BBs (Honours) in Business Studies with Event Management (LC294) https://lit.ie/courses/LC294 - BA (Honours) in Business Studies with Sports Management (LC295) https://lit.ie/courses/LC295
Date of agreement/arrangement or last review	<ul style="list-style-type: none"> - 19/11/2020 - 19/11/2020 - 19/11/2020 - 19/11/2020 - 17/05/2021 - 28/01/2021
Date of next review	<ul style="list-style-type: none"> - 19/11/2023 - 19/11/2023 - 19/11/2023 - 19/11/2023 - 17/05/2024 - 28/01/2024

Detail of the agreement	<ul style="list-style-type: none"> - Graduates of Durham College’s three-year advanced diploma in Animation can gain advanced entry into year four of TUS’ BA in Digital Animation Production, pending portfolio review and depending on available places. - Graduates of Durham College’s three-year advanced diploma in Graphic Design can gain advanced entry into year four of TUS’ BA (Honours) in Graphic Design Communication, pending portfolio review and depending on available places. - Graduates of Durham College’s two-year diploma in Recreation and Leisure Services can gain advanced entry into year three of TUS’ BA (Honours) in Business Studies with Sports Management, depending on available places. - Graduates of Durham College’s two-year diploma in Entrepreneurship and Small Business can gain advanced entry into year three of TUS’ BBs (Honours) in Business Studies (Enterprise and Innovation) - Graduates of Durham College’s two-year diploma in Event Planning can gain advanced entry into year three of TUS’ BBs (Honours) in Business Studies with Event Management - Graduates of Durham College’s three-year advanced diploma in Sports Management can gain advanced entry into year four of TUS’ BA (Honours) in Business Studies with Sports Management, depending on available places
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4. Articulation agreement:	
Name of body (/bodies):	Fanshawe College, Ontario, Canada
Programme titles and links to publications	<p>BSc (Honours) in Computer Networks and Systems Management (LC239) https://lit.ie/courses/LC239</p> <ul style="list-style-type: none"> - BSc (Honours) in Internet Systems Development (LC236) https://lit.ie/courses/LC236 - BSc (Honours) in Creative Media and Design (LC517) https://lit.ie/courses/LC517 - BSc (Honours) in Game Art and Design (LC502) https://lit.ie/courses/LC502 - BA (Honours) in Graphic Design Communication (A8118) https://lit.ie/courses/A8118 - BA (Honours) in Fashion (A8116) https://lit.ie/courses/A8116

	<ul style="list-style-type: none"> - BA (Honours) in Business Studies with Travel and Tourism Management (LC293) https://lit.ie/courses/LC293 - BA in Hospitality Supervision (LC399) https://lit.ie/courses/LC339 - BBs (Honours) in Business Studies with Event Management (LC294) https://lit.ie/courses/LC294 - BBs (Honours) in Business (LC320) https://lit.ie/courses/LC320 - BBs (Honours) in Business Studies (Marketing and Management) (LC225) https://lit.ie/courses/LC225 - BBs (Honours) in Business Studies (Enterprise and Innovation) (LC226) https://lit.ie/courses/LC226 - BBs (Honours) in Accounting and Finance (LC224) https://lit.ie/courses/LC224 <p>MBA in Strategic Management and Marketing MSc in Digital Marketing</p>
Date of agreement/arrangement or last review	<ul style="list-style-type: none"> - 31/03/2021 - 31/03/2021 - 27/04/2021 - 27/04/2021 - 27/04/2021 - 27/04/2021 - 20/03/2021
Date of next review	<ul style="list-style-type: none"> - 31/03/2024 - 31/03/2024 - 27/04/2024 - 27/04/2024 - 27/04/2024 - 27/04/2024 - 20/03/2024
Detail of the agreement	<ul style="list-style-type: none"> - Graduates of Fanshawe College's Advanced Diploma in Computer Systems Technology and the Advanced Diploma in Cyber Security are eligible to enter year 4, level 8 of the BSc in Computer Networks and Systems Management, depending on places available

- Graduates of the Diploma in Web Development and Internet Applications are eligible to enter year 3 of the BSc in Internet Systems Development, depending on places available
- Graduates of the Interactive Media Design diploma are eligible to enter year 3 of the BSc in Creative Media and Design, depending on places available
- Graduates of the Game Design advanced diploma are eligible to enter year 4 of the BSc in Game Art and Design, pending portfolio review and depending on places available
- Graduates of the Graphic Design advanced diploma are eligible to enter year 4 of the BA in Graphic Design Communications, pending portfolio review and depending on places available
- Graduates of the Fashion Design advanced diploma are eligible to enter year 3 or year 4 of the BA in Fashion. Point of entry will be determined on TUS faculty reviewing each applicant's portfolio as well depending on places available
- Graduates of the Tourism - Travel diploma are eligible to enter year 3 of the BA in Business Studies with Travel and Tourism Management, depending on places available
- Graduates of the Hospitality - Hotel and Resort Services Management diploma are eligible to enter year 3 of the BA in Hospitality Supervision, depending on places available
- Graduates of the Event Planning diploma are eligible to enter year 3 of the BA in Business Studies with Event Management, depending on places available
- Graduates of the Business diploma are eligible to enter year 3 of the BBs in Business OR year 3 of the BBs in Marketing and Management, depending on places available
- Graduates of the Business Administration - Leadership and Management advanced diploma are eligible to enter the BBs in Business year 4, the BBs in Marketing and Management year 4 OR the BBs in Enterprise and Innovation year 4, depending on places available
- Graduates of the Business Administration - Marketing advanced diploma are eligible to enter the BBs in Business year 4, the BBs in Marketing and Management year 4, OR the BBs in Enterprise and Innovation year 4, depending on places available

	<ul style="list-style-type: none"> - Graduates of the Business Administration - Accounting advanced diploma are eligible to enter the BBs in Business year 4 OR the BBs in Accounting and Finance year 4, depending on places available - Graduates of the Business Administration - Human Resources advanced diploma are eligible to enter the BBs in Business year 4 OR the BBs in Marketing and Management year 4, depending on places available - Graduates of the Honours Bachelor of Commerce (Accounting), the Honours Bachelor of Commerce (Digital Marketing), the Honours Bachelor of Commerce (Human Resources Management) or the Honours Bachelor of Commerce (Management) are eligible to enter into the MBus in Strategic Management and Marketing, depending on available places - Graduates of the Honours Bachelor of Commerce (Digital Marketing) OR the Honours Bachelor of Commerce (Management) are eligible to enter into the MSc in Digital Marketing, depending on places available
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5. Articulation agreement:	
Name of body (/bodies):	Fleming College, Ontario, Canada
Programme titles and links to publications	<ul style="list-style-type: none"> - BSc (Honours) in Construction Management (LC241) https://lit.ie/courses/LC241 - BA in Culinary (A7298) https://lit.ie/courses/A7298 - BA (Honours) in Business Studies with Travel and Tourism Management (LC293) https://lit.ie/courses/LC293 - BBs (Honours) in Business Studies (Marketing and Management) (LC225) https://lit.ie/courses/LC225 - BBs (Honour) in Business Studies (Digital Marketing) (LC220) https://lit.ie/courses/LC220 - BA in Sports Development and Performance (LC290) https://lit.ie/courses/LC290 - BA (Honours) in Business Studies with Sports Management (LC295) https://lit.ie/courses/LC295

	<ul style="list-style-type: none"> - BSc (Honours) in Applied Strength and Conditioning (LC422) https://lit.ie/courses/LC422 - BBs (Honours) in Business Studies (Enterprise and Innovation) (LC226) https://lit.ie/courses/LC226 - BSc (Honours) in Computer Networks and Systems Management (LC239) https://lit.ie/courses/LC239 - BBs (Honours) in Business Studies with Beauty and Spa Management (LC392) https://lit.ie/courses/LC392 - BEng (Honours) in Electrical Engineering (LC275) https://lit.ie/courses/LC275 - BEng (Honours) in Industrial Automation and Robotic Systems (LC375) https://lit.ie/courses/LC5375 - BA in Hospitality Supervision (LC399) https://lit.ie/courses/LC399 - BBs (Honours) in Business (LC320) https://lit.ie/courses/LC320 - BSc (Honours) in Biotechnology with Biopharmaceutical Science (LC362) https://lit.ie/courses/LC362
Date of agreement/arrangement or last review	01/04/2021
Date of next review	01/04/2024
Detail of the agreement	<ul style="list-style-type: none"> - Graduates of the Diploma in Construction Engineering Technician are eligible to enter the BSc in Construction Management year 3, depending on places available - Graduates of the Diploma in Culinary Management are eligible to enter the BSc in Culinary Arts year 3, depending on places available - Graduates of the Diploma in Tourism - Global Travel are eligible to enter the Bachelor of Arts (Honours) in Business Studies with Travel and Tourism Managements year 3, depending on places available - Graduates of the Diploma in Business are eligible to enter the Bachelor of Arts (Honours) in Bachelor of Business Studies (Honours) in Marketing and Management year 3, depending on places available - Graduates of the Advanced Diploma in Business Administration OR Advanced Diploma in Business Administration - Marketing are eligible to enter the Bachelor of Arts (Honours) in Bachelor of Business Studies

	<p>(Honours) in Marketing and Management year 4, depending on places available</p> <ul style="list-style-type: none">- Graduates of the Advanced Diploma in Business Administration - Marketing are eligible to enter the Bachelor of Arts (Honours) in Bachelor in Business with Digital Marketing year 4, depending on places available- Graduates of the Diploma in Recreation and Leisure Services are eligible to enter the Bachelor of Arts (Honours) in Bachelor of Arts in Sports Development and Performance year 3, depending on places available- Graduates of the Diploma in Sporting Goods Business OR the Diploma in Recreation and Leisure Services are eligible to enter the Bachelor of Arts (Honours) in BA (Honours) in Business Studies with Sports Management year 3, depending on places available- Graduates of the Diploma in Fitness Health and Promotion are eligible to enter the BA in Applied Strength and Conditioning year 3, depending on places available- Graduates of the Diploma in Business - Human Resources are eligible to enter the BBs (Honours) in Enterprise and Innovation year 3, depending on places available- Graduates of the Advanced Diploma in Business Administration - Human Resources Management are eligible to enter the BBs (Honours) in Enterprise and Innovation year 4, depending on places available- Graduates of the Diploma in Computer Engineering Technician are eligible to enter the BSc (Honours) in Computer Networks and Systems Management year 3, depending on places available- Graduates of the Advanced Diploma in Computer Engineering Technology OR the Advanced Diploma in Computer Security and Investigations are eligible to enter the BSc (Honours) in Computer Networks and Systems Management year 4, depending on places available- Graduates of the Diploma in Esthetician are eligible to enter the BA (Honours) in Business Studies with Beauty & Spa Management year 3, depending on places available- Graduates of the Diploma in Electrical Engineering Technician are eligible to enter the BEng (Honours) in Electrical Engineering year 3, depending on places available- Graduates of the Diploma in Instrumentation and Control Engineering Technician are eligible to enter the BEng (Honours) in Industrial Automation and Robotic Systems year 3, depending on places available
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	<ul style="list-style-type: none"> - Graduates of the Diploma in Hospitality are eligible to enter the BA in Hospitality Supervision year 3, depending on places available - Graduates of the Diploma in Business OR the Diploma in Business - Human Resources are eligible to enter the BBS in Business year 3, depending on places available - Graduates of the Certificate in Pre-Health Science Pathway to Certificates and Diplomas are eligible to enter the BSc (Honours) in Biotechnology with Biopharmaceutical Science year 1, depending on places available
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6. Articulation agreement:	
Name of body (/bodies):	Georgian College, Ontario, Canada
Programme titles and links to publications	<ul style="list-style-type: none"> - BSc (Honours) in Civil Engineering Management (LC252) https://lit.ie/courses/LC252 - BSc (Honours) in Construction Management (LC241) https://lit.ie/courses/LC241 - BSc (Honours) in Applied Strength and Conditioning (LC422) https://lit.ie/courses/LC422 - BA in Sports Development and Performance (LC290) https://lit.ie/courses/LC290 - BA (Honours) in Business Studies with Sports Management (LC295) https://lit.ie/courses/LC295 - BA in Culinary (A7298) https://lit.ie/courses/A7298
Date of agreement/arrangement or last review	<ul style="list-style-type: none"> - 26/04/2021 - 05/05/2021 - 05/05/2021 - 05/05/2021
Date of next review	<ul style="list-style-type: none"> - 26/04/2024 - 05/05/2024 - 05/05/2024 - 05/05/2024

Detail of the agreement	<ul style="list-style-type: none"> - Diploma graduates of the Civil Engineering Technology Advanced Diploma are eligible to enter year four of the Civil Engineering Management degree programme or the BSc in Construction Management degree programme, depending on available places - Diploma graduates of the Fitness and Health Promotion programme are eligible to enter year three of the Applied Strength and Conditioning or Sports Development and Performance degree, depending on available places - Diploma graduates of the Sports Administration programme are eligible to enter year three of the Business Studies with Sports Management programme, depending on places available - Diploma graduates of the Recreation and Leisure Services programme are eligible to enter year three of the Business Studies with Sports Management or Sports Development and Performance, depending on places available - Diploma graduates of the Culinary Management programme are eligible to enter year three of the BA in Culinary Arts, depending on places available
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7. Articulation agreement:	
Name of body (/bodies):	Northern Alberta Institute of Technology (NAIT), Alberta, Canada
Programme titles and links to publications	- General MOU
Date of agreement/arrangement or last review	- 20/08/2021
Date of next review	- 20/08/2024
Detail of the agreement	

8. Articulation agreement:	
Name of body (/bodies):	New Brunswick Community College (NBCC), New Brunswick, Canada
Programme titles and links to publications	<ul style="list-style-type: none"> - BA in Culinary (A7298) https://lit.ie/courses/A7298 - BA in Hospitality Supervision (LC399) https://lit.ie/courses/LC399 - BBs (Honours) in Accounting and Finance (LC224) https://lit.ie/courses/LC224 - BBs (Honours) in Business (LC320) https://lit.ie/courses/LC320 - BBs (Honours) in Business Studies (Marketing and Management) (LC225) https://lit.ie/courses/LC225
Date of agreement/arrangement or last review	- 01/10/2020
Date of next review	- 01/10/2023
Detail of the agreement	<ul style="list-style-type: none"> - Diploma graduates of the Culinary Arts Management are eligible to enter year 3 of the Culinary Arts degree programme, depending on available places - Diploma graduates of the Hotel and Restaurant Management are eligible to enter year 3 of the Hospitality Supervision degree programme, depending on available places - Diploma graduates of Business Administration - Accounting are eligible to enter year 3 of the BBs in Accounting and Finance or the BBs in Business, depending on available places - Diploma graduates of Business Administration - Financial Management OR Diploma graduates of Business Administration - Insurance and Risk Management are eligible to enter year 3 of the BBs in Business, depending on available places - Diploma graduates of Business Administration -Management OR the Business Administration - Marketing are eligible to enter year 3 of the BBs (Honours) in Business Studies (Marketing and Management) depending on available places

9. Articulation agreement:	
Name of body (/bodies):	North Island College, British Columbia, Canada
Programme titles and links to publications	<ul style="list-style-type: none"> - BSc (Honours) in Drug and Medicinal Product Analysis (LC266) https://lit.ie/courses/LC266 - BA in Culinary (A7298) https://lit.ie/courses/A7298 - BBs (Honours) in Business Studies (Marketing and Management) (LC225) https://lit.ie/courses/LC225 - BSc (Honours) in Internet Systems Development (LC236) https://lit.ie/courses/LC236 - BA (Honours) in Ceramics (A8115) https://lit.ie/courses/A8115
Date of agreement/arrangement or last review	- 20/08/2021
Date of next review	- 20/08/2024
Detail of the agreement	<ul style="list-style-type: none"> - Graduates of the Associate of Science degree are eligible to enter year 3 of the BSc (Honours) in Drug and Medicinal Product Analysis, depending on available places - Advanced Diploma graduates of the Culinary Business Operations are eligible to enter year 3 of the Culinary Arts degree programme, depending on available places - Diploma graduates of Business Administration are eligible to enter year 3 of the BBs (Honours) in Business Studies (Marketing and Management) depending on available places - Diploma graduates of Web and Mobile Application Development - Interactive Media are eligible to enter year 3 of the BSc in Internet Systems Development, depending on available places - Diploma graduates of Fine Arts are eligible to enter year 3 of the BA in Ceramics, depending on available places

Limerick Institute of Technology

2022

AQR - Limerick Institute of Technology

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

Reporting Period 2020-2021

PART B: INTERNAL QA SYSTEM

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Designation as a Technological University

Limerick Institute of Technology traced its origin from a School of Ornamental Arts in Limerick in 1852 and its history has been one of transformation through the decades. This dynamic continues into the contemporary context and has culminated in its designation as a Technological University (TU) in conjunction with Athlone Institute of Technology on October 1st, 2021.

In accordance with the Technological Universities Act 2018, LIT and Athlone Institute of Technology (AIT) formed a Technological University Consortium during Semester 1 of the 2019/2020 academic year. An application by the Consortium for Technological University status was submitted to the HEA in November 2020. In this [Application](#) the consortium noted that “*our journey to this point has uncovered a strong set of shared values among our students and staff, a student-centred ethos, a commitment to providing access to an excellent standard of higher education to all who would benefit from it, and a clear commitment to balanced regional development. It is this commonality of commitment, alongside our academic complementarity and regional orientation, that underpins our desire and ambition to create an impactful, contemporary technological university to serve communities across Ireland’s Midlands and Mid-West and beyond*”. An expert international panel was held online with staff from both Institutes from 27th January to 5th February 2021. Following submission of their report to the HEA, the Minister for Further and Higher Education, Research, Innovation and Science, Mr. Simon Harris, announced the approval of the application on 4th May 2021. It was subsequently announced by the Minister (June 2021) that the designation date would be 1st October 2021 at which point the new Technological University would begin its journey and that the new organisation would be called the Technological University of the Shannon: Midlands Midwest.

The mission of the Technological University, as outlined in its application for designation, includes the aspiration to be a contemporary and engaged University distinguished by outstanding learner experience, international focus and impactful and applied research. The Technological University strives to be a leading provider of higher education that is student-centred, research informed, industry-relevant, and accessible to all. Among its shared values include a commitment to Excellence and Quality, Professionalism, Innovation, Partnership, Supportiveness, Equity and Inclusiveness, Transparency and Integrity, Accessibility and Agility. The goal of the new TU will be to provide new opportunities and access pathways to learners with the view to sustaining prosperity and industrial growth across Ireland. This will be achieved through practical,

experiential learning, strong industry engagement and applied, high-TRL research, and a global mindset.

Membership of the Regional University Network - European Union (RUN-EU Network)

During the 2019 - 2020 Academic Year the AIT and LIT Consortium were invited to join a new, forward-thinking education alliance intended to increase collaboration between Europe's Universities. Under the new European Universities initiative, the then AIT and LIT joined its RUN-EU (Regional University Network - European Union) partners in creating one of several new European universities capable of transcending languages, borders, and disciplines. The European Universities Network is part of an EU-wide ambition to create a centralised European Education Area and will enable students to obtain a degree by combining studies in multiple EU countries. The network, which is expected to increase the competitiveness of European Universities, will be integral to promoting the kinds of future and advanced skills necessary for social transformation across the European Union. An important step forward in progressing the Institutes internationalisation strategy, membership of the European Universities initiative aligns closely with the consortium's aims to develop a technological university which reflects the educational demands and economic needs of Ireland's Midlands and Mid-West.

The RUN-EU network consists of Polytechnic of Leiria (Portugal), Polytechnic of Cávado and Ave (Portugal), TUS: Midlands Midwest (formerly LIT and AIT) Széchenyi István University (SZE) (Hungary), Häme University of Applied Sciences HAMK (Finland), NHL Stenden University of Applied Sciences (Netherlands), and FH Vorarlberg University of Applied Sciences (Austria).

The RUN - EU Alliance Members



Consisting of seven like-minded and regionally focused HEIs, the RUN - EU Network is committed to societal transformation in our regions in the context of both new and emerging regional and global challenges but in particular sustainable regional development. To achieve this collective mission, we focus on the delivery of collaborative, future and advanced skills-based teaching,

learning, research and engagement activities across the network. Partner Institutes have a regional as opposed to a city focus and also have a proven track record in the delivery of future and advanced skills activities in teaching, learning, research and engagement relevant to future societal challenges.

The RUN-EU Mission is supported through the development of: Future and Advanced Skills Academies (FASA), which promote and develop joint student-centred, challenge and work-based flexible learning activities, including Short Advanced Programmes and European Degrees, through collaborative and pedagogically innovative inter-university and interregional approaches to higher education; European Innovation Hubs (EIH), which will stimulate and create joint interregional research, innovation and regional stakeholder engagement projects and activities across the alliance; European Mobility Innovation Centre (EMIC), which will build and share expertise in innovative physical and virtual mobility initiatives and will assess the quality of new mobility activities.

Designated Awarding Body Status

Limerick Institute of technology became a Designated Awarding Body to Level 9 of the NFQ in January 2020 in accordance with the provisions of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019. The implications and obligations of the Institute as a Designated Awarding Body were discussed a meeting of Academic Council of 6th December 2019. As a Designated Awarding Body up to Level 9 of the NFQ, LIT adopted QQI Award Standards at its Academic Council meeting of 6th December 2019. The designation as a Technological University on October 2021, confers full Designated Awarding Body status to Level 10 of the NFQ in accordance with the Technological universities Act 2018.

During the reporting period the obligation of Designated Awarding Body status were recognised and actioned, The Academic Council Documentation 2017 - 2019 were under review as this coincided with the transition to a New Academic Council. The revised Academic Council Documentation 2020 - 2022 was approved at a meeting of Academic Council on 19th June 2020 and its constituent Constitution and Terms of Reference of Subcommittees took account of Designated Awarding Body Status and associated statutory obligations. This included a newly titled subcommittee on Quality and Academic Standards with responsibility for advising Academic Council on matters relating to Designated Awarding Body status.

The revised Academic Council documentation is available at: [Academic Council Documentation 2020-2022](#)

The LIT Quality Assurance Handbook

The LIT Quality Assurance Handbook is reviewed, updated, and approved by Academic Council on an annual basis. As a result, specific content areas are improved through periodic reviews to attest to their comprehensiveness, adequacy, and completeness. They are centrally maintained by the LIT Academic Council Sub-Committee on Quality and Academic Standards. A central record and review frequency profile of all policies was developed and is being maintained by the Quality Office.

The Handbook has been published and is available on the lit External Website Quality Assurance, Reports, Procedures Plans.

[https://lit.ie/en-IE/Life-At-LIT/explore-lit/reports-procedures-plans/Quality-Assurance-\(1\)](https://lit.ie/en-IE/Life-At-LIT/explore-lit/reports-procedures-plans/Quality-Assurance-(1))

New Policies Approved in the Reporting Period
LIT Policy on Academic Governance and Procedures on Assessment and Examinations
LIT Policy for Designation of Research Institutes, Research Centres and Research Groups
LIT Policy on Linked Provision and Linked Provision Framework
LIT Guide to Making Gender Neutral Documents and Communications

Strategic Review of Service Delivery Units

The development and implementation of a policy for strategic review of service delivery units will play an important role in the holistic development of a whole Institute approach to Quality Assurance and Enhancement. It will help bridge the activities of academic and other support units and ensure an Institute wide approach to Quality Assurance and Enhancement. This will allow for strategic development at unit level in support and consistent with the overall Institute strategic plan.

The Institute is committed to broadening the range of reviews to include Service Delivery units in line its obligations as a Designated Awarding body and with national policy. To this end the Governing Body has approved the [LIT Policy for Strategic Review of Service Delivery Units 2019-2024](#) to facilitate these reviews with an approved framework.

The purpose of this policy is to outline the approach to quality review of Service Delivery Units and to describe in detail the process as it applies to individual services. Under this policy, the review and self-evaluation include a broad range of considerations within the context and culture of the individual Service Delivery Unit. These considerations are broadly informed by the management principles specified in the ISO9001:2015 Quality Management Standard. This standard specifies seven quality management principles and these include: 1. Customer Focus (Stakeholder focus); 2. Leadership; 3. Engagement of People; 4. Process Approach; 5. Continual Improvement; 6. Evidence Based Decision Making; and 7. Relationship Management.

The implementation of this Policy and associated cycle of reviews represents a significant advance in the institutes approach to Quality Assurance and Enhancement its implementation on a cross organisational basis in support of institute Strategic objectives.

In a significant milestone, the first review was conducted during the reporting period with an online Peer Review of Student Support Services taking place on the 5th September 2020. The full cycle of reviews in currently the subject to discussion and consultation with a view to adopting a new cycle of such reviews for the Technological University. This cycle will emerge into the next reporting period.

Cyclical Review Schedule

As part of the QQI, CINNTE Cycle of statutory external Institutional Review, LIT was scheduled to undergo Cyclical Review in 2021/2022 academic year. Accordingly, a programme of self-evaluation and critical review was undertaken during the 2019/2020 academic year. A significant

amount of this self-evaluation was completed prior to the onset of the Covid-19 pandemic in February/March 2020. The process of Cyclical Review was subsequently formally suspended with the submission to the HEA of a TU Application in November 2020. The Cyclical Review self-evaluation activities for the new Technological University will be initiated during the next reporting period in the 2021 - 2022 Academic Year with the Review visit taking place in the subsequent 2022 - 2023 Academic Year.

Thematic Review of Quality Assurance and Enhancement at LIT

As indicated, a broad range of self-evaluation activities and evidence base had been generated prior to Covid-19 pandemic and TU application submission. During the reporting period, this was collated into a thematic review of Quality assurance and Enhancement at LIT. This thematic review arose directly from selected self-evaluation activities undertaken as part of the then scheduled CINNTE Review. It was collated to ensure that the work undertaken and valuable insights gained could be utilised to inform future development and implementation of the Quality Assurance and Enhancement system going forward.

There is an opportunity for utilisation of the learning to inform, where relevant, the development and implementation of QAE in the Technological University. It was collated as a Thematic Review with a focus on the effectiveness of Quality Assurance and Enhancement in LIT broadly in the context of two specific objectives of cyclical review, namely, (i) to review the effectiveness and implementation of the QA procedures of the institution and (ii) to review the enhancement of quality by the institution through governance, policy, and procedures. An external Peer Review Group conducted a external panel visit on September 28th 2021. The outputs of the review and the Peer Review Group Report provide valuable input to inform future enhancement in this area and will also feed forward into the development of systems in the new Technological University.

1.2 Update on Planned QA Objectives identified in Previous AQR

Relevant Objectives							
1	Conduct a thematic review of the Institutes Quality Assurance and Enhancement System						
	<table border="1"> <thead> <tr> <th><i>Planned actions and indicators</i></th> <th><i>Progress during 202021</i></th> </tr> </thead> <tbody> <tr> <td>1. Complete a self-evaluation process and report and hold a Peer Review Panel Visit.</td> <td>✓ The Thematic Review of Quality Assurance and Enhancement was conducted with External Peer Review Visit on September 28th 2021. This thematic review from selected self-evaluation activities undertaken as part of the then scheduled CINNTE Review. It was collated to ensure that the work could be utilised to inform future development and implementation of the Quality Assurance and Enhancement system going forward.</td> </tr> </tbody> </table>	<i>Planned actions and indicators</i>	<i>Progress during 202021</i>	1. Complete a self-evaluation process and report and hold a Peer Review Panel Visit.	✓ The Thematic Review of Quality Assurance and Enhancement was conducted with External Peer Review Visit on September 28 th 2021. This thematic review from selected self-evaluation activities undertaken as part of the then scheduled CINNTE Review. It was collated to ensure that the work could be utilised to inform future development and implementation of the Quality Assurance and Enhancement system going forward.		
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2	Support the development of the AIT-LIT Technological University developing an integrated Quality Assurance and Enhancement System.						
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3	Review/develop the Institutes Policy framework on Collaborative Provision including linked provision in the context of DAB Status.						
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2. New Policy and Framework for Linked Providers included in QA Handbook.	<ul style="list-style-type: none"> ✓ In line with obligations as a Designated Awarding Body a new Policy on Linked Provision and Linked Provider Framework was developed during the reporting period and approved by LIT Academic Council in 2021. ✓ Available at: LIT Policy on Linked Provision and Linked Provision Framework
4	Develop a Credited CPD pathway to enable Institute Staff engage in accessible and flexible CPD in Academic Practice
<i>Planned actions and indicators</i>	<i>Progress during 2020/21</i>
1. Develop the following CPD Programmes in Academic Practice <ul style="list-style-type: none"> - Graduate Certificate - Graduate Diploma - Taught Masters 	The following accredited Level 9 CPD Programmes were validated during the reporting period: <p><u>Major Awards:</u></p> <ul style="list-style-type: none"> Masters of Arts In Academic Practice (Taught Programme) Post Graduate Diploma in Arts in Academic Practice (Taught Programme) <p><u>Special Purpose Awards:</u></p> <ul style="list-style-type: none"> Post Graduate Certificate in Academic Practice (30 Credits) Post Graduate Certificate in Professional Practice in Higher Education (30 Credits)
5	Develop a range of resources and CPD opportunities that support staff in developing capacity for implementing Active Learning as the Institutes signature pedagogy.
<i>Planned actions and indicators</i>	<i>Progress during 2020/21</i>
1. Development of a Compendium of Active Learning Strategies for Student Engagement.	<ul style="list-style-type: none"> ✓ LIT has for a period created a database of its Active Learning Strategies given its importance as a signature pedagogy. A new Compendium of Active Learning: Strategies for Student Engagement was developed in the reporting period and is available at: Compendium of Active Learning: Strategies for Student Engagement ✓ It is envisaged that this will serve as a major enhancement for teaching and learning across the Institute and will enable faculty staff to adopt a range of additional active learning strategies for their disciplinary needs. This publication includes over sixty five Active Learning Strategies.
2. Development of A Communities of Practice Initiative around Active Learning for Student Engagement.	<ul style="list-style-type: none"> ✓ Three Community of Practice session were held during the Academic Year 2020/2. The sessions were held on: <ul style="list-style-type: none"> ✦ September 1st - Supporting Students and Building Student Resilience - Tools for the Frontline; ✦ January 7th - Sharing & Exchanging Our Practitioner Wisdom;

	<ul style="list-style-type: none"> ✦ June 9th - Learnings from the Challenges and Opportunities presented by remote teaching, learning and assessment. ✓ Each session involved group discussions within the context of integrating active learning for student engagement. Breakout rooms were used for sharing ideas, suggestions and approaches that they have found useful within their own academic practice.
<p>3. Development and Delivery of the following L9, 10 Credit SPA's</p> <ul style="list-style-type: none"> - Pedagogies of Active Learning for Student Engagement - Assessment for Engaged Learning 	<ul style="list-style-type: none"> ✓ Programme Developed and Validated during the reporting period with 26 Staff completing the SPA in 2021. ✓ Programme Developed and Validated during the reporting period with 15 Staff completing the SPA in 2021
6	Make Student Information and Resources more accessible to Students.
Planned actions and indicators	Progress during 202021
<p>1. Develop of a dedicated Moodle Student Resources page - a one stop shop of student information and resources.</p>	<ul style="list-style-type: none"> ✓ A Student Information and Resources page was established. This is a dedicated online Moodle page accessible to all students as user friendly 'one stop shop' to access all information and resources relating to students. The Moodle Page contains 4 sections with information from or direct links to; 1: Computer Services; 2: Student Support Services, 3: Library and Information Services and 4: Learning Resources. Each section contains relevant weblinks, media content and support documentation for students to use. The page was setup by LIT Education Technologist liaising with staff in each of the 4 sections. The page has received significant traffic from LIT students with the Introduction Video receiving over 800 views. For example, the resource on Student ID Cards received over 3,500 views and the link to the LIT Library Website received 1,400 views. See associated Case Study.
7	Enhance Student Feedback by deepening the impact of the National Student Survey.
Planned actions and indicators	Progress during 202021
<p>1. Maintain high participation rates in National Student Survey.</p>	<ul style="list-style-type: none"> ✓ The participation rate for StudentSurvey.ie in LIT in 2021 was 44.1%, the second highest participation rate nationally. This participation rate was very satisfactory as, unlike previous years, the survey team was unable to visit classrooms to facilitate completion of the survey due to classed being online due to Covid-19 pandemic.

2. Participate in optional additional questions to maximise national benchmarking opportunities	✓ LIT chose the optional question regarding Student Withdrawal in the survey for 2020/21. The questions was: “Have you ever seriously considered withdrawing from your degree programme? [select options that apply from given list]”
3. Participate in the Postgraduate Student Survey scheduled for 2020/21.	✓ LIT participated in the Postgraduate Research survey in 2021. This survey is run every 2 years.
4. Deepen the impact of the survey feedback at all levels of the organisation including at Departmental level.	<ul style="list-style-type: none"> ✓ At an institute level the Institute Results are presented to and considered by the Executive and to Management Groups. LIT results are notified to LIT’s Academic Council annually and issued to relevant sub-committees of Academic Council and Faculties/Departments to address the results reported on teaching and learning, where appropriate, through their policies, initiatives, and activities. In addition to Institute analysis, results are also broken down to Departmental Level within the institute and Department specific results are provided to the respective departments. ✓ All Survey results were analysed at Departmental Results were produced under StudentSurvey.ie’s 9 Indices Higher Order Learning, Reflective & Integrated Learning, Quantitative Reasoning, Learning Strategies, Collaborative Learning, Student Faculty Interaction, Effective Teaching Practices, Quality of Interactions and Supportive Environment. All Non-Index questions are also included in the analysis
8	Provide effective supports remote teaching and learning which will be an integral part of Institute life during the next reporting period
Planned actions and indicators	Progress during 202021
1. Continue to offer both unaccredited and credited CPD opportunities to staff with a focus on digital enhanced teaching and learning.	<ul style="list-style-type: none"> ✓ A total 32 unaccredited staff support sessions were held over the academic year in a series of programmes tailored to the needs of Staff. These were delivered throughout the academic year in September, January, February and June. In total 1,128 staff participated in these sessions. These sessions focused on applications for blended and online learning, continuous assessment planning, student engagement and transitioning back into the classroom. ✓ In Semester 1, 2020 two Special Purpose Awards were delivered for staff. These were Research Methods and Designing and Adapting Coursework for Blended and Online Learning. In total 47 staff participated in these programmes. In Semester 2, a new Special Purpose Award on Active Learning for Engaged Learning was run with 26 staff participating.
2. Continue to add to a dedicated Staff repository of learning resources in a	✓ All staff support sessions are recorded and made available on the TEL Resource Page. In addition to these recording, the Quality, Teaching and Learning Team have developed guide,

Staff Moodle page called “TEL Resources” that provides user guides, documentation, videos and other supports on teaching, learning and assessment.	and learning resources for staff to support them with their teaching practice. From August 2020 to July 2021, there have been 8,500+ view to this Moodle page to access resources or watch recording.
3. Host a related National Forum Seminar Series on Enhancing Student Engagement through Technology Enhanced active Learning	✓ LIT ran this National Forum Seminar Series as part of the Staff Development Day in February with a themes of digital technology and active learning . This session involved a presentation from an external keynote speaker on the topic of technology enhanced active learning. This was followed by staff presentations. Staff that had been awarded National Forum funding for Local Enhancement Projects (LEP). Each staff member involved in the project gave a presentation of their work and this was followed by a Q&A session with all staff.
9	Provide Professional Development supports and enabling resources to develop staff capacity to engage in innovative and authentic assessment practices.
Planned actions and indicators	Progress during 202021
1. Develop and deliver a range of unaccredited CPD supports for staff.	<ul style="list-style-type: none"> ✓ A comprehensive range of professional development and other supports were made available to teaching staff. The programme includes three dedicated Staff Development Days (in September, January and February) and also a programme of support to enhance digital capacity. ✓ A total of 26 different non accredited CPD sessions were offered across the ear with 1,160 staff participations in these.
2. Develop a range of resources and best practice guides to support a variety of different modes of assessment.	<ul style="list-style-type: none"> ✓ A Practitioner Guide was developed and became a very significant resource in this area - available at: LIT Practitioner Guide for Assessment & Examinations 2021-2022 ✓ A broad range of resources to support open book examinations were developed for both staff and students. Available at: Practitioner and Student Resources
3. Develop a 10 Credit Special Purpose award in Assessment for Engaged Learning.	✓ The Level 9, 10 Credit Special Purpose Award <i>Assessment for Engaged Learning</i> was developed and validated on the reporting period. It was delivered in September 2021 to a total of 15 Participants.
4. Increase the diversity of assessment methods employed by staff and programme boards.	✓ Two significant policy/guideline documents supported staff in diversifying assessment during the reporting period. These include: LIT Policy on Academic Governance and Procedures on Assessment and Examinations

	<p>LIT Practitioner Guide for Assessment & Examinations 2021-2022</p> <p>The wide utilisation of online open book final exams and online closed book (proctored) examinations during the reporting period was supported by these. The emergence of online open book examinations and online closed book proctored as run centrally as an Institute Final examination constituted an entirely new capacity in assessment at LIT. This involved training and support of Exams Office Staff in operation of the exams and Academic Staff in the design of open book exams. The Quality, Teaching and Learning also offered a range of support to staff in the area of assessment and in the implementation of these policies.</p>
10	Provide Institute-wide access to suitable platforms that enable the use of technology enhanced learning.
Planned actions and indicators	Progress during 202021
1. Roll out of Webcams to all LIT Classrooms.	✓ LIT Computer Services have completed this work. A webcam has been installed on each lectern computer within each computer lab and classroom across LIT. This webcam has an inbuilt mic as well to pick up audio in addition to video.
2. The integration of the MS Teams plugin into Moodle to allow staff and students link seamlessly between the two platform for an enhanced teaching and learning experience.	✓ The MS Teams plugin has been integrated into LIT's instance of Moodle. This plugin allows staff to setup and schedule MS Teams classes with their students from within their module page in Moodle. Providing staff with the ability to schedule classes directly into their Moodle pages can be more time efficient for staff but also for students it helps them to access all the relevant information for their module from one single place. Having one central location for their learning which has Moodle and MS Teams seamlessly integrated.
3. Upgrade to the latest version of H5P to allow staff to access additional tools for building interactive learning resources.	✓ H5P has been upgraded to a newer instance of the application. The updated version of H5P provides staff with more functionality and features for creating learning resources with the application. This application is available to all staff across LIT and several workshops on H5P have been delivered as part of the Staff Development Support Sessions.
4. Develop a number of Recording booths across each campus within LIT. These recording booths will have sufficient hardware and software to allow staff to delivery online classes and development online learning resources.	✓ LIT Computer Services have setup and kitted out recording booths for staff on each campus across LIT. Staff can book a timeslot in one of the recording booths through a booking system. Each room has all the necessary equipment (headset/mic/webcam/document camera/digital tablet) to allow staff to walk in and start recording straight away.

11	Enhance the impact of Student Support Services and their engagement with all stakeholders.	
Planned actions and indicators	Progress during 2020/21	
1. Develop follow up plans further to the Strategic Review of Student Support Services.	<ul style="list-style-type: none"> ✓ A Service Delivery Unit Response to Peer Review Group Report was submitted to Executive in August 2021. This extensive report addressed each of the Commendations, Grade 1 Recommendations and Grade 2 Recommendations with responses, actions and reference to specific implementation plans including their relevant ownership. 	
2. Create online platforms to support virtual engagement for all students with the relevant support services	<ul style="list-style-type: none"> ✓ Planned and delivered a comprehensive Induction and Orientation Programme which encompassed online meet & greet / information sessions which enabled student support connections with all student across all campuses ✓ In Semester 2 of 2020/2021 we prepared for the implementation of <i>MindaClient</i>, a CRM software that holds student information in one location for students registered with the disability service. This software allows for the needs assessment form to be completed online and will avoid manual transfer of data. This action was completed for Semester 1 2021. ✓ Appointed an administration function within student counselling to centralise all mental health related queries (regardless of campus) and thereby ensure an immediate response to queries, management of student referrals, scheduling of counselling assessments and liaising with team in the case of crises where our timely response is a key priority. ✓ In 2020 - 2021 we prepared to introduce <i>Yellow Schedule</i> and <i>Core NET</i> systems to enable Student Counselling. These systems will streamline and facilitate processes including; Intake Forms, Progress Notes and SMS / Email Reminders, on-line referral/registration, standard letters, book appointments, send SMS reminders, add attachments, record financial transactions and add admin notes and/or clinical case notes. Fully implemented Semester 1 2021/2022 ✓ Reviewed Health Unit Management Software. We currently used <i>HELIX</i>. We identified <i>SOCRATES</i>, which is in line with our AIT partners. Socrates is a health practice management software designed to store patient information. Manage appointments instant patient communication. When compared to HELIX it is <ul style="list-style-type: none"> - More user friendly - More compatible with reports - Has a video consultation option - An advanced vaccination package ✓ Implementation commencing 2021 - 2022 	

	<ul style="list-style-type: none"> ✓ We are committed to addressing the recommendations outlined by the Peer Review Group. We are confident that these and future challenges can be met and as outlined in the report we have identified ways forward to enhance, enable and realise the potential of our services. The challenges posed necessitate thinking outside the box to develop innovative and novel ways while focussing on 'how', we can potentially engage more students and further enhance the delivery of our services in a professional and student-centred manner.
3. Enable continued access to all services in the context of covid-19 and the need for remote access where appropriate.	<ul style="list-style-type: none"> ✓ It is no doubt that restrictions imposed in response to the Covid-19 pandemic meant that in-person activities were severely impacted. However, services never ceased to provide the care and support through every means possible including e-mails, phone calls, Zoom and Teams meetings, the LIT website, social media and obviously whenever possible face-to-face meetings. We always tried to engage the students with the communication method that suited them best. ✓ Notwithstanding the challenges that the COVID-19 pandemic presented, we continued to provide services that were student-centred, supportive, open, and respectful whilst also ensuring an engaged, responsive and safe provision of all services. ✓ Ongoing commitment from staff and support personnel was marked by positive participant feedback from those who engaged in and/or were supported by the diversity and number of engagement and support initiatives.
12	Implement the LIT Gender Equality Action Plan (GEAP), with a particular emphasis on actions to strengthen equality, diversity and inclusion within Academic Practice
Planned actions and indicators	Progress during 2020/21
1. Ensure that each future Staff Development Day includes workshops relevant to professional development of academic staff and PMSS and incorporates aspects of Equality, Diversity and Inclusion	<ul style="list-style-type: none"> ✓ The Staff Development Day in February 2021 included a Race and Equality session, which was of relevance to all staff. <p>The Staff Development Day in September 2021 included sessions on:</p> <ul style="list-style-type: none"> • Newly Validated (Accredited) Staff CPD Opportunities • The New Erasmus+ Programme: Opportunities for Staff and Student Mobility • The RUN-EU Project: What's in it for LIT Staff <p>All of these sessions were of relevance to both Academic and PMSS staff.</p>
2. Amend and update relevant policies and procedures on the design, development and validation of new programmes to ensure the gender dimension is integrated into the proposed new curricula. Programmatic Reviews will provide an opportunity for Institutes to	<ul style="list-style-type: none"> ✓ LIT, in conjunction with WIT, MTU, ITC, and AIT, has successfully secured funding from the HEA Gender Equality Enhancement Fund for the EDIT Project: Embedding Equality Diversity & Inclusion in the Curriculum of the new Technological University Sector. <p>The project will consist of three distinct phases:</p> <ol style="list-style-type: none"> 1. The first phase involves the development of a common framework in the form of a Charter, which will establish agreed overarching principles to guide the TUs as they embed EDI into their curricula.

<p>review existing curricula. Training will be provided for academic staff on the consideration of Equality and Diversity issues in the development of curricula</p>	<p>2.The second phase will support standardisation of a sectoral approach to embed gender equality and EDI into the curricula of the new TUs by developing a toolkit which will inform academic staff, programme leaders and other key stakeholders on best practice in the area.</p> <p>3.The third phase will involve the creation and roll out of an e-learning training programme for staff across the partner HEIs, which can be used alongside the toolkit when conducting programmatic/curricula reviews.</p>
<p>3. LIT will monitor the gender balance, attendance and the gender of chairpersons across institutional committees and subcommittees to ensure gender balance and take corrective action (rotating roles, co-options, etc.) if required, to emphasise LIT's commitment to gender equality and to increasing the visibility of women in leadership roles.</p>	<p>✓ While female members on Governing Body and Academic Council account for more than 40% of membership, there are several sub-committees with significant imbalances, not only in terms of female representation but also male representation e.g. membership of Academic Council Sub-Committee on Student Support & Retention is 65% female; membership of the GB Appointments Committee is 25% female.</p>
<p>4. Equality, Diversity and Inclusion (EDI) is embedded within Staff Continued Professional Development Pathway</p>	<p>✓ LIT's EDI Manager has liaised with Quality, Teaching & Learning Centred in the development and delivery (as a guest lecturer) of modules which have been accredited as Level 9 10 credit Special Purpose Awards</p> <p>✓ LIT's EDI Manager has collaborated with the Quality, Teaching and Learning Centre</p>
<p>5. Equality, Diversity and Inclusion Champions Structure established within LIT to ensure that awareness of EDI is mainstreamed and integrated into LIT discussions and activities across faculties and functions.</p>	<p>✓ An EDI Champions Forum was established through an open call and includes 21 representatives across faculties, campuses, functional units and grades. There are currently 15 females and 6 males in this group. The role of this Forum is to ensure that awareness of EDI is mainstreamed and integrated into LIT discussions and activities across faculties and functions. The forum is used as a key communications channel for EDI related discussions, events and activities. It is envisaged that the EDI Champions Forum will continue as LIT becomes a TU and extended across the TU Community.</p>
13	Deepen knowledge of Sustainable Development Goals (SDG's) across the Institute and with External Stakeholders
Planned actions and indicators	Progress during 202021
<p>1. Deliver short training on SDGs for all LIT staff through relevant staff development fora.</p>	<p>✓ This was completed via a live webinar and recorded resource made available to all staff.</p> <p>✓ UCC SDG Toolkit provided to all staff</p>
<p>2. Engage with external stakeholders to reinforce the positioning and</p>	<p>✓ Presentations made to Tipperary County Council across various committees and agenda.</p> <p>✓ Membership of Climate and Biodiversity SPC of Limerick Co Co.</p>

	focus on SDGs within relevant local/regional actions and policy. LIT RDI and Development Unit	<ul style="list-style-type: none"> ✓ Establishment of Sustainability Working Group within Explore Engineering ✓ Contribution to Regional Enterprise Plan with specific focus on sustainability and SDGs
14	Expand the range and scale of activities relevant to SDGs	
	Planned actions and indicators	Progress during 2020/21
	1. Establish specific Research Institute with a focus on Sustainable Development. RDI and Research Community	<ul style="list-style-type: none"> ✓ SDRI formerly established in May 2021 and new research staff now active.
	2. Develop new academic Programmes at L8 and L9 with a specific focus on Sustainable Development	<ul style="list-style-type: none"> ✓ 5 new programmes planned for commencement in September 2022.
15	Continued implementation and mainstreaming of the Service Delivery Unit Reviews as an important element of the Institutes Quality Assurance and Enhancement System	
	Planned actions and indicators	Progress during 2020/21
	1. Conduct reviews as planned, Student Support Services and thematic Review of quality assurance and enhancement system.	<ul style="list-style-type: none"> ✓ The Strategic Review of Student Support Services was conducted with External Peer Review Visit on September 5th 2020. ✓ The Thematic Review of Quality Assurance and Enhancement was conducted with External Peer Review Visit on September 28th 2021.
	2. Develop a Review Schedule for all functional areas on a cross organisational basis.	<ul style="list-style-type: none"> ✓ The Institute was designated as a Technological University on October 1st 2021. A process of integration and realignment of functions and services across the Technological University is underway as a result. The development of a new schedule of Strategic Reviews of functional areas will form part of this ongoing integration process in the next reporting period.

1.3 Governance and Management

QA Governance Meetings Schedule

Body	Meeting dates
Governing Body	16/09/2020 21/10/2020 20/11/2020 09/12/2020 13/01/2021 10/02/2021 24/03/2021 05/05/2021 16/06/2021
Academic Council	09/10/2020 04/12/2020 05/03/2021 29/04/2021 18/06/2021
Academic Council Standing Committee	23/10/2020
Quality and Academic Standards Subcommittee	18/09/2020 17/11/2020 11/02/2021 22/03/2021 19/05/2021
Teaching and Learning Subcommittee	19/10/2020 04/02/2021 15/03/2021
Academic Reviews Sub-Committee	21/09/2020 09/11/2020 08/02/2021 26/03/2021 09/06/2021

Admissions and Academic Progress Sub-Committee	23/09/2020
	22/10/2020
	27/01/2021
	12/03/2021
	19/06/2021
Apprenticeships Sub-Committee	13/10/2020
	22/01/2021
	14/04/2021
Postgraduate Research Sub-Committee	24/09/2020
	11/11/2020
	01/02/2021
	19/03/2021
Student Support and Retention Sub-Committee	17/05/2021
	15/10/2020
	20/01/2021
Covid -19 Sub-Committee	10/03/2021
	21/09/2020
	18/11/2020
	12/02/2021
	25/03/2021
	21/05/2021

QA Leadership and Management Structural Developments

Leadership and Management Changes

NAME	NEW POSITION
Dr. Pat O Donoghue	Assistant Registrar

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Faculty of Business and Humanities, Department of Marketing, Enterprise and Digital Communications	11 th December 2020	Report
Faculty of Business and Humanities, Department of Sports Leisure and Tourism	13 th May 2021	Report
Faculty of Business and Humanities, Department of Business & Financial Services	26 th May 2021	Report
Faculty of Business and Humanities, Department of Applied Social Sciences	7 th May 2021	Report

1.4.2 Expert Review Teams/Panels² involved in IQA

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

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	4	4	0	0	4	4	0
of those:		–	–	–	–	–	–
On-site processes		–	–	–	–	–	–
Desk reviews		–	–	–	–	–	–
Virtual processes	4	–	–	–	–	–	–
Average panel size for each process type*	5	–	–	–	–	–	–

* excluding secretary if not a full panel member

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

2.0 IQA System – Enhancement and Impacts

2.1 Initiatives within the Institution related to Academic Integrity

LIT places significant emphasis on Academic Integrity and is represented on the National Academic Integrity Network (NAIN) established by QQI by its Assistant Registrar. LIT considers the NAIN forum an important instrument for the sharing and dissemination of information relating to the current issues, initiatives and best practice in the academic integrity sphere

Assessment is a key driver of learning in Higher Education and in Ireland there is now a significant focus on the authenticity of assessment and on academic integrity. This co-coincides with a focus on the continuum of Assessment of, for and as learning by the National Forum for the Enhancement of Teaching and Learning. Effective and authentic assessment has the potential to positively influence student engagement across five key domains of: cognitive, social, behavioural, collaborative and emotional development. Assessment can therefore be a key enabler of 21st century graduate attributes such as: critical thinking, creative problem solving, effective team-work, collaborative decision making and inter-disciplinary thinking. Effective Assessment that embeds and enhances learning is therefore a key pillar of LIT's Teaching and Learning Strategy (2018-2023).

The onset of the Covid-19 and the subsequent tilt in Higher Education towards online teaching and online assessment processes has also expedited an evaluation of assessment practice in LIT. Therefore, throughout the 2020 - 2021 Academic Year the Department of Quality Teaching and Learning at LIT continued to prioritise the development of staff capacity in assessment practice through a series of initiatives including:

1. The provision of staff seminars and workshops on current assessment practice in Higher Education;
2. The facilitation of customised workshops on re-designing assessment with one-to one support for staff (including the use of online assessment tools including: MCQs, Discussion Forums, Wikis, Gradebook);
3. The development of a best practice Rubrics Guide
4. Workshops on Using Open Book Exams & The development of an Open Book Exams Guide
5. The development of an accredited (10 ECTS) Special Purpose Award in *Assessment for Engaged Learning*.

The collective impact of the above initiatives will continue to enhance assessment literacy, authenticity and academic integrity associated with assessment. It will also increase staff capacity to engage students in a greater variety of progressive and authentic assessment practices. The shift towards more continuous assessment and less final summative exams is a noticeable change and must be accompanied by developing capacity in a manner that maintains academic integrity. The movement from final closed book exams to the use of open book exams is also a significant cultural shift, accompanied by the potential for greater student engagement in: critical thinking, application, analysis and problem solving.

The recent development of an accredited (10 ECTS) Special Purpose Award is viewed as a sustainable initiative to further deepen staff capacity in the assessment domain. It will afford participants a space to explore, expand and embed their own knowledge and skills regarding innovative assessment practice in a community of practice type learning dynamic. The programme will provide participants with key competencies to embed effective assessment practices at all stages of curriculum design; from initial programme development, right through to teaching and learning processes, assessment implementation, feedback and evaluation.

2.2 Governance and Management of Quality

The effectiveness and impact of LIT's quality assurance policies and procedures are reflected in the nature, breadth, depth, and rigour of its targeted QA activities, as reported through internal and external channels, including:

- Governing Body
- Academic Council
- Sub-committees of Academic Council
- Working groups associated with Sub-Committees of Academic Council
 - External Examiner Reporting
- Programme Development Validation Panels
- Programmatic Review Validation Panels
- Academic Policies and Procedures - Department Boards and Faculty Boards.
- Programme Boards, Staff-Student Liaison Boards
- LIT Completion and Retention Statistical Returns to HEA
- LIT's annual primary research and findings related to Irish Student Survey
- IT Annual Reports

Governing Body

	Number of Meetings
Governing Body	6

Academic Council and Academic Council Standing Committee

In the 2020/21 period, there were 5 meetings of Academic Council. All proposed changes to existing regulations, policies, and procedures were presented for approval and/or information to Academic Council. The sub-committees of Academic Council formally reported to Academic Council on their annual objectives, initiatives, work, and activities, to ensure quality assurance and satisfy the appropriate governance requirements. Academic Council also reviewed information on attendance to LIT's activities and programmes as provided to external stakeholders, such as the HEA and/or the Department of Education and Skills. The results of primary research conducted in LIT during the reporting period was presented to Academic Council, such as data related to the Irish Student Survey. The consequential impacts of such results on LIT's activities was also reviewed and reported to Academic Council.

QA Forum	Number of Meetings
Academic Council	5

Sub-Committees of Academic Council:

A comprehensive set of quality assured policies, practices, initiatives, and reviews was implemented by the work of the sub-committees of Academic Council during the 2018/19 year.

The following table indicates the number of times each of these sub-committee met during the year:

Sub-Committee 2020/2021	Number of Meetings
Quality	5
Teaching and Learning	3
Academic Reviews	5
Admissions, Academic Progress	5
Research and Postgraduate Matters	5
Student Support and Retention	3
Apprenticeship	3
Covid 19	5

Programme Boards:

Each academic programme delivered across LIT locations, through its programme board, reports on the effectiveness of the delivery, assessment, and quality for all programmes. The programme board meets at least once each semester with student representatives across all stages of the programme. The conduct and management of the programme is reviewed during such meetings. Any issues reported are documented, reported, and reviewed by the programme board to ensure efficient and effective resolution. These include strategy, proposed programme changes, resources, assessment, retention, documentation, previous programmatic review, qualifications, contact hours, placement and any other programme changes.

Annual Report

The LIT Annual Report for the 2019 - 2020 Academic Year (latest applicable period) is available at [Annual Report](#)

2.3 Programmes of Education and Training

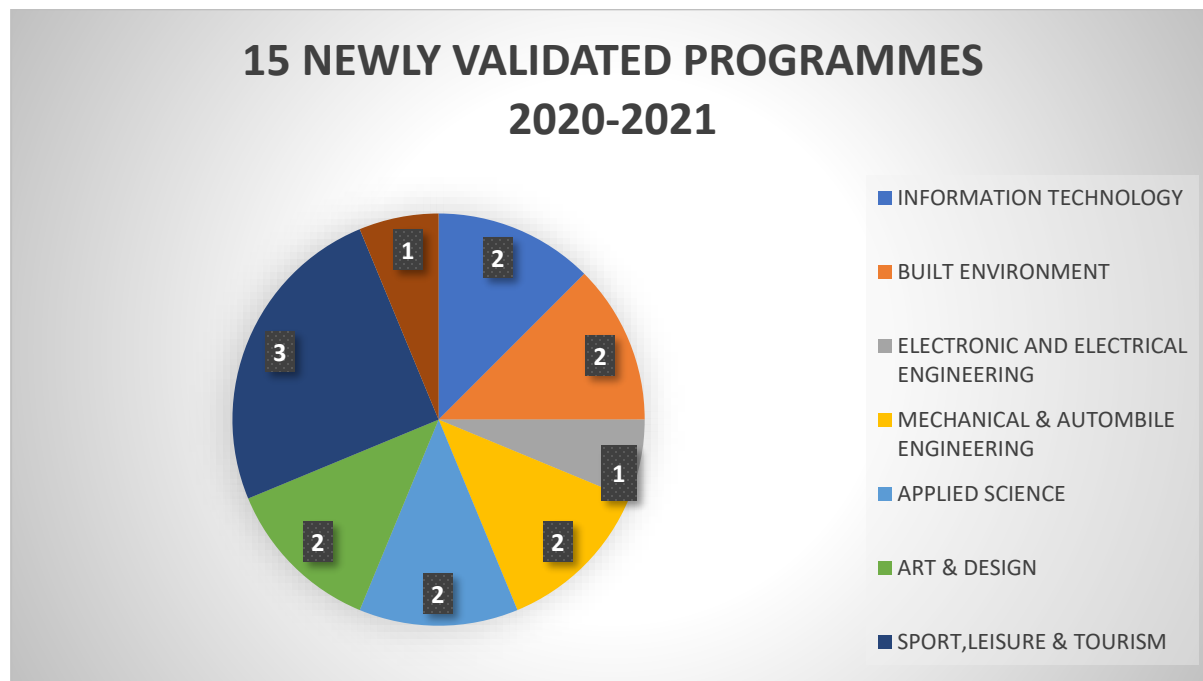
There was a total of 16 new programmes (postgraduate and undergraduate) presented and successfully validated in the reporting year of 2020/2021. There were also 4 programmatic reviews held.

Programme Development/Review during 2020-2021	
Number of new Programme Validations/Programme Approvals	15
Number of Programmatic Reviews completed in the reporting year	4

The 4 Programmatic Reviews occurred in the following LIT Departments

Programmatic Reviews during 2020-2021
Marketing, Enterprise and Digital Communications - 20/11/2020
Applied Social Sciences - 07/05/2021
Sport, Leisure and Tourism - 13/05/2021
Business and Financial Services - 26/05/2021

The 15 Programme Validations occurred in the following LIT Departments



Department	Programme Title(s)	Link to Reports
Department of Sports, Leisure and Tourism	Master of Arts in Health and Wellbeing Postgraduate Diploma in Arts in Health and Wellbeing	Report
LSAD- Fine Art	MA in Art, Psyche & the_Creative Imagination	Report
LSAD- Design	M.Sc. in Visual Effects for Film, TV and Animation	Report
Applied Science	B.Sc. in Quality with Embedded Awards;	Report
Applied Science	Post-Graduate Diploma in Advanced Medical Technologies	Report
Electrical and Electronic Engineering	B.Eng. in Industrial Electrical Engineering	Report
Flexible Learning	MA in Academic Practice Postgraduate Diploma in Academic Practice	Report
Built Environment	Masters of Science in Built Environment in Apprenticeship - Advanced Quantity Surveyor With Embedded Award of: Postgraduate Diploma in Science in Apprenticeship - Advanced Quantity Surveyor.	Report
Built Environment	Master of Science in Sustainable Energy Systems Management	Report
Information Technology	Master of Science in Computing (Applied Computer Networks and Security) (Level 9); Postgraduate Diploma of Science in Computing (Applied Computer Network Security) (Level 9); Postgraduate Certificate of Science in Computing (Applied Computer Networks);	Report
Information Technology	Master of Science in Computing (Software Development) (Level 9) Postgraduate Diploma in Science in Computing (Software Development)	Report
Mechanical and Automobile Engineering	Master of Science in Product Design Control Postgraduate Diploma in Product Design Control	Report

Mechanical and Automobile Engineering	Higher Certificate in Precision Machining and Quality Control (Apprenticeship)	Report
Sport, Leisure and Tourism	Bachelor of Arts (Honours) in Sports Development and Performance (Level 8) Bachelor of Arts in Sports Development and Performance (Level 7) Higher Certificate in Arts in Sports Development & Coaching (Level 6) Bachelor of Arts in Sports Development and Performance (Level 7) Add-On Bachelor of Arts (Honours) in Sports Development and Performance (Level 8) Add-On	Report
Sport, Leisure and Tourism	Bachelor of Business (Honours) in Business Studies with Travel and Tourism Management (Level 8 Ab Initio) with Embedded and Add-on Awards Bachelor of Business (Honours) in Business Studies with Event Management (Level 8 Ab Initio). with Embedded and Add-on Awards	Report

VALIDATED AWARDS AND PANEL MEMBERSHIP

DEPARTMENT OF FINE ART- LSAD

MA in Art Psyche and the Creative Imagination

The External New Programme Review Panel of Expert Assessors included:

Prof. Marie Parker Jenkins, Prof. Emeritus of Education, (Chairperson)

Professor Lucy Huskinson, Bangor University

Dr Kevin Lu, University of Essex

Ms. Mary Callanan, Industry Practitioner

Ms. Benig Mauger, Soul Connections

Dr Philip Moore, Student Representative

DEPARTMENT OF DESIGN- LSAD

Master of Science in Visual Effects for Film, TV and Animation (Level 9)

Embedded (Post Graduate Diploma) in Visual Effects for Film, TV and Animation (Level 9)

Embedded (Post Graduate Certificate) in Visual Effects for Film, TV and Animation (Level 9)

The External New Programme Review Panel of Expert Assessors included:

Mr. John Vickery, Formerly IT Tallaght, Chairperson

Ms. Rose McGrath, Munster Technological University

Ms. Danielle Townsend, Dublin Institute of Design

Mr. Paul Timpson, Realmwerx

Mr. Keith Mangan, Visual Data

Mr. Colin Fardey, Student Representative

DEPARTMENT OF FLEXIBLE LEARNING

Masters of Arts In Academic Practice (Taught Programme)

Post Graduate Diploma in Arts in Academic Practice (Taught Programme) (Level 9)

Embedded Special Purpose Awards:

Post Graduate Certificate in Academic Practice (30 Credits)

Certificate in Learning Design and Curriculum Frameworks (10 credits)

Certificate in Digital Enhanced Learning and Teaching (10 credits)

Certificate in Assessment for Engaged Learning (10 credits)

Certificate in Research and Innovation Management (10 credits)

Additional Special Purpose Awards

Post Graduate Certificate in Professional Practice in Higher Education (30 Credits)

The External New Programme Review Panel of Expert Assessors included:

Prof. Marie Parker Jenkins, Prof. Emeritus of Education, (Chairperson)

Dr Tony Murphy, Dublin Business School

Ms. Brid McElligott, Munster Technological University

Dr Mark. Glynn, Dublin City University

Dr Dan Condren, Maynooth University

Ms. Emma Aherne, Student Representative

DEPARTMENT OF SPORT, LEISURE & TOURISM

BA (Hons) in Sports Performance & Development

Higher Certificate in Arts in Sports Coaching & Development (Level 6)

BA Sports Performance & Development (Level 7)

The External New Programme Review Panel of Expert Assessors included:

Mr. Damien Courtney, Fellow Emeritus CIT (Chairperson)

Dr. Richard Bowles, Mary Immaculate College

Ms. Aine Ni Chonail, University of Limerick

Ms. Jessie Barr, Sports Psychologist, Sport Ireland Institute

Mr. Graham Byrne, Fitness Manager, Institute of Sport

Mr. Rory O Reilly, Student Representative

Ms. Ciara O Brien, Student Representative

BBS (Hons) Business Studies with Travel & Tourism Management

BBS (Hons) Business Studies with Event Management

The External New Programme Review Panel of Expert Assessors included:

Mr. John Vickery, Formerly IT Tallaght (Chairperson)

Dr. James Hanrahan, Sligo IT

Ms. Maria Roddy Freyne, Dundalk Institute of Technology

Mr. Dan Murphy, Galway Bay Hotel

Ms. Gayle Tarmey, So Hotels

Mr. Evan O Donoghue, Student Representative (Event Management)

Ms. Meghan Hehir, Student Representative (Event Management)

Ms. Paulina Boguska, Student Representative (Tourism Management)

Mr. Bekithemba Lunga, Student Representative (Tourism Management)

MA in Health & Well-being(with embedded postgraduate Diploma)

Postgraduate Diploma in Health and Wellbeing

The External New Programme Review Panel of Expert Assessors included:

Prof. Marie Parker Jenkins, Prof. Emeritus of Education, (Chairperson)
Dr Ciara O'Hagan, Institute of Technology Carlow
Ms. Eimear Foley, Institute of Technology Tralee
Mr DJ Dwyer, Heartwise Clonmel
Mr Richie Kennedy, Fitness Freak
Ms. Sarah Keane, Student Representative

DEPARTMENT OF MECH & AUTO ENGINEERING

Higher Certificate in Precision Machining and Quality Control (Apprenticeship)

The External New Programme Review Panel of Expert Assessors included:

Dr. Austin Hanley, Formerly Athlone IT (Chairperson)
Mr. William France, Munster Technological University
Mr. Andrew Keppel, IT Carlow
Mr. Ray Kehoe, PB Machintech
Mr. Paddy Byrnes, Croom Precision Engineering
Mr. Darragh McHugh, Student Representative

M.Sc. in Product Design Control with Embedded Awards

The External New Programme Review Panel of Expert Assessors included:

Prof. Marie Parker Jenkins, Prof. Emeritus of Education, (Chairperson)
Dr Seamus Gordon, UL
Dr Uma Tiwari, TU Dublin
Ms. Aoife Hassett, Edward Science
Mr. Owen Grey Parks, J & J Visioncare
Mr. Leon Delaney, Student Representative

DEPARTMENT OF INFORMATION TECHNOLOGY

Master of Science in Computing (Applied Computer Networks and Security) (Level 9)
Postgraduate Diploma of Science in Computing (Applied Computer Network Security) (Level 9)
Postgraduate Certificate of Science in Computing (Applied Computer Networks) (Level 9)

The External New Programme Review Panel of Expert Assessors included:

Mr. Tony Quinlan, Retired Registrar GMIT (Chairperson)
Dr. Stephen O'Shaughnessy, Technological University Dublin
Mr. Declan Gleeson, Griffith College Cork
Mr. Pat Brosnan, Dell Limerick,
Mr. Paul O'Shea, Vitalograph Ireland Ltd
Mr. Sean Carroll, Student Representative
Ms. Zainab Al Atrqchi, Student Representative

Master of Science in Computing (Software Development) (Level 9)
Postgraduate Diploma in Science in Computing (Software Development) (Level 9)

The External New Programme Review Panel of Expert Assessors included:

Mr. Damien Courtney, Fellow Emeritus CIT (Chairperson)
Dr. Thomas Dowling, Letterkenny Institute of Technology

Dr. Timothy Casey, Institute of Technology Carlow
Mr. James McNamara, Limerick City and County Council
Mr. James Gunning, Actionpoint
Mr. Des McMahon, Student Representative

DEPARTMENT OF APPLIED SCIENCE

B.Sc. In Quality

Embedded Awards:

Certificate in GMP, Quality Documentation & Data Integrity

Certificate in Regulatory Affairs & Quality

Certificate in Quality Management & Statistics

The External New Programme Review Panel of Expert Assessors included:

Mr. John Vickery, Formerly IT Tallaght (Chairperson)

Prof. Anne Greene, TU Dublin

Dr. Ciaran McLaughlin, Letterkenny Institute of Technology

Dr. Donna Leamy, Regeneron

Dr. John O'Reilly, Formerly Roche Ennis

Ms. Jenny Sparling, Student Representative

Postgraduate Diploma in advanced Medical Technologies

The External New Programme Review Panel of Expert Assessors included:

Mr. Damien Courtney, Fellow Emeritus CIT (Chairperson)

Mr. Frank Kirrane, Galway University Hospital.

Dr. Suzanne O'Rourke, Triskele Consulting Limited

Dr. Christoph Kleefeld, NUIG and University Hospital Galway

Ms. Rita Woodings, School of Science, GMIT

Ms. Philomena Igiba, Student Representative

MSc in Built Environment in Apprenticeship - Advanced Quantity Surveyor

Postgraduate Diploma in Science in Apprenticeship - Advanced Quantity Surveyor

The External New Programme Review Panel of Expert Assessors included:

Mr. John Vickery, Formerly IT Tallaght, Chairperson

Mr. Ruairi O'Driscoll, IT Sligo

Ms. Fiona Dawson, IT Carlow

Mr. Paul Walshe, AECOM

Mr. Charles Mitchell, Office of Government Procurement

Mr. Luke Kinsella, Student Representative

DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

B. Eng. in Industrial Electrical Engineering (Apprenticeship)

The External New Programme Review Panel of Expert Assessors included:

Mr. Tony Quinlan, Retired Registrar GMIT (Chairperson)

Dr Catherine Frahill, Cork Institute of Technology

Mr Rory O'Sullivan, ESB Networks

Mr Brian Fitzell, Wyeth Nutritionals

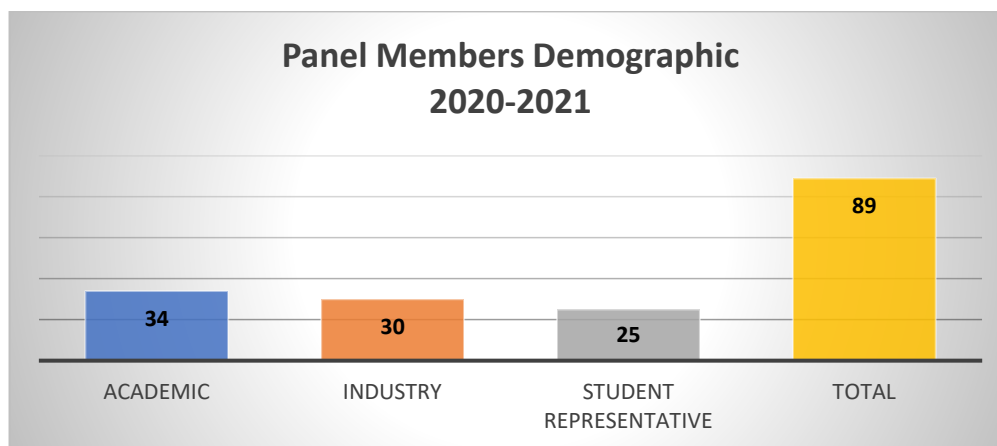
Mr Damien McCurry, ESB Networks

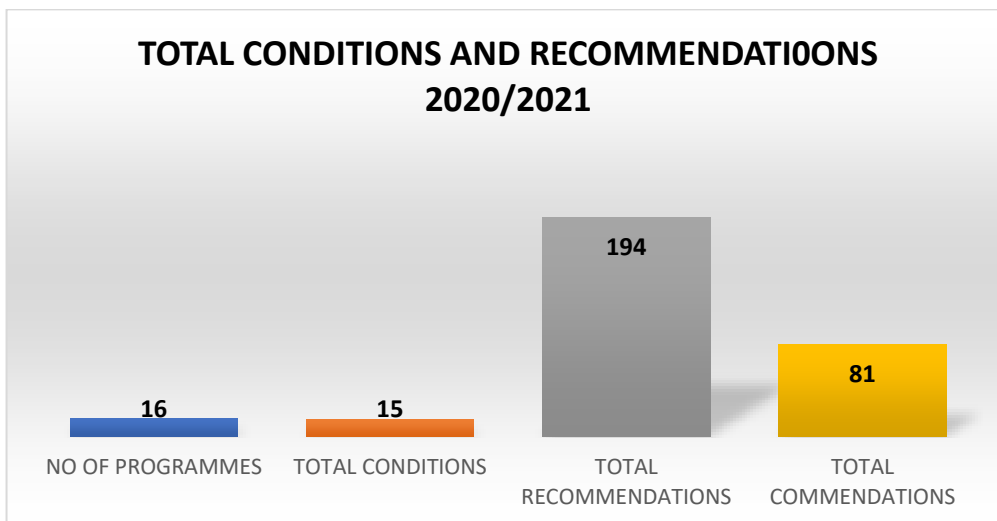
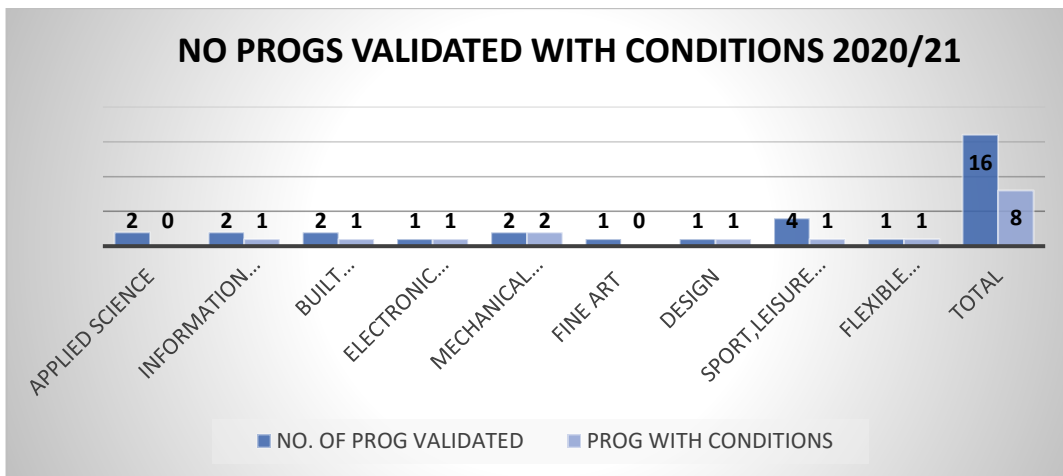
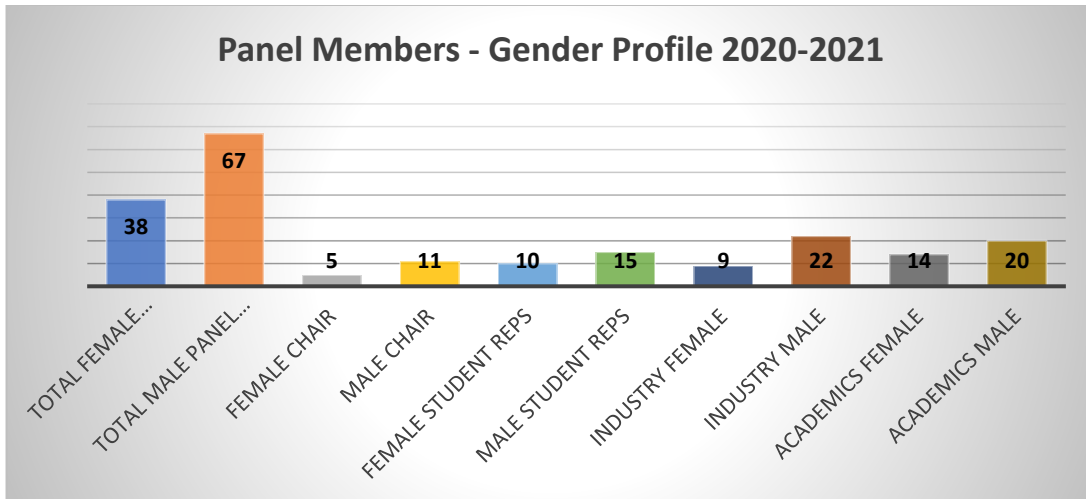
Mr. Rick Cunningham, Student Representative

Local Thematic Analysis of Validation Panel Reports

An external validation panel makes an independent impartial judgement on a programme proposal and in accordance with LIT Academic Regulations can recommend approval of a programme subject to Conditions and Recommendations. Conditions are obligatory and must be implemented, and while Recommendations are advisory in nature, there is full consideration given to their implementation by the respective programme boards and the majority of these were implemented. The following provides a broad statistical analysis of the conditions and recommendations for the two-year period. A broad thematic analysis of Validation Panel Membership and Panel Reports based on the New Programme Validation Panels from the previous reporting period. The profile and composition of panel is as follows and the institute is proud that Students are now members of all validation panels and make very effective and important contributions to their outcomes.

Composition of Panels	%
Internal	0
National	97
United Kingdom	3
EU	97
Other	0
Chair Profile	%
Internal	0
Similar Institution	100
Different Institution	0
International	0
Affiliation of Panel	%
Academia	40
Industry	40
Student	30





Common themes in the 'Conditions' listed

- Include full range of embedded/add on awards where appropriate and include their programme documentation in final Programme documents.
- Differentiating between embedded and externally certified awards.
- Coherency of Programme Learning Outcomes to Award Standards.
- Alignment between Programme & Module Learning Outcomes.
- Adjustment and corrections to programme schedules with respect to delivery/assessment mechanisms.

Common Themes in the 'Recommendations' listed

- Update/revise the Entry Requirements section of programme document to reflect specific contexts highlighted or alignment between how specified in different parts of the document.
- Differentiate further programme learning outcomes for the respective NFQ levels of programme offering.
- Emphasise the strengths of the programme defining clearly the graduate attributes as relevant to the core employment roles of graduates.
- Review/update specific aspects of modules such as specific learning outcomes, syllabi content, assessment strategies, contact hours, independent learning hours, learning resources.
- Review the assessment strategies to ensure that there is balance in the modes of assessment.
- Review the assessment strategies to ensure there is no over assessment and include a schedule or template for schedule of assessments the final programme document.
- Consider offering relevant modules for CPD delivered flexibly to generate further entry routes through flexible learning.
- Make increased use of external guest lecturers from industry where relevant.
- Outline more clearly how transferable skills such as critical evaluation, teamwork, communication skills etc are developed throughout the programme.
- Consider how first year students can be supported and what strategies to enhance retention can be developed.
- Recommendations relating to the resourcing of programmes.
- Review the reading lists associated with modules to ensure the most up to date references are used where appropriate.

The outputs from this analysis are fed back to programme development teams and informed revisions to the New Programmes Guidelines particularly with respect to the requirement of the inclusion of embedded awards as appropriate.

SPECIAL PURPOSE AWARDS VALIDATED 2020/2021**Certificate in Training in NZEB**

Academic Council granted approval to the Faculty of Engineering and the Built Environment- Department of the Built Environment for the development of a Certificate in Training in NZEB as a Level 7, 20 Credit Special Purpose Award. (09.10.20)

Certificate in Bioprocessing

Academic Council granted approval to the Faculty of Applied Sciences and Information Technology- Department of Applied Science/Department of Flexible Learning, for the development of a Certificate in Bioprocessing as a Level 6, 30 Credit Special Purpose Award. (09.10.20)

Certificate in Screen Production Department Skills

Academic Council granted approval to the Limerick School of Art and Design -Department of Design for the development of a Certificate in Screen Production Department Skills as a Level 7, 30 Credit Special Purpose Award. (09.10.20)

Certificate in Research and Innovation Management

Academic Council granted approval to the Flexible Learning, Quality, Teaching and Learning, Graduate Research Office for the development of a Graduate Certificate in Research and Innovation Management as a Level 9, 10 Credit Special Purpose Award. (09.10.20)

Certificate in Active Learning Pedagogies for Student Engagement

Academic Council granted approval to the Department of Flexible Learning/ Quality, Teaching and Learning, for the development of a Graduate Certificate in Active Learning Pedagogies for Student Engagement as a Level 9, 10 Credit Special Purpose Award. (09.10.20)

Certificate in Work-Based Portfolio

Academic Council granted approval to the Faculty of Engineering and the Built Environment, Department of Electrical and Electronic Engineering/Flexible Learning/Learning for the development of a Certificate in Work-Based Portfolio as a Level 6, 20 Credit Special Purpose Award. (04.12.20)

Certificate in Food Safety and Nutrition

Academic Council granted approval to the Faculty of Business and Humanities - Department of Sport, Leisure and Tourism for the development of a Certificate in Food Safety and Nutrition as a Level 6, 5 Credit Special Purpose Award. (04.12.20)

Certificate in Human Resource Management for the Hospitality Industry

Academic Council granted approval to the Faculty of Business and Humanities - Department of Sport, Leisure and Tourism/Department of Flexible Learning for the development of a Certificate in Human Resource Management for the Hospitality Industry as a Level 7, 10 Credit Special Purpose Award. (04.12.20)

Certificate in Marketing and Media for the Hospitality/Service Industry

Academic Council granted approval to the Faculty of Business and Humanities - Department of Sport, Leisure and Tourism/Department of Flexible Learning for the development of a Certificate in Marketing and Media for the Hospitality/Service Industry as a Level 7, 10 Credit Special Purpose Award. (04.12.20)

Certificate in Hospitality Revenue Management

Academic Council granted approval to the Faculty of Business and Humanities - Department of Sport, Leisure and Tourism/Department of Flexible Learning for the development of a Certificate in Hospitality Revenue Management as a Level 7, 10 Credit Special Purpose Award. (04.12.20)

Certificate in Assessment for Engaged Learning

Academic Council granted approval to the Department of Flexible Learning/Quality, Teaching and Learning for the development of a Graduate Certificate in Assessment for Engaged Learning as a Level 9, 10 Credit Special Purpose Award. (05.03.21)

Certificate in Sustainable Development

Academic Council granted approval to the Faculty Applied Sciences and Information Technology, Department of Applied Science/ Flexible Learning for the development of a Certificate in Sustainable Development as a Level 7, 10 Credit Special Purpose Award. (29.04.21)

Certificate in Communication and Presentation

Academic Council granted approval to the Faculty Applied Sciences and Information Technology, Department of Applied Science/ Flexible Learning for the development of a Graduate Certificate in Communication & Presentation as a Level 9, 10 Credit Special Purpose Award. (29.04.21)

Certificate in Professional Practice in Higher Education

Academic Council granted approval to the Department of Flexible Learning/Quality, Teaching and Learning for the development of a Graduate Certificate in Professional Practice in Higher Education Level 9, 30 Credit Special Purpose Award. (29.04.21)

Certificate in Digital IC Verification

Academic Council granted approval to the Faculty of Engineering and the Built Environment, Department Electrical and Electronic Engineering for the development of a Graduate Certificate in Digital IC Verification Level 9, 10 Credit Special Purpose Award. (18.06.21)

Certificate in Leadership Digitalisation of Manufacturing

Academic Council granted approval to the Faculty of Engineering and the Built Environment, Department Electrical and Electronic Engineering for the development of a Graduate Certificate in Leadership in Digitalisation of Manufacturing Level 9, 10 Credit Special Purpose Award. (18.06.21)

Certificate in Greyhound Welfare, Health, Injuries and Drug Analysis

Academic Council granted approval to the Faculty of Business and Humanities - Department of Business and Financial Services for the development of a Certificate in Greyhound Welfare, Health, Injuries and Drug Analysis on Level 6, 10 Credit Special Purpose Award. (18.06.21)

Certificate in Greyhound Management and Husbandry

Academic Council granted approval to the Faculty of Business and Humanities - Department of Business and Financial Services/Flexible Learning for the development of a Certificate in Greyhound Management and Husbandry Level 6, 10 Credit Special Purpose Award. (18.06.21)

Certificate in Design for Sustainability

Academic Council granted approval to the Limerick School of Art and Design, Department of Design, for the development of a Graduate Certificate in Design for Sustainability Level 9, 10 Credit Special Purpose Award. (18.06.21)

Certificate in Lean Sigma Green Belt

Academic Council granted approval to the Faculty of Engineering and the Built Environment, Department of Mechanical Engineering, for the development of a Certificate in Lean Sigma Green Belt Level 8, 10 Credit Special Purpose Award. (18 .06.21)

Certificate in Lean Sigma Black Belt

Academic Council granted approval to the Faculty of Engineering and the Built Environment, Department of Mechanical Engineering, for the development of a Graduate Certificate in Lean Sigma Black Belt Level 9, 20 Credit Special Purpose Award. (18.06.21)

Changes to Approved Programme Schedules

Sub Committee: Academic Council Sub Committee on Academic Reviews

Date	Programme	Changes
21/9/2020	Faculty of Applied Sciences and Technology Department of Applied Science Programme title change from Clinical Technology to Medical Technology	It is proposed to change the programme name from Clinical Technology to Medical Technology. Currently have a level 7 programme called Medical Technology and a parallel level 8 ab initio programme called Clinical Technology. The first three years of Medical Technology are common to Clinical Technology and graduates of the level 7 programme can progress to the level 8 programme.
21/9/2020	Faculty of Business and Humanities Department of Marketing, Enterprise and Digital Communications Programme title change MSc Digital Marketing	Programme title change to Graduate Diploma in Digital Marketing and Analytics
21/9/2020	Faculty of Business and Humanities Department of Marketing, Enterprise and Digital Communications. Programme title change Certificate in International trade and customs	Programme title change to Certificate in International trade and customs in a post-Brexit Environment.
9/11/2020	Faculty of Applied Science, Engineering and Technology Department Applied Science: Research Project (Planning) PJDSO7O67	This module is 100% continuous assessment module. Currently this module is broken down into 20% Poster Presentation and 80% Literature Review & Bibliography. Proposed changes to increase Poster Presentation to 30% weighting and decrease Literature Review to 70% weighting.
9/11/2020	Faculty of Engineering and The Built Environment Mechanical & Automobile Engineering Dept: L8 one year add on in Process and Engineering Management Module- Engineering Operations Management 1& 2.	Change the final written exam (60%) to a Case Study (60%) for: Engineering Operations Management 1 - Semester 1 Engineering Operations Management 2 - Semester 2
8/2/2021	LSAD- Art and Design. Dept of Fine Art Bachelor of Education Art and Design	The inclusion of 2 new additional elective modules on stage 2 of the programme are being requested: Fine Art Practice 1 ARDS06112 Design Practice 1 ARDS06114

8/2/2021	<p>Faculty of Applied Science, Engineering and Technology Department Applied Science: Programme- LC_SCLIA_KMY Bachelor of Science (Honours) in Clinical Technology LC_SCLIM_KMY Bachelor of Science (Honours) in Clinical Technology LC_SMEDM_JMY Bachelor of Science in Medical Technology. Modules - Proposed Change INST06028 Medical Instrumentation and Electrotechnology and MDTH06039 Biomechanics and Biomaterials</p>	<p>Proposal to rebalance two courses, in the 2nd year (4th semester) of the above listed degrees. INST06028 Medical Instrumentation and Electrotechnology will be reweighted from 10 to 5 credits delivered over 4 hours. The course material will largely remain the same, overlap with Electrical Safety Principles and Fundamentals of clinical technology will be removed. MDTH06039 Biomechanics and Biomaterials will be reweighted to 10 credits delivered over 7 hours. Additional course material in the area of biomaterials will be added to the course and this will form a strong foundation for modules in further years of study (operating Department technology and Renal and Rehab technology) as well as open up more employment opportunities for graduating students.</p>
8/2/2021	<p>Faculty of Applied Science, Engineering and Technology Department Applied Science: LC_SCLIA_KMY Bachelor of Science (Honours) in Clinical Technology LC_SCLIM_KMY Bachelor of Science (Honours) in Clinical Technology LC_SMEDM_JMY Bachelor of Science in Medical Technology Module - MDTH06039 Biomechanics and Biomaterials</p>	<p>Balance the weighting of two 2nd year courses to reduce the current imbalance towards electrical and electronics and to cover additional relevant topics in the area of biomaterials in MDTH06039, Biomechanics and Biomaterials. The intention of the above additions is to help the student to prepare for more opportunities within the available medical device based companies in Ireland and worldwide. Large employers Stryker, DePuy, Zimmer, Boston Scientific, as well as non-medical industries require these skills in their graduate programs.</p>
8/2/2021	<p>Faculty of Applied Science, Engineering and Technology Department Applied Science: LC_SCLIA_KMY Bachelor of Science (Honours) in Clinical Technology LC_SCLIM_KMY Bachelor of Science (Honours) in Clinical Technology LC_SMEDM_JMY Bachelor of Science in Medical Technology Module - INST06028 Medical Instrumentation and Electrotechnology</p>	<p>Balance the weighting of two 2nd year courses to reduce the current imbalance towards electrical and electronics and to cover additional relevant topics in the area of biomaterials in MDTH06039, Biomechanics and Biomaterials.</p>
8/2/2021	<p>Faculty of Applied Science, Engineering and Technology Department Applied Science: Clinical Technology Programme A8268 is a one year add on L8 programme currently named Clinical Technology</p>	<p>It is proposed to change the programme name from Clinical Technology to Medical Technology to align with the current L7 and L8 Medical Technology programmes. The L8 ab initio Medical Technology programme recently had its name changed</p>

		from Clinical Technology to Medical Technology
26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology Programme - BSc(Hons) in Computer Networks & Systems. Module- Cryptographic Techniques (CRYP08002) Security & Cryptography (CRYP08003)	Updates to the following modules in Year 4 of the programme: Cryptographic Techniques (CRYP08002) assessment breakdown to be changed from 30% CA / 70% FE to 40% CA / 60% FE Security & Cryptography (CRYP08003) assessment breakdown to be changed from 30% CA / 70% FE to 40% CA / 60% FE
26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology Programme - BSc(Hons) in Computer Networks & Systems. Module- Cryptographic Techniques (CRYP08002)	Change Assessment breakdown from CA 30% and 70% FE to CA 40% and FE 60%
26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology Programme - BSc(Hons) in Computer Networks & Systems. Module- Security & Cryptography (CRYP08003)	Change Assessment breakdown from CA 30% and 70% FE to CA 40% and FE 60%
26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology Programme Bachelor of Science (Honours) in Computing (Data Analytics and Cyber Security) Modules - Software Development Methods (SODV06007) Discrete Mathematics and its Applications (MATH06075) Server Side Programming (SODV06006) Applications Development (PROG06032) Statistics and Probability (MATH06076) Object Oriented Theory and Programming (PROG06031)	Introduction of the following modules in Year 2 of the programme: <ul style="list-style-type: none"> • Semester 3 - Discrete Mathematics (MATH06047) • Semester 3 - Software Development (SODV06001) 2. Removal of the following modules in Year 2 of the programme: <ul style="list-style-type: none"> • Semester 4 - Software Development Methods (SODV06007) • Semester 4 - Discrete Mathematics and its Applications (MATH06075) 3. Moving of the following modules in Year 2 of the programme: <ul style="list-style-type: none"> • From Semester 3 to Semester 4 o Server-Side Programming (SODV06006) o Applications Development (PROG06032) o Statistics and Probability (MATH06076) • From Semester 4 to Semester 3 o Object Oriented Theory and Programming (PROG06031) Introduction of the following modules in Year 2 of Discrete Mathematics (MATH06047) and Software Development (SODV06001): <ul style="list-style-type: none"> • Introducing these two new modules provides alignment with the Games Design and Development programme on the Thurles campus reducing overall resource

		<p>requirements. These two modules align with year 2 of Software Development degree in Moylish 2. Removal of Software Development Methods (SODV06007) and Discrete Mathematics and its Applications (MATH06075) :</p> <ul style="list-style-type: none"> • The introduction of the two new modules above necessitates the removal of these modules to maintain the overall level of credits for the stage. 3. Moving of modules in Year 2 of the programme: • Moving these modules will synchronise module resources with the Games Design and Development programme on the Thurles campus reducing overall resource requirements. This will also improve synchronisation with year 2 of the Software Development degree
26/3/2021	<p>Faculty of Applied Science, Engineering and Technology Department of Information Technology Programme Bachelor of Science (Honours) in Computing (Data Analytics and Cyber Security) Module - Software Development Methods (SODV06007)</p>	<p>Replacing this module with another Software Development module to align with Game Design and Development in Thurles and Software Design in Moylish (SODV06001)</p>
26/3/2021	<p>Faculty of Applied Science, Engineering and Technology Department of Information Technology Programme Bachelor of Science (Honours) in Computing (Data Analytics and Cyber Security) Module - Discrete Mathematics and its Applications (MATH06075)</p>	<p>Replacing this module with another Discrete Maths module to align with Game Design and Development in Thurles and Software Design in Moylish (Math06047)</p>
26/3/2021	<p>Faculty of Applied Science, Engineering and Technology Department of Information Technology Programme Bachelor of Science (Honours) in Computing (Data Analytics and Cyber Security) Module - Server Side Programming (SODV06006)</p>	<p>Moving this module to Semester 4 so as to align opposite the Game Design module in the Game Design and Development degree in Thurles. This module is the module that is different from year 2 of the Game Design and Development degree in Thurles</p>
26/3/2021	<p>Faculty of Applied Science, Engineering and Technology Department of Information Technology Programme Bachelor of Science (Honours) in Computing (Data Analytics and Cyber Security) Module - Applications Development (PROG06032)</p>	<p>Moving this module from Semester 3 to Semester 4 to align with year 2 of Game Design and Development in Thurles and year 2 of Software Design in Moylish</p>

26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology Programme Bachelor of Science (Honours) in Computing (Data Analytics and Cyber Security) Module - Statistics and Probability (MATH06076)	Moving this module from Semester 3 to Semester 4 to align with year 2 of Game Design and Development in Thurles
26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology Programme Bachelor of Science (Honours) in Computing (Data Analytics and Cyber Security) Module - Object Oriented Theory and Programming (PROG06031)	Moving this module to Semester 3 to align with Game Design and Development in Thurles and Software Design in Moylish
26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology BSc(Hons) in Games Design & Development Software Testing (SODV06002) Networked Games (GADV08008) Data Analytics & Visualisation (DATA08004)	Introduction of the modules Statistics in Year 2 of the programme: • Introducing this new module Statistics and Probability. It also aligns the modules at this stage with the new approved Data Analytics & Cyber Security programme reducing overall resource requirements. 2. Removal of the module Software Testing (SODV06002) in Year 2 of the programme: • The introduction of a new module above necessitates the removal of one module to maintain the overall level of credits for the stage. 3. Change title of module Data Analytics & Visualisation (DATA08004) to Game Analytics & Visualisation in Year 4 of the programme. • Renaming the module better reflects the content and focus of the module. 4. Adjustment of CA/FE breakdown in the module Networked Games GADV08008 in Year 4 of the programme • The module has a significant practical side to it and for that reason more marks should be allocated towards the continuous assessment element of this module
26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology BSc(Hons) in Games Design & Development Software Testing (SODV06002)	Replacing this module with the approved Statistics and Probability (MATH06076) module which is delivered on the Data Analytics & Cyber Security year 2
26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology BSc(Hons) in Games Design & Development Networked Games GADV08008	Change Assessment breakdown from CA 30% and 70% FE to CA 40% and FE 60%

26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology BSc(Hons) in Games Design & Development Module - Data Analytics & Visualisation (DATA08004)	Renaming the module Game Analytics & Visualisation(DATA08004)
26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology BSc (Hons) and associated embedded awards in Interactive Digital Media	Rename the BSc (Hons) and associated embedded awards (i.e. level6 and level 7) in "Interactive Digital Media" to "Immersive Digital Media & Spatial Computing"
26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology BSc(Hons) in Software Development Cryptographic Techniques (CRYP08002) Security & Cryptography (CRYP08003)	Updates to the following modules in Year 4 of the programme: Cryptographic Techniques (CRYP08002) assessment breakdown to be changed from 30% CA / 70% FE to 40% CA / 60% FE Security & Cryptography (CRYP08003) assessment breakdown to be changed from 30% CA / 70% FE to 40% CA / 60% FE
26/3/2021	Faculty of Applied Science, Engineering and Technology, Department of Information Technology BSc(Hons) in Software Development Cryptographic Techniques CRYP08002	Change Assessment breakdown from CA 30% and 70% FE to CA 40% and FE 60%
26/3/2021	Faculty of Applied Science, Engineering and Technology Department of Information Technology BSc(Hons) in Software Development Security & Cryptography CRYP08003	Change Assessment breakdown from CA 30% and 70% FE to CA 40% and FE 60%
26/3/2021	Faculty of Business and Humanities Technology Department of Applied Social Sciences Programme - Early Childhood Education and Care Module PEDE06001 Emotional Intelligence & Self Awareness in the Early Years	3 hour workshop to be changed to 2 hrs lecture 1 tutorial
26/3/2021	Faculty of Business and Humanities Technology Department of Applied Social Sciences Programme - Early Childhood Education and Care Module PEDE06010 Academic Skills for 3rd Level	3 hour workshop to be changed to 2 hrs lecture 1 tutorial
26/3/2021	Faculty of Business and Humanities Technology Department of Applied Social Sciences Programme - Early Childhood Education and Care	3 hour tutorial change to 2 hour lecture and 1 hour tutorial

	Module ECHC06020 Curriculum Theory	
26/3/2021	Faculty of Business and Humanities Technology Department of Applied Social Sciences Programme - Early Childhood Education and Care Module ECHC07014 Integrating Curriculum Relational Pedagogy	3 hour tutorial change to 2 hour lecture and 1 hour tutorial
26/3/2021	Faculty of Business and Humanities Technology Department of Applied Social Sciences Programme - Early Childhood Education and Care Module ECHC06021 Drama Literature and Story Telling	3 hour tutorial change to 1 hour lecture and 2 hour tutorial
26/3/2021	Faculty of Business and Humanities Technology Department of Applied Social Sciences Programme - Community Development	remove module MGMT08037 Governance and Programme Management in the Community and Voluntary Sector, which is a year-long module. It would be replaced by existing elective modules: CMWK08006 Social Enterprise and SOCR08001 Psychology in Practice - Approaches to Addiction
9/6/2021	Faculty of Engineering and The Built Environment Department of Electrical and Electronic Engineering B.Eng. (Hons) in Renewable & Electrical Energy Engineering	Replace non-running current elective (POWR08005 Power Conversion Systems Modelling) with existing approved module (NRGY08015 Energy Auditing and Data Analysis)
9/6/2021	Faculty of Business & Humanities Department of Sport, Leisure & Tourism BA (Hons) Business Studies with Sports Management BA Business Studies with Sports Management Higher Certificate in Business Studies with Sports Management Module - Fundamentals of Business Law LAWE 06095	Replace LAWE06095 with MKTG06050 Marketing Principles
9/6/2021	Faculty of Business & Humanities Department of Sport, Leisure & Tourism BA (Hons) Sports Development and Performance BA Sports Development and Performance Higher Certificate in Sports Coaching and Development Module - Fundamentals of Business Law LAWE 06095	Replace LAWE06095 with Exercise Psychology
	Faculty of Business & Humanities Department of Sport, Leisure & Tourism MA in Leadership in Workplace Health & Wellbeing Modules- 1. Health and Wellbeing Promotion 2. Applied Workplace	Each 10 credit module should be allocated 2 lectures and 2 tutorials. Change each of the four modules from (3L + 2T) to (2L + 2T), thus reducing the overall student contact time in each semester by 2 hours

	Wellbeing 3. Leading Change in workplace 4. Foundations in workplace wellbeing	
9/6/2021	Faculty of Business & Humanities Department of Sport, Leisure & Tourism BSc (Hons) Applied Strength & Conditioning BSc Applied Strength & Conditioning Work Placement/Work Abroad (WKPL 07042)	This module was documented as semester 2 Jan/June in module manager for the courses outlined. This needs to be amended on module manager to ensure that the results are presented at Autumn exam boards rather than the summer exam boards
9/6/2021	Faculty of Business & Humanities Department of Sport, Leisure & Tourism MA in Leadership in Workplace Health and Wellbeing Module - Qualitative Methods in Research	Change from Literature Review worth 30% and a Data Analysis element worth 70%. to a single, multi-element project worth 100%, to be submitted at the end of the module
9/6/2021	Faculty of Business & Humanities Department of Sport, Leisure & Tourism MA in Leadership in Workplace Health and Wellbeing Module - Introduction to Health and Wellbeing Promotion	There are three assessments in the module, as follows: 1. Assessment One (20%), comprised of 4 tasks, each worth 5%, 2. Assessment Two (30%), data collection through an interview, 3. Assessment Three (50%), presentation, with supporting research, 4. Change the assessment strategy as follows; 1. Multi-element project, including written report and presentation, worth 100%, Learners will submit this project in stages, written report, (such as a literature review) in week 8, followed by a presentation-week 14.
9/6/2021	Faculty of Business & Humanities Department of Sport, Leisure & Tourism BA(HONS) Business Studies with Beauty and Spa Management (WKPL06015) Work Orientation Programme	change the repeat assessment section of the MDF to allow us to cater for the practical assessment to take place, in-house.
9/6/2021	Faculty of Business & Humanities Department of Sport, Leisure & Tourism BA(HONS) Business Studies with Beauty and Spa Management BUSS07029 Advanced Therapies for Beauty and Spa	change the learning outcomes and indicative content, along with the delivery mode for this module, to allow us to cater for the practical learning and hands on experience in all aspects of nail technology which would be deemed a more natural progression from year 2 of this programme. This also serves to ensure that we meet the requirements from a practical perspective, of the external awarding body (CIBTAC).
9/6/2021	Faculty of Business & Humanities Department of Sport, Leisure & Tourism BA(HONS) Business Studies with Beauty and Spa Management BA (HONS) Business Studies with Event Management BA (HONS) Business Studies with Travel & Tourism Management Module - Work Placement	Replace the current placement module (30 credits) module in year three of each programmes to the New placement module that is now embedded in all level 7 and 8 programmes in the Department Work Placement (WKPL 07042)

Apprenticeship Programme Developments during 2020 -2021

The Faculty of Engineering and the Built Environment has a long tradition of providing craft based apprenticeship programmes. The Department of Electrical and Electronic Engineering have developed and are now running new apprenticeships in Industrial Electrical Engineering (as Co-ordinating Provider with IT Tallaght as a Collaborating Provider) and Manufacturing Engineering apprenticeship (with GMIT as the Co-ordinating Provider). New generation apprenticeships validated this year include the Advanced Quantity Surveyor (Apprenticeship) and Precision Machining and Quality Control (Apprenticeship). Both of these new apprenticeship have established Industry Consortia and created Occupational Profiles.

Over the last three years the Faculty secured 1.25 million euros in capital funding for the purchase and installation of equipment to support apprenticeship provision. The funding was allocated in three tranches with the third tranche in January 2020. A HEA Audit of this funding commenced in July 2021 and faculty staff have contributed to its successful conclusion.

2.4 Staff Recruitment and Induction

The following profiles recruitment during the reporting period.

Appointments in Total				
	Female	Male	% Female	% Male
Senior Lecturer 3 (Head of School)				
No. of Applicants	0	0	0	0
No. Successful	0	0	0	0
Senior Lecturer 2 (Head of Department/Assistant Head of School)				
No. of Applicants	6	1	86%	14%
No. Successful	1	0	100%	0%
Senior Lecturer 1 (Teaching)				
No. of Applicants	7	4	64%	36%
No. Successful	1	1	50%	50%
Lecturer				
No. of Applicants	19	35	35%	65%
No. Successful	7	11	39%	61%
Assistant Lecturer				
No. of Applicants	194	191	50%	50%
No. Successful	21	13	62%	38%

The following induction course were provided by HR to new Staff in the reporting period.

Courses	Attended	Duration of Course	Open to:
Teaching & Learning in LIT Context	20	1 Day	Academic Staff
Pedagogy Skills	19	2 Days	Academic Staff
Total	39	3 Days	

2.5 Equality, Diversity & Inclusion

LIT achieved the Athena SWAN Bronze Award in March 2020, under the expanded charter and on a first attempt. Such an award recognises commitment to the advancement of gender equality, representation, progression, and success for all. The award also served as an endorsement of LIT's Gender Equality Action Plan (GEAP), submitted as part of the application for the Bronze Award.

The Equality and Diversity Office produced a progress report in September 2021 on the implementation of GEAP since LIT received notification of achievement of the Athena SWAN Bronze Award in March 2020. The report highlights that 79% of actions in GEAP due to commence by Quarter 4 2021 were completed, on track or in progress, with 21% of those actions delayed until following academic year, primarily due to COVID19.

Actions completed include establishment of an EDI Champions Forum, the roll-out of an induction programme for all new staff entrants, provision of interview skills training, publication of an EDI newsletter on a quarterly basis and development of a new EDI webpage on LIT's website. Actions in progress relate to reviewing relevant policies and procedures, rolling-out equality and diversity training, and enhancing support and mentorship as well as lobbying and advocacy activities at national level.

The recruitment process for Equality, Diversity and Inclusion Manager was completed in August 2020, with Dr. Carol Wrenn commencing in November 2020. The Vice President for Academic Affairs & Registrar also holds responsibility for Equality, Diversity and Inclusion at Vice President level. This VP sits on the Executive Management team and the EDI Manager sits on the Management team in LIT.

LIT has established structures, including an Equality, Diversity and Inclusion Steering Committee, to oversee and provide guidance and direction for the achievement of equality, diversity and inclusion objectives across the Institute. This committee, which is chaired by LIT's President, includes representatives from Faculty, Human Resources, Student Support Services, EDI, RDI and Student's Union.

2.6 Teaching Learning and Assessment:

Active Learning for Student Engagement

LIT has named Active Learning as its ‘Signature Pedagogy’ for over a decade now. In its current Teaching and Learning Strategy (2018-2023), LIT positions active learning as a means of achieving “Academic Excellence.” LIT has also embedded Active Learning as a core element of its Institute Strategic Plan (2018-2022,p.10-11) Priority 2 - Provide High Quality Teaching and Active Learning that reflects the needs of Industry. LIT will “continue to embed Active Learning in programme design, delivery and assessment processes as a means of continuously striving for innovation and excellence in teaching and learning.”

LIT has for a period created a database of its Active Learning Strategies given its importance as a signature pedagogy. A new *Compendium of Active Learning: Strategies for Student Engagement* was developed in the reporting period and is available at:

[Compendium of Active Learning: Strategies for Student Engagement](#)

It is envisaged that this will serve as a major enhancement for teaching and learning across the Institute and will enable faculty staff to adopt a range of additional active learning strategies for their disciplinary needs. This publication includes over sixty five Active Learning Strategies. It also includes a Practitioner Guide where practitioners across a range of disciplines provide examples of how they use active learning to engage students. A further element of the compendium development included a practice-based component where staff evaluated some strategies that they have implemented and shared their learning from the process.

Professional Development in Teaching Learning and Assessment at LIT

The National Forum for the Enhancement of Teaching and Learning published the National Professional Development Framework for all Staff who teach in Higher Education in August 2016). LIT has working strategically towards the development of a coherent CPD pathway in teaching, learning and assessment (in accordance with implementation theme 7 of its [Teaching and Learning Strategy 2018 to 2023](#) and in accordance with the five domains of the National framework as outlined below. The provision of accredited and non-accredited CPD programmes at LIT has a strong focus on competency in Active Learning, Assessment, Student Engagement and Digital Capacity.



The National Professional Development Framework (Domains).

A LIT Staff CPD Needs Analysis Survey was conducted and a Staff Presentation/Seminar was held on the Survey Findings at a dedicated Staff Development Day in 2020. The outputs shaped the developing CPD Pathways.

There were 186 LIT participants in the survey and the findings indicated a significant demand for CPD that leads to formal recognition in the form of an accredited award within a structured CPD pathway. Some of the notable results were as follows:

- Over 53% of respondents favoured accredited CPD for career progression purposes;
- Over 45% of respondents indicated the importance of flexible delivery as a motivational factor;
- Over 60% favoured accredited models of CPD (Over 46% favoured a formally recognised and accredited qualification in Teaching and Learning and a further 14% favoured a digital badge);
- Over 36% favoured an approach that was adaptable to their needs.

LIT offers a comprehensive programme of non-accredited and accredited CPD Provision

a) Non-accredited CPD Programme in Teaching, Learning and Assessment.

A review of our annual professional development programme indicates how the key pillars above are strongly integrated into CPD provision. The programme outline also affirms the strong and consistent focus on Active Learning and associated competencies. The teaching and learning strategy identified building support for digitally enhanced teaching and learning as a key implementation theme. A comprehensive range of professional development and other supports were made available to teaching staff. The programme includes three dedicated Staff Development Days (in September, January and February) and also a programme of support to enhance digital capacity.

The Quality, Teaching and Learning (QT&L) team offered support to staff on an individual basis, as part of a programme team/department or as part of an Institute wide support session. During the reporting period Staff could request an individual or programme team training and support session with a member of the QT&L team or attend scheduled group support sessions on key thematic areas. The Group sessions are delivered online and recorded so staff were not restricted by location or time. The recordings of each session as well as an support material and learning resources were made available to all staff in the Technology Enhance Learning Resources page within LIT's instance of Moodle.

Non-accredited CPD Summary of Staff Support Sessions and Participation

Group Support Sessions		
Date	No. of Sessions Delivered	No. of Participants
September 2020	21 group sessions	976
	4 programme team sessions	32
January 2021	7	86
June 2021	4	66
Total	36	1,160

Programme team sessions were ran for staff by request and these sessions looked at ways of bringing consistency for the students in the online applications and approaches used for students. Overall the increased capacity and use of digital tools and discussions in the support sessions has increase digital literacy of staff and their use of digital enhanced teaching and learning.

Individual Support Sessions via MS Bookings	
Sept 2020 – June 2021	78 Sessions

Themes and topics covered during the three dedicated staff development days and staff support programmes

	Theme	Topics Addressed
2020 - 2021	<i>Building Resilience in the Covid-19 Era</i> September 1st	<ol style="list-style-type: none"> 1. Staff Address by LIT President: Prof. Vincent Cunnane Welcome & Introduction to the New Academic Year. 2. Resilience in the Covid-19 Era: Strategies to be Your Best. 3. Supporting Students and Building Student Resilience - Tools for the Frontline.
2020 - 2021	<i>September Staff Support Programme</i> <i>Building Digital Capacity</i> September 3rd - 5th	<ol style="list-style-type: none"> 1. Overview of Moodle and Using Reports to track Student Engagement 2. Getting started Teaching Online using MS Teams; Class Scheduling and Delivery 3. Using MS Teams and Advanced Features including Class Recording 4. Embedding Audio and Video into PowerPoint 5. Using Padlet and Mentimeter for Online Polls and Notice Boards 6. Using Panopto to Record Classes 7. H5P - Creating Interactive Online Learning Resources 8. Virtual Computer Labs with Microsoft Azzure 9. Virtual Computer Labs using Microsoft Azzure
2020 - 2021	<i>Building Student Success Through Enhanced Engagement</i> January 7th	<ol style="list-style-type: none"> 1. Welcome & Overview 2. Keynote Introduction & Welcome 3. Enhancing Student Engagement Through Technology Enhanced Learning 4. LIT Staff Community of Practice Seminar: Sharing & Exchanging Our Practitioner Wisdom;

2020 - 2021	<p><i>January Staff Support Sessions</i></p> <p><i>Building Digital Capacity</i></p> <p>January 13th-25th</p>	<ol style="list-style-type: none"> 1. MS Teams New Function; Using MS Teams Break-out Rooms for Enhanced Engagement 2. Using Moodle Reports and Analytics to Monitor Student Engagement 3. Getting the most from MS Teams Whiteboard 4. Using MS Teams Break-out Rooms for Enhanced Engagement (Repeat of Session 1 above) 5. Writing Open Book Exams: Best Practice Approaches with Resources 6. Creating Interactive Online Learning Resources using H5P 7. Using Mentimeter and Padlet for Interactive Online Polls and Notice Board
2020 - 2021	<p><i>Innovation in Teaching and Learning at LIT</i></p> <p>February 18th</p>	<ol style="list-style-type: none"> 1. AL LIT Staff Address 2. Welcome and Overview 3. Launch of LIT Publication Compendium of Active Learning Strategies for Student Engagement 4. Presentations from Local Enhancement Projects 5. Fostering Equality in Academic Practice
2020-2021	<p><i>Staff Support Session</i></p> <p><i>Building Digital Capacity</i></p> <p>June 9th - 10th</p>	<ol style="list-style-type: none"> 1. Community of Practice in Teaching and Learning: Learnings from the Challenges and Opportunities presented by remote teaching, learning and assessment 2. Personalising Student Learning in a Digital World 3. Accessibility and the inclusive classroom 4. Enhanced teaching and learning with Microsoft Education

b) CPD Accredited Programmes

The following Level 9, 10 Credit, Special Purpose Awards were offered and had the indicated Staff participation rates during the reporting period indicating the interest by LIT staff in accessible and relevant credited CPD.

Accredited CPD Programmes Undertaken during the Reporting Period

Date	Session	No. of Participants
Semester 1	Designing and Adapting Coursework for Blended and Online Learning	23
Semester 1	Research Methods	26
Semester 2	Active Learning Pedagogies for Student Engagement	26
Total		72

Accredited CPD Programmes Validated during the Reporting Period

The following accredited Level 9 CPD Programmes were validated during the reporting period:

Major Awards:

- Masters of Arts In Academic Practice (Taught Programme)
- Post Graduate Diploma in Arts in Academic Practice (Taught Programme)

Special Purpose Awards:

- Post Graduate Certificate in Academic Practice
- Post Graduate Certificate in Professional Practice in Higher Education (30 Credits)
- Certificate in Learning Design and Curriculum Frameworks (10 credits)
- Certificate in Digital Enhanced Learning and Teaching (10 credits)
- Certificate in Assessment for Engaged Learning (10 credits)
- Certificate in Research and Innovation Management (10 credits)

Overall Participation to Date for the Accredited CPD Special Purpose Awards at LIT

The accredited CPD Programme has been a noteworthy success at LIT and indicate the strong desire of Staff for credited CPD opportunities and commitment to Quality Enhancement in Teaching, Learning and Assessment. A total of **158 Participants** have completed a total of **238 Level 9 10 Credit Special Purpose Awards**.

Participant Profile to Date

Participant Profile	No. of Participants
Academic Staff	238
Professional Management and Services Staff	29
Design and Adapting Coursework for Blended and Online Learning	1

The number of Participants per individual Special Purpose Award

Special Purpose Award	No. of Participants
Active Learning Pedagogies for Student Engagement	26
Assessment for Engaged Learning	15
Design and Adapting Coursework for Blended and Online Learning	86
Digital Enhanced Learning and Teaching	15
Learning Design and Curriculum Frameworks	20
Reflective Academic Practice	19
Research Methods	36
Total	238

2.7 Supports and Resources for Learners

LIT has a dynamic and interactive campus environment. The dedication and commitment of our staff and students is reflected in the energy and enthusiasm that extends to every aspect of our goal to support a positive student experience. Students have many opportunities to participate in activities that support their academic, cultural, social, sporting interests and preferences. We also recognise that college life can be challenging we provided a comprehensive range of services to support students during the 2020 -2021 reporting period.

Access Service (including Disability)

LIT Access Service strives to exemplify excellence in our engagement with community and - educational partners. The following are some key initiatives and partnerships undertaken during the 2019-2020 academic year:

PATH 2: 1916 Bursary Fund

The Minister for Education and Skills announced €1 million in Budget 2017 for a new Bursary Fund to commemorate the centenary of 1916 as part of an overall package of access measures to promote participation by under-represented groups in higher education. This funding is being provided under Strand 2 of PATH to underline the Government's commitment to the type of equality of opportunity envisaged by the 1916 signatories. Successful applicants are awarded €5000 per annum for the normal duration of an approved course. Applicants are required to qualify as socio-economically disadvantaged, in Year 1 in the 2020 -21 academic year, and from one of the national access target groups. LIT awarded 10 bursaries to successful applicants in 20/21, adding to the 30 bursaries previously awarded in 2017/18, 2018/19 and 2019/20 academic years.

PATH 3 - Higher Education Access Fund

The Shannon Consortium (SC) cluster were successful in securing €900K (over a three-year period) in funding from the HEA for the provision of access activities under the PATH 3 call for funding. This is designed to increase the number of under-represented groups in the following areas: Students from schools in disadvantaged areas; Lone parents; Students from a Traveller background and Early School leavers.

PATH 3 - Education Programme for Irish Travellers and Early School Leavers

LIT are leading an initiative aimed at increasing participation in education by Irish Travellers and Early School Leavers. The LIT Access Service supported 8 students who are Irish Travellers, all of whom completed the 2020/21 academic year. The Access Service also mentored students as part of their application to the TUSLA Scheme (established for students from the Traveller and Roma communities and aims to support members of these communities to gain employment in Social Work and Social Care.) Out of 5 available places available nationally, 2 LIT students were successful and will now be in a position to complete paid supervised work placements during the summer of their academic course as well as being offered employment with TUSLA subject to successful graduation. LIT Access Service also facilitated parental engagement workshops with parents from the Travelling Community as a means of introducing the Access service to parents and to the supports available in higher education. As a means of working with men from the Travelling community, LIT began exploring the running of the SAFE Pass in conjunction with SOLAS and Exchange House. In addition, in March 2021, the Access Service was awarded ethical approval for conducting a research piece on the educational experiences of Traveller men.

PATH 3 - Destination College

The Destination College programme is a multifaceted approach to increase the number of students entering the Mid-West Cluster HEIs from second level schools in disadvantaged areas of Limerick City and County. Under the Destination College programme, LIT Access Service are committed to the provision of a 'Study Club' for senior cycle students who experience educational and socio-economic disadvantage. The LIT Access Service Study Club which commenced in November 2019, continued to operate as an online programme in 20/21 due to Covid 19 restrictions. There were regular check in sessions with members, in addition to keeping members informed of upcoming important dates and resources available. Partners include: UL, MIC, Engage in Education, Northside Family Resource Centre, Limerick CDP, Limerick DEIS schools, JumpAgrade.

Go4IT Programme

The Go4IT Programme is a collaborative initiative with the Northside Family Resource Centre and aims to support young people who may be from backgrounds where there is little or no tradition of progression to third level education. The programme promotes access to third level education through a range of activities to achieve their goals as they progress through their primary and secondary education. Covid restrictions proved challenging for onsite events during the 20/21 year, however a 'Summer Camp' was held over three weeks in June and July 2021 at the Outdoor Education and Training Centre at Kilfinane, Co. Limerick. A total of 42 children participated in the camp, which was partially funded through the HEA Covid Contingency Fund.

Certificate in Transition to Higher Education

LIT Access Service, in partnership with LIT Flexible Learning Department established the Certificate in Transition to Higher Education programme in 2016 which aims to provide a foundation pathway for students to acquire the knowledge, skills and competencies required to successfully participate and embark on a degree programme. The Certificate in Transition to Higher Education programme, recognised by the HEA for Performance Funding and awarded €200,000 in 2019 to develop and grow the programme, has seen continued success in 2020/21. Over 70 percent of the class of 2020/2021 have progressed to further education with 60 percent of those progressing to LIT on undergraduate programmes for the 2021/2022 year. This surpasses the original target of 50%, set in 2019. Our programme is highlighted on the HEA website at this link: <https://hea.ie/funding-governance-performance/management-performance/institutional-stories-of-impact/limerick-institute-of-technology/>

Higher Education Access Route (HEAR)

HEAR is a third level alternative admissions scheme for school-leavers who have the ability to benefit from and succeed in higher education, but who may not be able to meet the points for their preferred course due to the impact of socioeconomic disadvantage. LIT welcomed 102 students who were eligible under the HEAR scheme in the 2020/21 academic year

Business in the Community Ireland (BITCI)

LIT and Thomond Community College partnership began in 2006, when the school was St. Nessian's Community School and over the past 15 years, 312 students have been introduced to the world of work. The 20/21 academic year saw the Access Service engage in a new programme, initiated to address the strong evidence that the world of work needs to be introduced to students at a much younger age. The World of Work programme was opened to 2nd year students in Thomond Community College in 20/21. Students were introduced to a host

of staff from LIT who shared their experiences of education and what their daily work life was like at a higher education institution.

Limerick Lifelong Learning Festival

Limerick Lifelong Learning Festival held its 10th and 11th festivals during the 2020/21 academic year (September 2020 and then again in May 2021) During this festival of learning, LIT Access Service continued to work in partnership with the Flexible Learning Office to coordinate and host online events for those who are thinking of a return to third level as mature students. Events organised by the Access Service included information sessions on LIT support services, LIT's 'Certificate in Transition to Higher Education' and a workshop on 'Managing Transition and Change'.

Covid Contingency Fund

In October 2020, LIT Access Service was awarded €76, 701 through HEA Covid Contingency Funding. A total of 10 projects (internal and community based) benefited from this fund. These included the development of an LIT peer-mentoring programme in conjunction with Quality, Teaching and Learning, the payment of once off student bursaries to LIT students, the purchase of laptops for 6th year students from the Travelling Community, the digitisation of disability files and the provision of funding to our community partners, Engage in Education and Moyross Development Company

Mature Students

The National Plan for Access to Higher Education set a mature student participation target of 15% in December 2015. In terms of mature students, LIT has consistently surpassed national participation rates for several years. In the 2020/2021 academic year, mature students comprised 16% (approximately 957) of the total student population and 17% (296 students) new mature entrants registered at LIT for the 20/21 academic year. A number of activities were offered to students in the 20/21 year including: Information Seminars; Mature Student Support Network meetings and Mature Student Support Workshops.

Student Assistance Fund

The Student Assistance Fund (SAF) 2020/21 is supported by the Irish government and provides financial assistance for full time and part time LIT students, who are experiencing financial difficulties whilst in college and require additional financial support to enable them to participate fully in their studies. In the 2020/21 academic year, 1456 applications were assessed of which 1320 were successful, resulting in a spend of €721, 242.

Book Lending Scheme

The Mature Book Lending Scheme has been in operation since September 2004 when the Access Service, in collaboration with the Institute Library, initiated to support mature students who experience financial difficulties in purchasing core recommended reading material. A total of 52 mature students applied for the scheme in the 2020/21 year. 14 new books were purchased costing €479.55.

Government Laptop Scheme

As part of the package of COVID-19 supports for higher and further education institutions approved by the Government on the 22 July 2020, the Department of Further and Higher Education, Research, Innovation and Science has allocated €10 million of capital funding for a once-off COVID-19 grant to support disadvantaged students in the higher education sector in accessing ICT devices. As part of this grant Limerick Institute of Technology was allocated

€384,980 by the Higher Education Authority which was used to bulk purchase 622 Dell Laptops. While the Computer Services Department were responsible for the IT aspects of the scheme, the Access Service was primarily responsible for the operational management of the scheme (processing applications, advertisement, communicating with applicants and staff, distributing laptops to students).

Disability Support

2020-21 has been an exceptional year for the disability office due to the impact of COVID-19. Overall however, the experience of supporting students remotely has been positive and efficient. In 2020-2021, the number of students registering for disability-related supports in the Access Service has remained consistent with previous years. 551 or 9.3% of the student population registered with a disability of which 291 claims were made to the Fund for Students with Disability (FSD). LIT received an allocation of €264,415 from the FSD. In addition, the Disability service was successful in a bid for €129,549.60 through the HEA FSD Strategic initiatives Funding to fund the medium- and long-term development and support of inclusive practices for traditional and blended learning across the LIT campuses in Limerick, Tipperary and Clare.

Guided Initiative in Voluntary Engagement (GIVE)

The Guided Initiative in Voluntary Engagement (GIVE) encourages all LIT students to engage in voluntary activities. Championed by the Access Service, the project benefits both the community and the volunteers by combining a service experience with a learning and development experience. Due to COVID-19 restrictions, GIVE was not in a position to actively promote student volunteering. However, students could apply for the President Commendation Award where they had completed the required volunteer hours in the academic year. In addition, a staff member of the Access Service continued to attend the meetings of the National Student Volunteer Working Group.

Full details of all services provided by the Access Service are available at: <https://lit.ie/access-services>

Student Counselling Service

The counselling team supports staff in their work with students, advocates for students and provides support and guidance to Departments, as required, from managing a critical incident, sudden death, to supporting a distressed student.

This student-centred primary care service enables students to achieve their academic goals promoting positive mental health and wellbeing across all campuses.

The majority of counselling sessions took place remotely via video utilising MS teams. Some students had poor wi-fi reception and in those instances alternative phone sessions were used instead. Some crises were dealt with face-to face due to severity of the situation. All public health guidelines were followed in these instances.

A total of 3757 direct counselling hours were offered to students in 2020/21, compared with 3155 hours in the last period. In total 412 students (244 Female, 161 Male and 7 others) availed of the student counselling service. While more students 515 availed of service last year the number of hours offered and delivered increased significantly. A total of 3757 direct counselling hours were offered to students this year, compared with 3155 hours last year, that an increase of over 600 hours.

The average number of sessions per client was 8 as opposed to 6.2 last year, reflecting the experience that while client numbers were somewhat lower, the need for more sessions increased due to the isolation of Covid for students. The average wait from first contact to assessment was 1.2 days significantly down from 8.5 last year. Average time from assessment to first session was 6.6 days as opposed to 10.8 days last year.

Student Health Unit

The Student Health Unit provides a confidential and caring Health Service through Health Promotion and Healthy Lifestyle Awareness whilst responding to the needs and concerns of all our students.

The nurse led medical service is free and confidential. A doctor's service is provided within a 3km radius of each campus (Moylish, Clare Street, Thurles, Clonmel & Ennis) in the GPs own private practice. The student fee for the doctor is €15 for registered students and free for Medical Card holders outside of a 5-mile radius of the relevant campus. Students are also informed of the Out-of-Hours Doctor Service for evenings and weekend cover.

A total number 4,075 nurse appointments took place between September 1st 2020 and May 31st 2021. These figures include onsite consultations, remote consultations, phone consults. It is noteworthy that even though the number of students around the LIT community locations was reduced, as many students studied from home, this did not impact the level of contact the students made with the Health Unit.

Learning Support Unit

With continued COVID restrictions, the Learning Support Unit successfully delivered Learning Support services in the academic year 2020-2021, mostly remotely and when possible, limited face-to-face tuition was offered. This year, there were considerably more referrals from academic staff and counsellors.

Up to June 2021 a total of 777 students registered for learning support - 760 full-time students and 17 apprentice students. 252 (32%) mature students and 32 (4%) non-EU students availed of learning support. A further 45 students availed of learning support during the summer for autumn exams.

The LSU supported the LIT Learner Retention Strategy by providing workshops to First Year students in Mathematics, Academic Writing and IT Skills from September.

Group tuition was organised for various groups of students by request from lecturers, students and class representatives.

A Survey of LSU services was sent to all LSU students and tutors at the end of the 2020 - 2021 academic year. The feedback from students and tutors was very positive. Students were appreciative of the help and encouragement they received and many were very complementary of their individual tutors. Many students felt the service was essential to the successful completion of their studies. Students and tutors confirmed that the services provided were meeting students' needs.

Chaplaincy and Pastoral Care

In the academic year of 2020-2021, the Institute had a Chaplain for the Tipperary Campuses and a Pastoral Care Co-Ordinator for the Limerick and Clare Campuses. Chaplaincy and Pastoral Care

is available to help any student/staff member of LIT with the values of care, community and spirituality at the centre of our support provision.

Students presented with a myriad of concerns and problems from emotional, familial, financial, spiritual, medical and many other areas of worry and need. It was noticeable too that there was a greater number of requests by the academic staff and the mentoring staff in their representations on behalf of their students.

During the academic year 2020 -2021 the provision of care and support to our students and staff had to be delivered through limited face to face contact, emails, telephone call, written correspondence, the LIT website and through Teams meetings.

LIT ENGAGE Student Induction Programme 2012 - 2021

The LIT ENGAGE Programme supports students' transition to and retention in third level. During the 2020 - 2021 Academic Year, this programme together with on-campus Student Leaders, provided students with the opportunity to actively engage in college life, get to grips with their course, join a club or society, become a volunteer and develop a personal toolkit to live a healthy balanced and enjoyable lifestyle. During September and October each week was tailored with different events to promote and support a positive start in LIT.

LIT ENGAGE Programme 2020-2021		
Week	Date	Overview and Activity
1 & 2	September 14th - 24th	- Returning Students - Welcome Week: www.lit.ie/Prospectus/StudentHandbook www.lit.ie/Services www.lit.ie/StudentsUnion
3	Sep 28th - October 2nd	- Moylish Campus - Freshers Week: www.lit.ie/StudentsUnion - Meet LIT 20/21 Student Leaders - LSAD, Thurles & Clonmel - Class Reps Week: www.lit.ie/StudentsUnion Class Reps are appointments - Engage in your College Life - "Clubs and Societies Week": Students are encouraged to get involved in the multiple Clubs and Societies available to them and encouraged to set up their own club/society. Sports: www.lit.ie/Sports/ Societies: www.lit.ie/StudentsUnion Volunteering www.studentvolunteer.ie/lit
4	October 5th - 9th	- LSAD, Thurles & Clonmel - Freshers Week www.lit.ie/StudentsUnion - Active Consent Workshops
5	October 12th - 16th	- Academic Support Week: The Learning Support Unit helps students to master the new academic skills and self-directed learning. Workshops include academic writing, mathematics, researching, studying, note-taking, exam revision and a general focus on learning support in all manners of academic advancement. www.lit.ie/LearningSupport - Mental Health Week: - World Mental Health Day 14th October Students are encouraged and supported to mindful of their mental health. www.lit.ie/Counselling www.lit.ie/StudentsUnion - Virtual Careers Fair - 13th October
6	October 19th - 23rd	- Health & Wellness Week: - (diet, fitness, sexual health, and consent) Students are encouraged and supported to stay healthy during their time in college. www.lit.ie/StudentHealth www.lit.ie/sports www.lit.ie/StudentsUnion
7	October 26th - 30th	- Info Sessions with the LIT Student Leaders LIVE Events - Student Resilience Webinars - Session 2: Being Resilient: A Toolkit for Life 2pm - 3pm
8	November 2nd - 6th	- Mental Health Awareness Campaign - Student Counselling Service LIT offers a free, confidential and professional counselling service. Our counsellors will offer you space, a listening ear and non-judgemental understanding, whether it's a personal crisis, academic or personal issue you wish to deal with. During this week you will also have opportunities to engage in additional mental health awareness and support activities. Please visit: https://lit.ie/counselling - Students' Union The Students' Union delivers educational and awareness campaigns throughout the year to help students to manage personal issues including sexual health, mental health, accommodation, finance, safety, alcohol and drugs. Please visit: https://lit.ie/students-union - International Students Check out the supports and services which are here to positively enable your college life in LIT. https://lit.ie/international-study
9	November 9th - 13th	- Student Volunteering: The GIVE (Guided Initiative in Voluntary Engagement) project encourages students to engage in voluntary activities, and benefits both the community and the volunteers by combining a service experience with a learning and development experience. Become a volunteer by checking out https://www.studentvolunteer.ie/lit
10	November 16th - 20th	- Student Supports Week Re-introduction of all student support services with additional workshops, information stands and quick query sessions. Please check out: https://lit.ie/student-services

Supporting Student Retention

LIT's Student Retention Strategy is designed to be an over-arching strategy, serving to draw together relevant themes and key activities in order to support the retention of students and the completion of their studies. The intended audience for the retention strategy is all LIT staff. As an active and iterative strategy, it is designed to support LIT's commitment to provide excellent, inclusive higher education with first class student support and facilities, and outstanding opportunities for learning for local, national and international students. The strategy also supports the Institute's aim to provide an outstanding student experience, which is academically rewarding and personally fulfilling for students. Diagrammatically, the influence of QA and improvement is depicted in the LIT Retention Collaborative Model. High retention rates reflect a positive student experience and high levels of student satisfaction amongst our students. Retention, Completion and Non-Progression figure are presented in Section 2.10 Information and Data Management (including the national Student Survey).



LIT Retention Collaboration Model

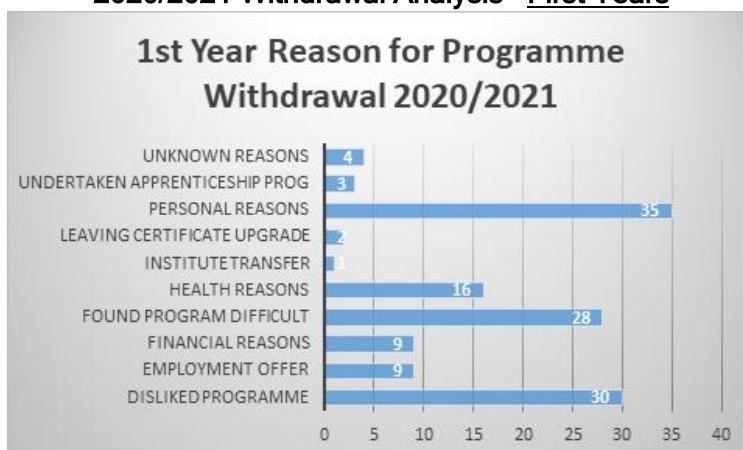
The LIT Retention Officer is available to listen to Student issues and assess all the circumstances of the Student (e.g. personal, social, academic). The Retention Officer provides information and support where possible and/or also make helpful referrals as appropriate. In addition, the Retention Officer can meet with Students upon request, enquire on their behalf where appropriate, and collaborate with other offices throughout the Institute.

At beginning of the 2020-2021 academic year all students receive a welcome email from LIT Retention Office advising them of role of Retention Officer and how to contact should a student have any queries. The Retention Officer held one to one meetings with students throughout the 2020-2021 academic year. Out of the 50 students who successfully transferred to first year of another programme in LIT in the 2019/20 academic year, the Retention Officer referred 18 of these students. The Retention Office received 61 students referrals from Students Support Services and other areas in LIT (Counselling, Access, Grants & Fees, Admissions and school offices). Approximately 90 students contacted the Retention Office directly with queries relating to Grants, Fees, Learning Support, Accommodation issues and personal issues. When the Retention Officer is notified of a student handing in a withdrawal form, an exit interview was carried out if contact was able to be made with the student. The Retention Officer attempts to contact student a maximum of 2 times as per exit form procedure.

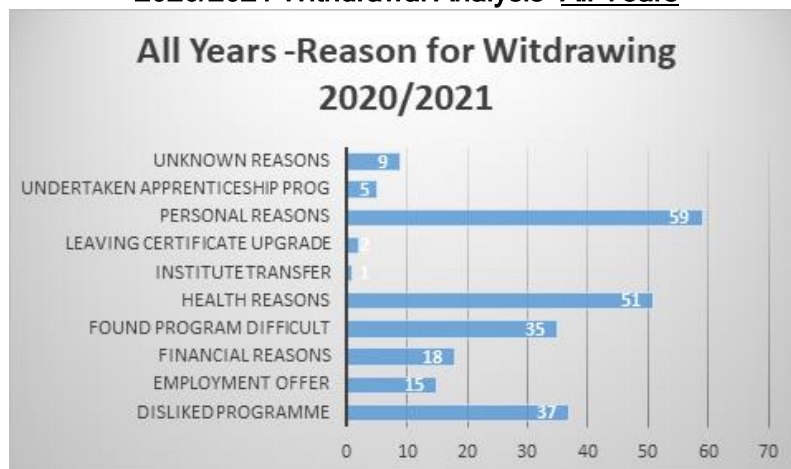
- There were 232 withdrawals at the end of the academic year 2020/2021.
- The Retention officer was notified of 144 withdrawals throughout the academic year, of this number, 91 exit interviews were successfully carried out. The remaining 53 students were contacted twice but did not engage with the process to carry out the interview.
- The Retention Officer with and mentored students at risk of withdrawing in order to ensure students are referred to appropriate student (support) services.
- The Retention Officer provided students with individual guidance regarding change of course, deferral, withdrawal and associated issues e.g. SUSI grants, tuition/registration fees etc.
- The Retention Officer liaised with different departments (Admissions, Grants & Fees, School Offices etc.) on behalf of the student in order to deal with queries in timely manner.

An analysis of the reasons Students cited for withdrawing from their programme of study during the 2020-2021 Academic Year indicates that main reasons indicated were Personal Reasons, Health Reasons, Disliked Programme, and Found Programme Difficult.

2020/2021 Withdrawal Analysis - First Years



2020/2021 Withdrawal Analysis -All Years



In order to further enhance the supports available to students, the Retention Officer is currently involved in delivering of a pilot Peer to Peer Mentoring programme in conjunction with colleagues in Student Support Services.

Supporting Students during Covid-19 - 2020- 2021 Academic Year Context

The continued restrictions posed by the ongoing COVID-19 pandemic impacted the student experience throughout the entire 2020 - 2021 academic year.

With the emergence of Covid-19 Student Support Services along with the whole Institute community had to adjust radically and quickly to a remote working and learning environment. Student Support Services transitioned to working remotely and were provided with Institute owned laptops/devices. A focused and concerted effort was instigated with supporting students as they navigated through the academic year.

Some key deliverables that are noteworthy include;

- ✓ The Health Unit played a crucial role in providing a safe, effective, 24/7 response to all our students who were concerned about COVID and of course other health matters. A total number 4,075 nurse appointments took place between 1st September 2020 and 31st May 31st, 2021. These figures include onsite consultations, remote consultations, phone consults. Even though the number of students around the LIT campus and community locations was reduced as many students studied from home, this did not impact the level of contact the students made with the Health Unit.
- ✓ Student Counselling was delivered remotely by core staff. The average number of sessions per client was 8 as opposed to 6.2 last year, reflecting the experience that while client numbers were somewhat lower, the need for more sessions increased due to the isolation of Covid for students. The full impact of this pandemic on mental health is not yet known but it cannot be underestimated.
- ✓ The LIT Access Service Study Club which commenced in November 2019, continued to operate as an online programme in 20/21 due to Covid 19 restrictions.
- ✓ Covid restrictions proved very challenging for onsite pre-entry access events during the 20/21. One example on how we supported engagement was by running a 'Summer Camp' over three weeks in June and July 2021 at the Outdoor Education and Training Centre at Kilfinane, Co. Limerick.
- ✓ In October 2020, LIT Access Service was awarded €76, 701 through HEA Covid Contingency Funding. A total of 10 projects (internal and community based) benefited from this fund. These included the development of an LIT peer-mentoring programme in conjunction with Quality, Teaching and Learning, the payment of once off student bursaries to LIT students, the purchase of laptops for 6th year students from the Travelling Community, the digitisation of disability files and the provision of funding to our community partners, Engage in Education and Moyross Development Company
- ✓ As part of the package of COVID-19 supports for higher and further education institutions approved by the Government on the 22 July 2020, the Department of Further and Higher Education, Research, Innovation and Science has allocated €10 million of capital funding for a once-off COVID-19 grant to support disadvantaged students in the higher education sector in accessing ICT devices. LIT was allocated €384,980 and bulk purchased 622 Dell Laptops. Access Service were responsible for the operational management of the scheme (processing applications, advertisement, communicating with applicants and staff, distributing laptops to students).
- ✓ 2020-21 has been an exceptional year for the Disability Office due to the impact of COVID-19. Overall, however, the experience of supporting students remotely has been positive and efficient.

- ✓ The Guided Initiative in Voluntary Engagement (GIVE) encourages all LIT students to engage in voluntary activities. Due to COVID-19 restrictions, GIVE was not in a position to actively promote student volunteering but students who completed their hours could apply for the President's award.
- ✓ The Learning Support Unit successfully managed the transition to remote and blended delivery of Learning Support services, and this was really appreciated by all students. Despite continued COVID restrictions, the Learning Support Unit successfully delivered Learning Support services to 760 fulltime students in the academic year 2021-2021. This year, there were considerably more referrals from academic staff and counsellors as students grappled with academic content coupled with blended modes of delivery.
- ✓ Pastoral Care was difficult to provide in 2020 - 2021, with the existence of Covid 19, but the Service continued to provide the care and support through the means of e-mails, phone calls, Zoom and Teams meetings, the LIT website, social media and limited face-to-face meetings.
- ✓ Retention Support: Students contacted the Retention Officer in relation to gaining supports with the Emergency Remote Online Learning aspect of their course due to the Covid-19 pandemic. The Retention Officer made appropriate referrals to Heads of Department, Academic Staff and the Learning Support Unit where appropriate.

It is no doubt the restrictions brought about in response to the Covid-19 pandemic meant that in-person activities were impacted. Notwithstanding the challenges that the Covid-19 pandemic presented, we continued to provide services that were student-centred, supportive, open, and respectful whilst also ensuring an engaged, responsive and safe provision of all services.

Ongoing commitment from staff and support personnel was marked by positive participant feedback from those who engaged in and/or were supported by the diversity and number of engagement and support initiatives.

2.8 Flexible Learning

LIT's Flexible Learning offering has expanded significantly over the past number of years. The Institute offers over 100 flexible learning programmes ranging from NFQ Levels 6 to 9 across Science, Engineering, IT, Business, Art and Design. These programmes are delivered through a variety of modes including traditional classroom, practical, laboratory, online and blended teaching. Following significant investment aimed at facilitating online delivery modes in particular, the Institute delivered fully online and blended programmes to approximately 2,200 learners in the 2020/21 reporting period. This significantly minimised the impact of the restrictions around Covid-19 on LIT students during the 2020 - 2021 reporting period.

Since 2018 an agreed process of engagement between the Department of Flexible Learning and other Academic Departments in LIT has resulted in annual plans for Flexible Learning programme development and delivery. Programme portfolios are reviewed in February/March each year in preparation for the following academic year student intake. These plans are developed in conjunction with individual programme teams, the relevant Head of Department and the Head of Flexible Learning. The portfolio plans are developed with input from industry, research and other relevant resources available within the academic department. The portfolio planning process has resulted in 13 new flexible learning programmes being developed as well as removal of underperforming programmes from the portfolio.

In 2020 the Institute was successful in securing support under the Springboard+, HCI Pillar 1 and 3 and July Stimulus funds. The Flexible Learning Department has worked with industry partners and networks such as the Regional Skills Forums to ensure that the Institutes programme development and portfolio is responsive to regional needs and demands. As a result of ongoing programme initiatives and programme development during the reporting period LIT Midwest will register over 2,200 students on Flexible Learning programmes for the Academic Year 2021/22. The Head of Flexible Learning in conjunction with the academic Heads of Department and the Registrar's Office has developed a set of guidelines for the development of new Flexible Learning programmes. For programmes to be funded for development by the flexible learning development plan they are required to follow these guidelines. This process was complete in March 2019 and all new programme development continues to follow these guidelines. They are reviewed as required and in line with LIT's commitment to Quality Assurance.

Students registered on online programmes withing the Flexible Learning Department are provided with an Student Induction Programme and are given access to online supports and resources. Training and supports are focused around the technical aspects of learning online and in relation to the applications and digital tools required for their online programme. The induction session provides an overview of the format for the programme delivery and an introduction to the programme team. The induction session is a chance to run through the technical setup required for participating and completing the online programme and a dedicated Educational Technologist is available within Flexible Learning to provide support for students.

2.9 International Activities and External Academic Links

Over 80 nationalities are represented amongst the current body of learners and researchers at LIT. In September 2020, LIT were delighted to welcome students from all over the world, including Australia, Austria, Bangladesh, Belgium, Brazil, Canada, Chile, China, Egypt, France, Germany, India, Indonesia, Iraq, Italy, Kenya, Lebanon, Malaysia, Mexico, Mozambique, Nepal, Nigeria, Oman, Pakistan, Russia, Singapore, South Africa, South Korea, Spain, Sri Lanka, Uganda, USA and Vietnam.

The LIT International community continues to develop and while the Covid 19 pandemic continued throughout the 2020/21 academic year, LIT has grown their international intake for this period to 340 International scholars and researchers.

Student Exchanges and Work Placements

LIT participation in the Erasmus+ programme and encourage students to undertake their placements in other EU/EEA countries. In an average academic year, over 60 LIT students annually - drawn from all faculties - undertake work placements all around Europe. Countries in which LIT students have taken Erasmus+ supported placements in recent years include The Netherlands, the UK, France, Spain, Germany and Belgium, among a growing list of destinations. The LIT Office of International Services is working continuously to support a larger number of students in this way.

During the 2020/2021 academic year, Erasmus+ study mobilities were undertaken with partner institutes in France, Germany, France, Belgium, Spain, Croatia, Italy and Austria with a total of 2 outgoing study and 23 incoming Erasmus study mobilities. There has been a decline in numbers of outgoing study mobilities due to Covid but that number has seen a rise in the new academic year.

The Office of International Services is working with their academic counterparts to carry out a review of current Erasmus partnerships and to forge new study mobility partnerships in areas all across the EU. A particular focus will be placed on the RUN EU partners from Portugal, Hungary, Austria and the Netherlands. Staff and Student exchange mobility is expected to increase with the RUN EU partner universities in the coming years.

LIT has won approximately €500,000 in funding since the inception of the Erasmus+ KA171 International (Non-EU/EEA) mobilities project which came into effect in 2015. The countries with which LIT secured competitive funding include Brazil, Canada, Malaysia, China, Iran, Iraq and Georgia among others. All of the funding achieved has been crucial in enabling the development of our international partnerships and the Institutional pathways for international students to come to LIT. LIT was once again successful in obtaining funding for KA171 Non-EU exchange projects for 2020 to 2022. Successful competitive bids put forward by the Office of International Service and by the LIT Library will result in funding to LIT projects underway in Malaysia and the Middle-East.

International Partner Engagement

The overseas presence and visibility of LIT is crucial to the achievement of Internationalisation goals. So too is the degree of discussion, negotiation, understanding and the awareness that we maintain with our institutional partners overseas. Throughout the 2020/21 academic year, LIT maintained international partnerships through innovative online engagement.

LIT maintain the strong relationships built with international partners and participated in multiple virtual overseas fairs and forums in Nigeria, Kenya, Ethiopia, Uganda, Canada, USA, India, Indonesia, Malaysia, Mexico, Brazil, and wider regional events for LATAM, MENA, Sub Saharan

Africa, East Africa, Asia and South-East Asia Fairs. Virtual classroom talks and lectures (in the range of approximately 50 in total) were a key focus for the 2020/2021 intake with established Higher Education partnership across Canada, China and Malaysia.

In March 2021, LIT hosted the first ever online Professional Development event for Canadian Partners of LIT. The event is usually a weeklong, in-person, on campus occasion however with Covid19 restrictions, a virtual day was organised. The event centred around the LIT values and mission, our transition to a Technological University (TU), as well as re-iterating the importance of each partnership to the new TU. The event included a variety of speakers including the President, a range of faculty members and international student representatives.

In March 2021, LIT also hosted its first ever Agent Familiarisation event which saw participation from agents in Nigeria, Pakistan, Uganda, India, Kenya, Tanzania, UAE, Sri Lanka, Singapore, South Africa, Turkey, Burundi and Malaysia. As our international agent numbers have grown significantly over the last number of years, it was originally planned as an in-person familiarisation event on our campuses however due to Covid19 restrictions, the event was hosted virtually. Sessions at the event included welcome messages from the President and introductory talks by Heads of Faculty, students and the International Society. The key message was LIT's transition to a Technological University and overarching benefits to our international partners and agents.

International Alumni

The Office of International Services remain closely connected with the International Alumni. In 2020, the office assisted the largest cohort to date in securing their Irish graduate visas so they may utilise their LIT qualifications and skills in Ireland. The alumni regularly support and counsel current and prospective international students on their experience at LIT and in Ireland.

The November 2020 conferring ceremonies saw the largest number of international students graduate from LIT to date. With graduations taking place virtually for the first time, students and their families from across the world logged on for the momentous occasion. In total, 148 International Students graduated, with 15% graduating with a first-class honours degree. Those graduating came from all over the world including Canada, Malaysia, Nigeria, India, Brazil, Vietnam, USA, China, Pakistan, Bangladesh, Lebanon, Mexico, Oman, Singapore, Taiwan and Sri Lanka. In addition to this, three international students were presented with awards for excellence.

New Developments

In January 2021, LIT had their first intake for the Master of Science in Data Analytics. With a strong domestic and international cohort, it has proved to be very popular. Students from all over the world joined this programme in January 2021 including India, Mexico & Pakistan. The introduction of this programme through the Department of Business & Financial Services, led by Head of Department, James Collins, will be extremely significant in the growth of International Students choosing to study at LIT in the coming years.

The Office of International Services were excited to partner with One Step Global India, in November 2020. Through this partnership LIT were delighted to welcome a new member to the International team in December 2020 with Ramanpreet Singh joining LIT as the In-Country Advisor for India. Interest from Indian students in LIT has significantly increased throughout 2021.

Organisation and Support

The Office of International Services is led by Cliona Campbell, Director of International Affairs. International Affairs at LIT takes Executive leadership from Donnacha McNamara, VP International.

2.10 Careers and Employability Service Developments

Careers and Employability Service

LIT offers a Careers and Employability Service which assists students with all aspects of career planning and the transition from study to the working world. Workshops and seminars relating to key employability skills take place throughout the academic year. These include CV preparation, interview techniques and networking. Arrangements are also made for companies to meet with students in the Institute, including at the annual LIT Careers Fair. The Careers and Employability Service also supports Students with Work Placement.

LIT graduates are in high demand and are recognised regionally and nationally for having a high level of technical and commercial expertise with multiple career opportunities. For further information on our Careers Service, contact: careersandemployability@lit.ie. Full details of the services offered, including information on “What do LIT Graduates do” is available at: <https://lit.ie/careers-employability>

Academic Year Detail

Careers and Employability Service Developments in 2020 - 2021 reporting period. The Careers and Employability Services Centre provides students and recent graduates of LIT with support and advice on Careers, Employability Skills and Work Placement, with a focus on:

1. Enhancing student employability skills, supporting students achieve their full career potential.
2. Working in partnership with academic departments and placement providers in supporting students with work placement opportunities.
3. Enabling, facilitating and enhancing employer collaborations.

As the Covid-19 Pandemic evolved the LIT Careers and Employability Service adapted our supports to ensure students and employers were offered training in how to adapt. Students were prepared for a Work From Home/ Hybrid structure. Our seminars and training sessions were moved online. Despite the continued challenges of COVID 19 in 2020/2021 Academic Year, the Careers and Employability service had a positive outlook that was shared by our stakeholders. This positivity stemmed from our adaption and reinterpretation of our offerings and services to students and companies. Feedback from our students and employer partners has indicated that in future years a hybrid delivery of our services and the platforms offered during the pandemic would be welcomed by all. There has been continued growth across all of our metrics and the appointment of a Dean of Work Based Learning in January 2021 has re-enforced the role and function of Careers and Employability within the organisation. This is no small part to Work Placement being adopted by Faculties and Departments as they progress through the Programmatic Review Process. In addition, our visibility and awareness amongst students/staff and partner employers in the region has increased.

We continued in the period 2020/2021 to offer a range of services and supports for students, from operating an online Jobs Boards, providing CV and Interview preparation clinics and workshops, offering One-to-One Career Advice sessions. The Service supports Students to identify their career objectives and achieve their full personal and professional potential. The service works in

partnership with Academic and other Institute Departments to support students in the attainment of real-life work experiences where they can apply their academic and technical skills and enhance their discipline competencies and employability. It offers one to one guidance including: CV review; Graduate applications; Course change; Withdrawal; Postgraduate opportunities; and Preparing for interview. It also offers Group support including: CV Preparation; Interview Skills; Using your Network and Effective Job Searching; LinkedIn for Job Seekers; Profiling for Success; and CV Review Clinics.

LIT's Strategic Plan 2018 - 2022 seeks to "deliver a greatly improved student experience" whilst expanding its "philosophy of active learning". One of LIT's priorities set out in its Strategic Plan 2018 - 2022, is to "Expand Work Based Learning and Work Placement Opportunities". The Higher Education System Performance Framework 2018-2020 sets out the Government's key objectives for higher education over the next three years. One of the high-level targets set out in the framework is that "All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025". We in the Careers and Employability Service have ensured our supports to Faculty and Academic Departments will enable the smooth roll out of this framework throughout the period and into the future. This will be key to our service as we adapt to being a newly formed Technological University. Additionally, in LIT's Draft Mission-based Performance Compact 2018-2021 agreement with the HEA, the Institute states that "LIT aspires to being a leading provider of high-quality teaching and active learning which reflects the needs of industry and has identified the expansion of work-based learning and work placement opportunities across all academic programmes including apprenticeships as a key strategic priority."

As an Institution we recognise the importance of supporting students develop their employability skills and access to formalised and credit bearing Work Placement. To support the delivery of the strategic ambitions of the Institute in this domain a Careers and Employability Central Services Manager (CSM) was appointed in September 2019, and the Service Centre was thus established. Within the newly created structure, the CSM reports directly to the Dean of Flexible and Work Based Learning. As at May 2021 the Service Centre has seven staff. The new structure provides a centralised administrative support to work placement. In 2020/2021 the Careers and Employability Service commissioned a bespoke CRM system from an international company to be developed to support students/staff and partner employers. The CRM will allow for more in-depth tracking of our students and their work placement journey. In addition, it will allow for a more streamlined and professional communication tool to all users of the service.

Since the Careers and Employability Services was established, we have acted as a link with companies and organisations seeking to recruit graduates and students at all levels. The proportion of institute programmes offering work placement has increased from 75% to 90% during that period. This increase can be attributed to Academic Faculty and Departments integrating Work Based Learning as a core component of our academic offerings. The Careers and Employability Service has engaged closely with all Departments and Faculties to ensure that these work-based learning opportunities are fully supported. Currently 1,200 students go on work placement annually.

2.11 Information and Data Management (including the national Student Survey)

The LIT Student Retention Officer supplies detailed analysis to Faculties and Departments on areas such as Completion Statistics, Retention Statistics, Module Statistics, Student Withdrawals and National the Student Survey results. The Retention Officer plans, co-ordinates and implements the Institutes approach to the Irish Survey of Student Engagement (StudentSurvey.ie).

Statistics for retention rates indicate that the overall retention rate achieved in 2020/21 reached an overall high of 96.69%. The rates across academic years 2017, 2018, 2019, and 2020 are highlighted in the table below:

Retention Rates	2017/2018	2018/2019	2019/2020	2020/2021
(a) Institute overall retention rate	94.94%	94.89%	93.42%	96.69%
(b) Year 1 retention rate	93.55%	92.75%	90.61%	91.36%

Statistics for completion rates indicate that the overall completion rate achieved in 2020/21 reached an overall high of 86.35%. The rates across academic years 2017, 2018, 2019, and 2020 are highlighted in the table below:

Completion Rates	2017/2018	2018/2019	2019/2020	2020/2021
(a) Institute overall completion rate	85.48%	84.10%	89.42%	86.35%
(b) Year 1 completion rate	80.45%	78.68%	83.39%	84.75%

4. Completion Rates (Methodology: The total number of students who successfully complete the programme stage expressed as a percentage of the number of students registered on the programme at the end of the academic year)
5. Retention Rates (Methodology: The total number of students who sit end of year examinations expressed as a percentage of the number of students who were registered* on the programme at the end of term (EOT) plus the students who withdrew from November 01st (HEA Census Date) to the end of the academic year)
6. Withdrawal Form Analysis (Shows all students who withdrew from their programmes in each Department with details of Programme, Stage, Withdrawal Date, Campus and Reason for Withdrawal.
7. All Student Survey results were analysed at Departmental Results were produced under the 9 Indices Higher Order Learning, Reflective & Integrated Learning, Quantitative Reasoning, Learning Strategies, Collaborative Learning, Student Faculty Interaction, Effective Teaching Practices, Quality of Interactions and Supportive Environment.
8. The results under each question showed the result of the Department 2021, All LIT 2021, All Tech Higher Education 2021 and All of StudentSurvey.ie 2021.

Retention: By Department and Faculty Stage 1

Stage 1	2017/18	2018/19	2019/20	2020/21
Department of Electrical & Electronic Eng	94.38%	90.12%	90.36%	91.89%
Department of the Built Environment	86.96%	89.17%	90.96%	93.21%
Department of Mechanical & Automobile Eng	88.60%	91.51%	93.44%	96.15%
Department of Information Technology	92.77%	91.14%	92.19%	83.21%
Department of Applied Science	89.03%	91.61%	90.71%	92.38%
Department of Applied Social Sciences	94.19%	95.34%	91.28%	93.24%
Department of Business & Financial Services	93.84%	89.25%	92.74%	90.91%
Department of Marketing, Enterprise & Digital Communication	87.30%	95.30%	91.38%	88.71%
Department of Sport and Early Childhood Studies	N/A	N/A	N/A	88.65%
Department of Hospitality, Tourism and Wellness	N/A	N/A	N/A	94.87%
Department of Design	98.46%	96.12%	85.50%	92.31%
Department of Fine Art & Education	96.98%	93.64%	91.48%	88.46%
Department of Digital Arts and Media	N/A	N/A	N/A	93.16%
Faculty of Engineering and the Built Environment	N/A	N/A	N/A	93.75%
Faculty of Applied Sciences and Technology	N/A	N/A	N/A	89.61%
Faculty of Business and Humanities	91.99%	92.65%	91.80%	90.78%
School of Art & Design	97.72%	94.88%	88.49%	91.31%
Retention (Institute Undergraduate Total)	93.55%	92.75%	90.61%	91.36%

Retention: By Department and Faculty Stage 1 All Years

All Years	2017/18	2018/19	2019/20	2020/21
Department of Electrical & Electronic Eng	94.81%	94.54%	91.70%	90.97%
Department of the Built Environment	91.15%	94.69%	93.39%	95.79%
Department of Mechanical & Automobile Eng	91.53%	91.61%	94.41%	95.08%
Department of Information Technology	95.40%	94.20%	89.25%	90.04%
Department of Applied Science	92.08%	93.84%	93.84%	95.03%
Department of Applied Social Sciences	95.61%	97.19%	95.49%	93.24%
Department of Business & Financial Services	95.76%	93.41%	95.18%	94.05%
Department of Marketing, Enterprise & Digital Communication	91.38%	96.14%	95.64%	93.15%
Department of Sport and Early Childhood Studies	N/A	N/A	N/A	93.26%
Department of Hospitality, Tourism and Wellness	N/A	N/A	N/A	96.59%
Department of Design	97.35%	96.11%	91.22%	95.41%
Department of Fine Art & Education	97.42%	95.19%	93.84%	90.15%
Department of Digital Arts and Media	N/A	N/A	N/A	95.78%
Faculty of Engineering and the Built Environment	N/A	N/A	N/A	93.95%
Faculty of Applied Sciences and Technology	N/A	N/A	N/A	92.77%
Faculty of Business and Humanities	94.60%	95.24%	95.22%	94.26%
School of Art & Design	97.38%	95.65%	92.53%	93.78%
Retention (Institute Undergraduate Total)	94.94%	94.89%	93.42%	93.69%

Completion (Exam Statistics) By Department and Faculty Stage 1

Completion - Stage 1	Completion	Completion	Completion	Completion
	2017/18	2018/19	2019/20	2020/21
Department of Electrical & Electronic Eng	77.85%	82.14%	76.92%	81.37%
Department of Mechanical & Automobile Eng	76.79%	83.81%	84.87%	85.04%
Department of the Built Environment	79.87%	73.15%	81.88%	80.00%
Department of Information Technology	66.46%	69.13%	81.10%	71.88%
Department of Applied Science	76.35%	69.18%	92.48%	85.15%
Department of Applied Social Sciences	86.29%	84.32%	87.26%	87.59%
Department of Business & Financial Services	79.62%	70.65%	80.57%	85.15%
Department of Marketing, Enterprise & Digital Communication	82.64%	82.24%	86.84%	81.19%
Department of Sport and Early Childhood Studies	N/A	N/A	N/A	83.24%
Department of Hospitality, Tourism and Wellness	N/A	N/A	N/A	88.60%
Department of Design	78.79%	79.71%	83.06%	100.00%
Department of Fine Art & Education	90.10%	88.44%	89.72%	90.63%
Department of Digital Arts and Media	N/A	N/A	N/A	81.74%
Faculty of Engineering and the Built Environment	N/A	N/A	N/A	82.14%
Faculty of Applied Sciences and Technology	N/A	N/A	N/A	81.54%
Faculty of Business & Humanities	81.43%	76.49%	83.65%	84.54%
School of Art & Design	84.45%	84.07%	86.39%	90.79%
Institute Undergraduate Total	80.45%	78.68%	84.50%	84.75%

Completion (Exam Statistics) By Department and Faculty All Years

Completion - All Years	Completion	Completion	Completion	Completion
	2017/18	2018/19	2019/20	2020/21
Department of Electrical & Electronic Eng	94.81%	94.54%	91.70%	90.97%
Department of the Built Environment	91.15%	94.69%	93.39%	95.79%
Department of Mechanical & Automobile Eng	91.53%	91.61%	94.41%	95.08%
Department of Information Technology	95.40%	94.20%	89.25%	90.04%
Department of Applied Science	92.08%	93.84%	93.84%	95.03%
Department of Applied Social Sciences	95.61%	97.19%	95.49%	93.24%
Department of Business & Financial Services	95.76%	93.41%	95.18%	94.05%
Department of Marketing, Enterprise & Digital Communication	91.38%	96.14%	95.64%	93.15%
Department of Sport and Early Childhood Studies	N/A	N/A	N/A	93.26%
Department of Hospitality, Tourism and Wellness	N/A	N/A	N/A	96.59%
Department of Design	97.35%	96.11%	91.22%	95.41%
Department of Fine Art & Education	97.42%	95.19%	93.84%	90.15%
Department of Digital Arts and Media	N/A	N/A	N/A	95.78%
Faculty of Engineering and the Built Environment	N/A	N/A	N/A	93.95%
Faculty of Applied Sciences and Technology	N/A	N/A	N/A	92.77%
Faculty of Business and Humanities	94.60%	95.24%	95.22%	94.26%
School of Art & Design	97.38%	95.65%	92.53%	93.78%
Retention (Institute Undergraduate Total)	94.94%	94.89%	93.42%	93.69%

HEA Stage 1 Non Progression

One of the key objectives outlined in LIT's Compact with the HEA in respect of 'Our Student Supports' was to improve first year and overall progressions rates year on year within LIT. One of the key indicators that will enable LIT to judge whether it is successful in achieving its ambitions in relation to student retention and completion will be reflected in meeting the HEA Compact Performance Objectives targets for new three year period 2018/019 to 2020/2021. Year-on-year improvements in LIT's achievement of improved retention for both overall and Year 1 students has been demonstrated. Bridging the gap between the targets and annual achievements for both cohorts is being actively monitored.

Academic Year	HEA Published %
2015/16 - 2016/17	23%
2016/17 - 2017/18	19%
2017/18 - 2018/19	20%
2018/19 -2019/20	17%
2019/20 -2020/21	15% (Due to be Published 2022)

LIT's Annual Primary Research and Findings related to National Student Survey

LIT participates in the Irish National Student Survey (StudentSurvey.ie). This is an annual, externally validated, national survey which measures and reports on LIT's performance re: teaching and learning as reported by targeted LIT students (first year and final year undergraduate and post-graduate) respondents. Since its inception in 2013, this national survey aims to collect information annually across the third level education sector on student engagement in order to provide a more valuable, comparative, and informed insight into students' experiences than is possible from other information sources. The intention is that the annual survey results add evidence to the value of LIT activities and policies implemented. LIT has consistently achieved high student participation in the National Survey which has been viewed by the institute of significant strategic importance and supported at all levels of the organisation. This is evident in year on year participation rates.

Year	Response Rate (%)	National Comparison of Participation
2015/16	31.3	Fifth Highest
2016/17	34.4	Fifth Highest
2017/18	48.0	Second Highest
2018/19	62.2	Second Highest
2019/20	51.0	Second Highest
2020/21	44.1	Second Highest

In 2021, out of 3,809 eligible students, 1,681 students from LIT responded to the survey which equates to 44.1% of the eligible student population. Out of these students, 52.9 % were male and 47.1 % were female, and 86.6% were 23 years old or younger.

The facilitation of completion of the StudentSurvey.ie by students in class was a key component of success. The Survey was co-ordinated by Head of Quality, Teaching and Learning and LIT Retention Officer.

1. StudentSurvey email was sent to all eligible students inviting them to take part in the survey via a link to the survey on Monday 22nd February.
2. LIT Retention Officer sent an SMS to all eligible students providing them with a link to the survey on their mobile phones.
3. The LIT President officially launched StudentSurvey.ie by issuing an email to all students on Tuesday 19th February identifying the institutional importance of the survey and its facilitation. The email included a short promotional video clip with input from the LIT President and the SU President.
4. Student were facilitate to complete the survey in class using a structured fixed schedule approach.

As an Institute, LIT outperformed or was above the average of all studentsurvey.ie (third level colleges) in two out of the nine indices: Student-Faculty Interaction and Collaborative Learning. LIT performed well on the 'relationship' oriented aspects of its engagement with students as measured by its: (i) collaborative learning; (ii) student-faculty interaction. LIT was comparable in indices including Quantitative Reasoning, Effective Teaching Practices, Quality of Interaction and Supportive Environment and was marginally lower in indices for Higher Order Learning Reflective, Integrated Learning and Learning Strategies.

LIT results are notified to LIT's Academic Council annually and issued to relevant sub-committees of Academic Council and Faculties/Departments to address the results reported on teaching and learning, where appropriate, through their policies, initiatives, and activities.

2.12 Data Protection and Quality Enhancement

A Gap Analysis of GDPR Implementation at LIT, involving a rigorous self-check against 301 criteria, was presented to the Audit and Risk Committee of Governing Body in June 2020. It assessed full implementation at 83%+ and items of full or partial implementation at 90.7%.

The 301 criteria were developed externally by Governance, Risk and Compliance software specialists *Ca/QRisk™*. Benchmarking within our local cluster, it was found that Mary Immaculate College Limerick had used the *Ca/QRisk* portfolio of risks to assure its implementation and checks undertaken by the Information Compliance Service of LIT discovered it to be more detailed and searching than the self-assessment tools offered by some official EU sources and international consulting firms.

The Gap Analysis was adopted by the Audit & Risk Committee. Much of the 'gap' was accounted for by the need to assure continuing control of compliance. The Gap Analysis therefore recommended a rolling organisation-wide process to complete an Annual Compliance Review and Audit to satisfy the requirements of GDPR Art.39.2, among others.

From August 2020 to August 2021, 26 Offices and Services of the Institute were reviewed and work initiated to assess 3 further offices newly established or recently reconfigured, (EDI, Estates/Capital Development, Careers & Employability), thus completing the first cycle of rolling/annual review. Co-operation with the process was forthcoming and enthusiastic. Offices and Services welcomed the opportunity as an occasion to evaluate their processes generally.

Also in August 2021, an Annual Report of this rolling compliance review process was sent for inclusion in the pack of presentations for what was to be the final meeting of the Audit & Risk Committee of LIT, with the following key findings:

"Some positive impacts of the process have been as follows:

- GDPR Art.30 requires the Institute to have a comprehensive suite of 'Registers of Processing Activity' (ROPAs). These had been partially complete for 24 x Offices and Services of the Institute. Those have now been completed and an update process put in place. 2 x Offices were assessed not to be 'process owners' for any personal data. The need for a further 3 x Offices and Services to create new ROPAs has been identified and initial assessments made.
- A comprehensive and detailed 'Schedule of Personal Data Retention Periods', required under GDPR Art.5, was previously incomplete but is now in place for all of the Institute.
- Offices and Services not already in the habit of scheduling annual disposal of records that are outside of their retention period have now made this part of their practice.
- The reviews, and their follow-up actions, raise awareness and knowledge of good Data Compliance practice across the Institute."

The process is rigorous and areas of concern requiring immediate address that were still outstanding at the end of the review process were also reported to the Audit & Risk Committee for active follow-up by Information Compliance Service.

The report concluded: *"It can reliably be estimated that the 2020-2021 process, to which this report relates, would move the full or partial 'implementation' score, (based on the original Gap Analysis criteria), to 96%+."* That report also proposed that the Information Compliance Service it would continue with the process for the 'Midwest' elements of the new Technological University while they continue with the process of integration during the 'foundation year' of the TU.

During the 2020-2021 Academic Year, the Information Compliance Service brought staff coverage on an interactive module of Data Protection Fundamentals to 100% penetration and continued implementation to maintain that among new starters. It also implemented a more advanced full-day training in Data Protection for more than 90 of the most data-sensitive role-holders at the Institute. This is a key instrument to enable and empower the model of 'distributed responsibility' enshrined in the Institute's Data Protection Policy.

There has existed at LIT a practice of having a standing report on Information Compliance delivered in person by the Information Compliance Officer to each meeting of the Audit & Risk Committee of Governing Body. Not alone has this ensured accountability at the highest levels of Governance for Information Compliance but - by bringing the work of that Service within the supervision and direction of Audit & Risk Committee - it lends the authority of the Governing Body to the day-to-day work of an important compliance function.

The presentation of the Information Compliance Service to the final meeting of the LIT Audit & Risk Committee of the Governing Body made this point and appealed for consideration of the continuation of that practice under the new Governing Body.

TU Integration work in the Data Protection Sphere was Initiated during the Reporting Period

Data Protection Impact Assessments, (required under GDPR Art.35), on the integration of all major personal data systems for the purpose of Technological University integration with Athlone Institute of Technology was also initiated during 2020-2021. This will add another layer of review and assurance during the 2021-2022 academic year.

In the period from January to August 2021, the Information Compliance Services of LIT and AIT operated a 'joint-office' for a part of each week, dedicated to working as a group on the TU amalgamation of policies, procedures and practice. The teams completed work on a draft set of policies and procedures specific to Data Protection for the new TU during that time.

During this process the team identified a set of Data Protection requirements, each a project in itself, that would be necessary in order to create the integrated, single Data Protection practice that the GDPR legally requires TUS to deploy.

Those requirements are as follows:

- ROPA and Retention Schedule Amalgamation
- Identification of 3rd Party Contracts and Data Processing Agreements
- Development of a new TU-tailored suite of Training and Awareness documentation
- Data Compliance Service Website review and update
- Development of a Data Compliance Management Information dashboard
- Data Protection implications of general Policies and Procedures

In order to integrate the Information Compliance practice in the new TU, the resourcing of the list of projects above will need to be addressed during the 2021-2022 Academic Year.

2.13 Public Information and Communication

The LIT website is a key platform in the Institutes provision of public information and communication activities. LIT launched a new and improved website (December 2019) at <https://www.lit.ie/>



The LIT website is a modern and engaging website which could portray the vibrancy and diversity of LIT as a modern day third level institution. The highly visual design of the website coupled with a simplified information architecture, allows online users to gain a visual image of LIT while also being able to easily find the information they need. The new website is easily accessible to people of all abilities in the community and can be freely used on any device. Since launching the website, staff from the various departments and offices in LIT have been trained to use the content management system behind the website. As a result of this training staff can now keep the information on their pages relevant and up to date for visitors to the website.

Publication of Quality Assurance Documents

A dedicated section was developed to allow for publication of the following key quality assurance documentation.

- LIT Quality Assurance Handbook
- New Programme Validation Reports
- Programmatic Reviews
- AIQR/AQR
- Relevant Quality Enhancement Publications

Quality Assurance Reports, Procedures, Plans



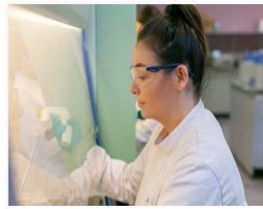
Quality Assurance Handbook

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New Programme Validation Reports

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Programmatic Reviews

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AIQR

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Compendium of Active Learning - Strategies for Student Engagement

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2.14 Quality Assurance and Enhancement of Research Degree Provision

Research Activity and Quality Enhancement Initiatives

Research activities have grown substantially during the reporting year. The [LIT Policy for Designation of Research Institutes, Research Centres and Research Groups](#) was approved during the reporting period (March 2021). The primary purpose of the Policy and associated designations is to Designation bring recognition by the Institute of the substantive status of the Institute/Centre/Group, and an independent focus for its activities and therefore support and promote the development of the research activity of the Institute. The Institutes Academic Council Sub-Committee on Postgraduate Research oversees the designation and operation of Research Institutes, Centres and Groups, to ensure that quality standards are being maintained, and that the research activity remains an integral part of the Institute in terms of strategic policy. Under the Policy, 5 Research Institutes were designated, with an associated 137 Staff and circa €6m annualised funding and in excess of 300 Publications. A further 4 Research Groups received designation.

LIT research activities continue to have a strong applied focus, delivering specific innovative outputs in partnership with industry, community and other external stakeholders. LIT's key strategic areas of focus and growth for the future aims to connect relevant faculties, departments and academic staff with research centres and groups within the Institute. This will help to ensure that RDI activity is transferred to taught programmes given our Institutional ethos of research informed teaching. Each faculty has a dedicated knowledge hub that is supported both centrally though the Graduate Studies and Research Office (GRO), the Development Office and the Innovation team and at faculty level through the faculty research champions, supported by Faculty Deans.

The Research Institutes, Centres and Groups are and will continue to be aligned with key themes and priority areas that evolve and change over time. Continuous horizon scanning and engagement with stakeholders has the potential to identify other areas and themes, which can be incorporated into the RDI portfolio. A number of the themes and areas are interdisciplinary in nature and this approach is supported by many of LIT's research centres and groups. Where opportunities emerge for collaboration across thematic areas these will be exploited e.g. Social Sciences and Climate Action; Technology and Arts as interdisciplinary RDI is a key focus and strength of LIT.

We will aim to be increasingly recognised as a leader for educating high-achieving, motivated postgraduate research students who seek an individualised and transformative experience at an institution that generates and transfers knowledge through high-quality research partnerships, scholarships, business engagement and creative activities. The hallmark of our educational philosophy is active learning through a fusion of theory and

practice. We promote the highest academic standards in our research scholarship. Our Students are central to everything we do and our core function is to provide them with an excellent supportive learning environment and holistic personal development. We will continue to link our research activities to our teaching practices demonstrating method driven approaches to the development of Level 9 and 10 knowledge skills and competencies in our areas of research strengths.

The designated Research Institutes and Groups encompass a wide variety of disciplines from Fine Art and Design, to Social Sciences, Biotechnology, Interactive Systems, Energy Management, and Sustainable Development. The Research Institutes and Groups all have a focus on developing niche areas of expertise to attract international researchers and external funding to provide innovative products and processes for LITs industry partners and develop postgraduate research opportunities. The following provides a high level overview of the designated Research Institutes.

Research Institutes:

Research Institute	Scale	Description
ACADEMY - LSAD Research Institute	15 Staff	<p>ACADEMY (the LSAD Institute for research into Art, Creative Education, Applied/Digital Design Enterprise, Media and Innovation) was founded in 2013. The foundation of this center reflects the growing importance of art and design research cited in the LIT Research Strategy as a “Niche Strategic Research Area”. ACADEMY. ACADEMY acts as a center to attract funding to encourage research mobility and also to support and grow LSAD research collaborations.</p> <p>ACADEMY currently has 41 affiliated researchers and active research supervisors across the range of research specialties. There are two designate research groups established under ACADEMY: Digital Arts Lab (based in Clonmel) and Interactive Systems Research Group (based in Moylish</p>
IDEAM Research Institute for Design Engineering, Artificial Intelligence and Advanced Manufacturing	27 Staff	<p>IDEAM is the industry cluster for smart manufacturing and digital engineering. The Institute helps with funding, talent, grants and networking.</p>

LIFE Health and Biosciences Research Institute	28 Staff	LIFE, the Health and Biosciences Research Institute at LIT, develops an integrated approach to understanding the connection between health and bioscience and applies new knowledge to improving health and wellness. The research focus includes 'Lifelong Health' including the mechanistic basis of healthy ageing, using our research expertise in human, microbial and cellular systems to develop novel products and approaches to improve lifestyle and health. The LIFE Research Institute also focuses on 'Nutrition for Health' in understanding how foods, nutrients and diet influence cellular processes and affect overall health.
Social Sciences Connexions Research Institute	32 Staff	Social Sciences ConneXions is a collective of 5 research groups located in the Department of Applied Social Sciences at Limerick Institute of Technology. Founded in September 2013, the collective is comprised of: Loss and Grief research group, Engage, ASCEND, Genders and Sexualities research group, and HEALR (Health, Education And Social Research) The aim and vision of Social Sciences ConneXions is to promote social inclusion, provide a voice for those who are not heard, and enrich the body of academic knowledge informing social and community practitioners from a variety of disciplines.
SDRI Sustainable Development Research Institute	35 Staff	Sustainable Development Research Institute (SDRI) delivers TUS's ambition to be at the forefront of sustainable development in the TU Region, by delivering inter-disciplinary research and building new knowledge and delivering positive impacts for and outcomes for society. It will build on the extensive foundation of applied research within the TUS Thurles campus to create a Nationally and Internationally recognised center of excellence which enables communities, enterprise and industry to contribute to the achievement of the UN Sustainable Development Goals. Focused on the themes of Nature, Economy, Society and Wellbeing, SDRI will deliver a step change in TUS's contribution to the sustainable development agenda, delivering on the TU ambition of being a research informed organisation and inform future policy through active collaboration with HEIs, RPOs and policy makers Nationally and Internationally.

Enhancing the RDI Culture within LIT will be a transformative process. Achieving LITs ambitious targets in relation to RDI will require engagement from staff and the provision of relevant supports and enablers to ensure that they are in a position to contribute actively and efficiently. Staff capacity to engage in R&D activities will include provision of training, capacity building and relevant facilities and resources to positively contribute. The existing resources and activities which are provided can be expanded while new methods and solutions for enabling staff to expand their RDI activities will be enabled. . Increasing the range of opportunities for staff to engage in RDI through their Departments, Faculties and relevant research Institutes Centres and Groups will be key.

Researcher Skills Development at LIT

The LIT Graduate Studies and Research Office (GRO) facilitate a comprehensive programme of generic and transferable skills workshops to which research postgraduates, research supervisors, and staff have access. All new research postgraduates must attend Research Postgraduate Induction which provides an overview of governance and compliance structures within which research at LIT takes place, as well as an introduction to the researcher support services and the research community at LIT. Their research supervisors are also invited (but not obliged) to attend Induction. LIT also provides formal Research Integrity Training Epigeum training platform.

General and discipline specific training in health and safety protocols is provided by the LIT Health and Safety Officer in collaboration with the GRO. Additional generic and transferable skills workshops are provided for research Candidates and their supervisors through all stages of the research degree programme. This programme of workshops broadly aligns with the principles enshrined in the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers (Charter and Code).

Based on demand, a broad range of workshops may be facilitated under the following broad areas:

1. Research Skills and Techniques;
2. Research Environment;
3. Research Management;
4. Personal Effectiveness;
5. Communication Skills;
6. Networking and Teamworking;
7. Career Management.

Other training and development opportunities at other institutions/organisations over the course of the research degree programme are identified jointly by the student and their Supervisory Panel using the LIT Personal Development Planner. The opportunities

identified are then prioritised and submitted to GRO who provide support to attend where possible. In addition to Chairperson and Examiner training for LIT Staff, GRO also facilitates research supervisor development through the Research Supervision Lifecycle programme. Developed at LIT, the programme is based on the principles of the Supervision Lifecycle framework published in June 2012 by the National Academy for the Integration of Research, Teaching & Learning (NAIRTL). A Research Supervision Certificate is presented by the President of LIT to those who successfully complete the following four stages of the programme:

1. Initial phase: Getting Started
2. Moving Forward
3. Progress to Completion
4. Demystifying the Viva and beyond.

The following illustrates the Support Programme provided during the 2020-2021 Academic Year.

Semester 1 Research Students Support Programme 2020 - 2021 Academic Year

Title	Date	Type of Activity	Attended by:
Changes to the LIT Research Degree Programme Regulations	September 2019 (13 sessions across all campuses)	Information Session	PG Researchers
Irish Research Council Funding	September 2019	Information Session	PG Researchers & Staff
Research Postgraduate Induction	October 2019	Training	PG Researchers & Staff
Advanced Degrees at LIT (joint session with Careers Office)	November 2019	Information Session	Undergraduates
Research Postgraduate Exams Process	December 2019	Information Session	PG Researchers & Staff
Transfer to PhD Process	December 2019	Information Session	PG Researchers & Staff
Research Supervisor Development - Supervisor Lifecycle (NAIRTL)	December 2019	Training	Staff
Chair & Examiner Training	December 2019	Training	Staff
Personal Development Planning	December 2019	Workshop	PG Researchers
Surviving the Viva	December 2019	Workshop	PG Researchers

Semester 2 Research Students Support Programme 2020 - 2021 Academic Year

Title	Date	Type of Activity	Attended by:
Introduction to Research at LIT	October 2020	Online Information Session	PG Researchers & Staff
The Postgraduate Path	October 2020	Online Information Session	PG Researchers & Staff
Research Support Services (1) - Library Services & Resources; Computer Services & Resources	October 2020	Online Information Session	PG Researchers & Staff
Research Ethics & Research Integrity (including GDPR)	November 2020	Online Information Session	PG Researchers & Staff
Becoming an Independent Researcher	November 2020	Online Information Session	PG Researchers & Staff
Postgrad Welfare - Health & Safety; Student Support Services & PG Society	November 2020	Online Information Session	PG Researchers & Staff
Research Support Services (2) - Mobility, Careers & Funding Supports	November 2020	Online Information Session	PG Researchers & Staff
Intellectual Property & Knowledge Transfer	November 2020	Online Information Session	PG Researchers & Staff
Publication & Dissemination	December 2020	Online Workshop	PG Researchers
Supporting Research Students in Writing Up	January 2021	Online Workshop	Staff
Final examinations process	January 2021	Online Information Session	PG Researchers & Staff
Transfer to/progression on the Doctoral Register process	January 2021	Online Information Session	PG Researchers & Staff
Personal Development Planning	February 2021	Online Information Session	PG Researchers
Turbocharge your thesis/academic writing	February 2021	Online Workshop	Staff
Supporting academic writing	March 2021	Online Workshop	PG Researchers & Staff
Introduction to Postgraduate Research at LIT	March 2021	Online Information Session	PG Researchers & Staff
Fulbright Ireland Scholarship (Mobility) Programme	March 2021	Online Information Session	PG Researchers & Staff
Research Support Services (1): Tips for Success	April 2021	Online Information Session	PG Researchers & Staff
Postgraduate Welfare	April 2021	Online Information Session	PG Researchers & Staff

Research Integrity & Research Ethics (including GDPR)	April 2021	Online Information Session	PG Researchers & Staff
Research Support Services (2)	May 2021	Online Information Session	PG Researchers & Staff
Intellectual Property & Knowledge Transfer	May 2021	Online Information Session	PG Researchers & Staff
Publication & Dissemination	May 2021	Online Information Session	PG Researchers & Staff
The Postgraduate Path: Review and Evaluation	May 2021	Online Information Session	PG Researchers & Staff
Research Ethics	June 2021	Online Workshop	PG Researchers & Staff
Introduction to NVivo	June 2021	Online Workshop	PG Researchers
Critical Thinking	June 2021	Online Workshop	PG Researchers
Facilitating Focus Groups	June 2021	Online Workshop	PG Researchers
Introduction to SPSS	June 2021	Online Workshop	PG Researchers
Research Supervisor Lifecycle: Supervisor skills development	June 2021	Online Workshop	Staff
Research Supervisor Lifecycle: Quality Assurance & Regulations	June 2021	Online Workshop	Staff

2.15 Enterprise and Innovation

LIT has one of the most extensive enterprise centre programmes of any higher education Institute in the country. LIT has, and continues to operate and support five enterprise, acceleration, and incubation centres across two counties sitting across two economic regions, the Midwest and Southeast including a virtual Design Centre. LIT provides entrepreneur development programmes, leadership development workshops, mentoring and startup clinics, running, supporting and driving events and initiatives as well as supporting our entrepreneurs with access to an active global network. This network includes investors, mentors, supply chain connections, research organisations, other startup ecosystem leaders, entrepreneurs and many more key individuals and organisations to help entrepreneurs start and grow a global business. LIT has also a strong Entrepreneur in Residence Programme across our centres who give their valuable time and experience to the team and centre clients. The team are also actively involved in European and National projects supporting the development of entrepreneurship and innovation including the National Entrepreneur Development Programme funded by Enterprise Ireland called New Frontiers winning a new five-year contract worth €1.875m in 2021. LIT has recognised the need to take an active lead in enterprise development and has been recognised nationally for its efforts in supporting startups.

Highlights:

2020/2021 - Total number of enterprise centres: 5

Owned/Operated:

- Hartnett Enterprise Acceleration Centre (HEAC), Moylish
- Thurles Chamber Enterprise Centre (TCEC)
- LIT Questum Innovation & Acceleration Centre, Clonmel
- The Midwest Regional Design Centre (virtual collaborative), RDI / LSAD

Supporting:

- Croom Community Enterprise Centre (CCEC)
- In addition to the enterprise centres, the team also work closely with The Learning Hub, working in partnership with parents, education providers, statutory agencies, and the wider Limerick community to provide a safe, welcoming and inspiring learning environment where young people can reach their true potential.

In this Period:

- 126 direct centre-based jobs (excluding LIT R&D teams and staff based in the centres)
- + 31 direct jobs off site by companies based in our centres

- + 120 jobs created by client companies based remotely
- 100+ entrepreneurs supported annually through our programmes, clinics and entrepreneur in residence supports.
- >€10m funding raised by entrepreneurs supported at LIT enterprise centres during the period.
- ~€3m in R&D related project funding raised by startups in the LIT centres (including FDA approval)
- 3 companies were acquired in the reporting period
- €2.3m in funding for programmes and projects won by the LIT team
- 1st project in the BuzzQuarter in LIT Questum, a dedicated space for Digital and Creative Entrepreneurship and Innovative projects.

Events and Awards

The Innovation and Enterprise team are a highly engaged team with our key stakeholders in the startup ecosystem. Each year the team organizes, partners, facilitates, and collaborates on numerous events to support the continued development of a strong and vibrant startup and business ecosystem.

The team organised and/or played a leading role in the following major events:

Date	Update for 2020 / 2021
02/09/2020	Startup Grind - Mark Little, Co-Founder and CEO of Kinzen and Storyful
14/10/2020	Lunch & Learn - How to ask Great Questions and Listen with Full Attention - Frank Guy
04/11/2020	Lunch & Learn - Enhance the Performance of Your Team - Aine Barry
02/12/2020	Lunch & Learn - Building our Selling Story So We Fully Engage Our Buyer - Frank Guy
03/12/2020	Startup Grind - Shorla Pharma, Irish Times Enterprise of the Year 2020
10/12/2020	Crafting Business - Showcase
16/12/2020	Lunch & Learn - Money Matters: Vat 101 - 10 Things You Need to Know - Mark Sweetman
29/01/2021	Entrepreneurs Day - Postponed due to COVID restrictions
27/01/2021	Lunch & Learn - Growing Your Personal and Company Profile with LinkedIn - Adrian Carmody
22/02/2021	Crafting Business Seminar
23/02/2021	Crafting Business Seminar
24/02/2021	Lunch & Learn - Emotional Intelligence: Don't Rely on Your IQ - Think EQ - Aine Barry
03/03/2021	Lunch & Learn - What is Real Coaching and How We Lead a Coaching Conversation - Frank Guy
30/03/2021	Annual Startup Awards
21/04/2021	Lunch & Learn - GDPR & Data Protection Essentials & Considerations - Adrian Carmody
19/05/2021	Lunch & Learn - Negotiation Styles and Strategies - Mike Roche

2.16 Integration of UN Sustainable Development Goals (SDG)

The academic year 2020/21 saw further progress on the topic of sustainability across LIT. This progress was made at a number of levels including strategic, academic, programme development and engagement.

Strategic Impacts

From a strategic perspective sustainability and the SDGs were central to and referenced extensively within the application to form TUS. The new TU brings together a multi-disciplinary and inter-disciplinary team of experts across the new organisation and thus has the opportunity to strengthen its presence and impact in this field, while also widening the range of external stakeholders which can engage in the sustainability agenda.

The Strategic Plan for the TUS Thurles campus was approved in December 2020 and presented to staff. A new Head of Campus, Mr Seamus Hoyne, was appointed in January 2021 and significant progress has been made across a number of measures to increase knowledge and activity in relation to the SDGs.

Engagement and Advocacy

- Presentation on SDGs and Sustainability to all Staff by Mr Clifford Guest, expert on sustainability within the Department of Applied Science. Recorded seminar made available to all staff
- Presentation on sustainability and Thurles campus strategy to Tipperary County Council Management team.
- Presentation on SDGs and Sustainability to the Tipperary Economic Development Strategic Policy Committee by Mr Clifford Guest.
- Establishment of a new sustainability working group as part of the Explore Engineering initiative (a network of manufacturing and engineering companies across the mid west). This working group is focused on how to build capacity and knowledge on sustainability, circular economy within this sector.

Programme Development

- Initiation of new programme development with a specific focus on sustainability, with the ambition to launch these programmes in September 2022. These programmes include address science, business, engineering, leadership and many of the programme teams are interdisciplinary
 - o New Masters programme in Sustainable Energy System Management
 - o New BSc programme in Agricultural Science and Sustainability
 - o New Masters programme in Sustainable Business Management
 - o New Masters programme in Community Development
 - o New Masters Programme in Change Leadership
 - o New HDip Programme in Sustainable Energy Renovation Management

Estates and Buildings

- Green Campus status was awarded to the TUS Thurles and Clonmel Campus. The application was prepared by the LIT Green Campus committee from January to June 2021

with the evaluation site visit by An Taisce held in September 2021. The Flag was raised on the Thurles and Clonmel campuses in November 2021

- At our Moylish campus work commenced in 2020/21 on the installation of 120 kWp of Photovoltaic panels and new Electric Vehicle chargers. A range of buildings are also being retrofitted to utilise green energy via heat pumps



Director of the An Taisce Environmental Education Unit Dr Michael John O’ Mahony; Dean of Flexible and Work Based Learning, Mr Seamus Hoyne; President of TUS, Prof Vincent Cunnane at Flag raising ceremony

Research and Development

Work has commenced on benchmarking the R&D activities within LIT against the SDGs. Using the UCC SDG Toolkit (<https://www.ucc.ie/en/sdg-toolkit/>) researchers are encouraged to align their research with relevant SDGs. This assessment is then transferred to all communication activities related to their research e.g. included on website profiles

BIMZeED – Education for Zero Energy Buildings using Building Information Modelling



the

Sample project website page showing relevant SDGs

The new Sustainable Development Research Institute (SDRI) was officially established in May 2021. It has achieved considerable success in the period to September 2021 including

- 4 Academic Staff securing buy-out of their teaching time to work on a range of EU funded programmes
- Funding secured for Research projects on Rural Development and Community Resilience
- Horizon Europe proposal submitted on Rural Development and Policy impacts



A unique achievement in 2020/21 period was the completion of the SuirV project, in cooperation with Tipperary Sports Partnership. This initiative sought to utilise Virtual Reality to increase engagement with water activities on the River Suir in Co. Tipperary. Initially designed to connect with SDG 3 - Good Health and Well-Being, the work emerged to have multiple other benefits including increasing access to knowledge of water sports to people with disabilities and limited access.

Funded via The Sports Ireland funded R&D project, Suir Blueway VR, successfully delivered a free app (available on the Sidequest store). The virtual reality application seeks to increase participation in canoeing in a safe and inclusive manner by allowing users to virtually kayak a section of the River Suir that flows through Clonmel.



John Hannafin and the project team demonstrating Suir Blueway VR to Minister for State Damien English

With SDRI the Development Unit continues to expand its network and focus on the key areas of

1. SDG 4: Quality Education - through its works on innovation education and training content within Social Enterprise, Sustainable Building
2. SDG 7: Affordable and Clean Energy - through its work on sustainable building and renewable energy solutions
3. SDG 8: Decent Work and Economic Growth - through its work on social enterprise and rural development
4. SDG 11: Sustainable Cities and Communities - through its work on sustainable energy, community development, climate action
5. SDG 13: Climate Action - through its work on climate mitigation and climate adaptation.

A full range of information SDRI and the Development Units work on sustainability projects can be found at <https://lit.ie/rdi/development> and [https://lit.ie/en-IE/Research-Development/research/Research-Institutes/Sustainable-Development-Research-Institute-\(1\)](https://lit.ie/en-IE/Research-Development/research/Research-Institutes/Sustainable-Development-Research-Institute-(1)).

Plans for 2021/22 within the newly formed TUS include a range of actions

- Scaling up of EmpowerEco initiative which is a joint initiative across all TUS campuses and funded through the Just Transition Fund
- Hold workshop on integrating SDGs within academic modules, programmes for all staff as part of Staff Development workshops.

- Encouraging lecturers and programme teams to evaluate their modules and programmes against the SDGs so that we build a profile of impact across the organisation
- Engage with campus development plans for the Thurles Campus to ensure biodiversity mitigation and development measures are implemented, monitored and assessed
- Secure funding for Community Resilience capacity building via the Erasmus Innovation Alliance programme.
- Establish Green Campus Committee on a minimum of 1 other TUS campus and secure Biodiversity flag on Thurles Campus.
- Recruit two new Post Grads in the field of sustainability.

2.17 Third-mission activities, societal and community engagement

The Institute is proud of its society and community engagement activities and these have evolved across a broad sphere of Institute activities. A snapshot of these activities is represented in the following samples of related news items in the Institutes Presidents Newsletter for the reporting period.

LSAD Artists Return to the Crescent Shopping Centre, Limerick

Last December, Limerick School of Art & Design approached the Student's Union with the opportunity to run a "Pop-up Store" to sell student art work, in the Crescent Shopping Centre during the run up to Christmas. This was the second year of the "Pop-up Store" and the Student's Union were keen to build on last year's success.

The task of setting up the store, in a recently vacated shopping unit, fell to the LSAD Exhibition Society run by Paddy Critchley and Elena Donnellan. The space proved to be an excellent exhibition space, long and narrow with ample wall space, and glass shelving, ideally suited to the types of work on display. With 30+ artists providing several pieces of work, numerous volunteers from the student body were tasked with the challenge of organising the store in 2 days. Paintings, Prints, Ceramic pieces, Photographs and Textile pieces were curated and organised to complement one another. The pieces were provided by current LSAD students and alumni, ensuring a wide variety of work was on display.

The period before Christmas is generally a time when students produce a surplus of work for the end of semester grading. Because of Covid-19 restrictions, this years "Pop-Up Store" provided a welcome opportunity for the students to sell their extra-work and this could be seen in the abundance of items that were on sale. The store was open every day from 10am – 6pm from the 5th to the 20th of December, and was successfully manned by Sinéad Nix, with the help of other LSAD students Sara Jayne, Neev Kennedy, Amy Smith and Ailbhe W.Drohan.



LIT ALLOCATED €190,000 FOR TRIPLE-C (CAPITALISING CLIMATE CHANGE) PROJECT AIMS TO PREVENT AND MANAGE CLIMATE CHANGE RISKS ACROSS EUROPE

Limerick Institute of Technology (LIT) has begun participating in a new sustainable development project, which aims to prevent and manage risks associated with climate change.

The INTERREG Atlantic Area Triple-C project will run until September 2021, with LIT allocated €190,000 – approximately 11% of the project's budget.

The programme will attempt to encourage greater co-operation across Europe in the area of climate change, with LIT joining forces with institutions from Spain, Portugal, France and the UK to identify examples of good climate change practice across the continent. It is envisaged that these results will be taken into account by regional, national and European policies on climate change thereafter.

The Triple-C project will also assess the impact of already capitalised projects on climate change. The activities carried out by the partners, including LIT, will create a network that will strengthen the capacities of climate change action plans and strategies throughout the EU. Project partners will select, collect, organise and update the methodologies, results and tools obtained by the different projects in this field. They will also identify the results and good practices that deserve greater dissemination and exploitation. The project will close with a conference in Brussels that will emphasise the benefits of continued co-operation in the areas of preventing climate change and managing its associated risks, in order to implement successful local, regional, national and broader EU policies.



First Intake of Participants for This Year's LIT FOLM Project



LIT's FOLM Project Participants on Slievenamon

LIT's FOLM project was delighted to welcome participants to its programmes in Clonmel, Limerick and Galway for the first time this year. The project, which has been adapted to Covid 19 safety guidelines, kicked off with its first outdoor group in Clonmel on May 10th. The first intake of participants experienced the joy of the outdoor learning week from making fires, learning navigation and making rock-ets.

There was a sense of excitement when the new participants embarked on climbing Slievenamon on the penultimate day of the outdoor learning week. While the final day was spent planning for the future through action plans.

Three groups have been running across Clonmel, Galway and Limerick with a further two groups planned in Galway and Clonmel. The project has also received both local and national media attention in the lead up to this year's program launch.

FOLM is looking for any young people, 18-29 years of age who are not in full time employment, education and training across the counties of Limerick, Tipperary, Galway, Waterford and Kerry. Spaces are available for upcoming groups on the 21-25 of June and the 5-9 of July 2021. Contact folm@lit.ie for more or follow [@folm_ireland](https://www.instagram.com/folm_ireland) on Instagram and Facebook.



EMPOWER Team 2020

A skills programme for post-primary students, designed and developed by LIT and Mary Immaculate College (MIC) brought together post-primary students and entrepreneurs in an effort to inspire students and enable them to build creative, innovative and entrepreneurial skills for life.

EMPOWER, which is funded by the HEA, is designed to support young innovators and entrepreneurs. While this year's programme took place online, it didn't lessen its impact according to one of the facilitators, Allen Wixted, founder and CEO of NoPlaceLike, and winner of the Limerick Best Young Entrepreneur in 2019, commenting, "Even in this virtual environment we managed to capture this high level of energy where everyone was inspired to work on something that could have a real impact."

Now in its fourth year, almost 40 students from Limerick, Clare, Cork, Tipperary, Laois and Offaly participated in this year's event. Over four days, entrepreneurs and innovators including Allen Wixted of NoPlaceLike, Kelly O'Brien of CDK, Emily Duffy inventor of the Duffily Bag, Barry Fitzgerald of BWScience, Stephen McGarvey from FoodConnect and Mark Culleton of iDyslexic, shared their entrepreneurial journeys with the students, as well as supporting them throughout the week as they worked on some of the most pressing challenges society is facing today, such as climate change, mental health and the impact that isolation and COVID has had on society.



Gillian Barry, Head of Innovation and Enterprise at LIT, said, "It was fantastic to see teams, who for the most part did not know each other beforehand, forming and bonding throughout the week with many of them planning to continue to develop their ideas together. Their enquiring minds and ability to question the norm was inspiring and we were delighted to see so many strong ideas forming during the week."

Sustainable Energy Awards 2020



Seamus Hoyne with his SEAI Award

For the past 17 years the SEAI Energy Awards have recognised and rewarded excellence in all aspects of energy efficiency and renewable energy. At this year's online awards ceremony, the SEAI announced LIT's Development & Public Engagement Manager, Seamus Hoyne, as the winner of the Outstanding Contribution to Sustainable Energy award, for his leadership in research and development in the energy sector since the nineteen nineties, and his participation in more than 25 EU funded research projects.

From 1998 to 2012 Seamus was the Managing Director of Tipperary Energy Agency (TEA) and grew the organisation to one of the leading social enterprises of its kind in Ireland and Europe.

He is now the Chair of TEA. In 2017 he was appointed Development and Public Engagement Manager within LIT and now leads LIT's Development Unit. Among the 25 EU funded R&D Projects Seamus had involvement in, was the five-year EU CONCERTO Project SERVE, which saw an investment of over €10m in sustainable energy in North Tipperary.

Seamus is also the Principle Investigator for the Centre for Energy Efficiency and Deep Decarbonisation which is focused on supporting communities, enterprises, and industry to develop and engage in sustainable practices and processes. He recently secured €7.5m to establish a Digital Academy for Sustainable Built Environment to scale up delivery of education on energy efficiency, renewable energy and sustainable construction.

Commenting on his win Seamus said, "I am incredibly honoured to win this Award from SEAI. I am accepting it on behalf of the great teams of people I have worked with on the energy transition in Tipperary, Ireland and across Europe. My current work within LIT and the Development Unit enables me to work across R&D and education and training. So not only do we work to bring new solutions and technologies to the market but also to ensure that people along the energy value chain gain new knowledge and skills. It's been exciting to see the changes over the last number of years, where energy policy is being aligned with investment and funding into the sustainable energy sector. We now need to ensure that all citizens play their part in realising the energy transition and build a sustainable future for us all"

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

The consultative process for the development of a first Strategic Plan for the Technological University will be initiated in the next reporting period with the new Strategy estimated for approval in Quarter 1, 2023. In the interim, the [Application for Designation as a Technological University](#) will play an important role in guiding Quality Enhancement in support of strategic objectives across the Technological University during its inaugural year.

As outlined in its application for designation, the mission of the Technological University includes the aspiration to be a contemporary and engaged TU distinguished by outstanding learner experience, international focus and impactful and applied research. The Technological University strives to be a leading provider of higher education that is student-centred, research informed, industry-relevant, and accessible to all. Among its shared values include a commitment to Excellence and Quality, Professionalism, and Transparency and Integrity.

- Excellence and Quality: we will strive to continuously improve all our activities to ensure ongoing excellence and quality - we will do this through a focused range of curricula and related supports that are academically rigorous, research-driven and practise-based.
- Professionalism: we will be professional and respectful in all our interactions with students, staff members and other stakeholders; we will continuously refine our professional practice to take account of relevant research and scholarship.
- Transparency and Integrity: we will be open, transparent and accountable, and we will display integrity in all our dealings with staff, students and other stakeholders.[ref]

Through the emphasis on the value of Excellence and Quality, TUS will seek to embeds continuous improvement in all its activities to support the achievement of the highest standards in all aspects of teaching, learning, research and related supports. TUS is committed to quality assurance and continuous improvement. The Technological University recognises that robust quality assurance and enhancement will play an important role in delivering on the mission of the Technological University in its aspiration “*to be a contemporary and engaged technological University distinguished by outstanding learner experience, international focus and impactful and applied research*”.

The diversity and complexity of the range of Technological University activities and of the contemporary student body in higher education will require the Technological University to continuously improve and enhance service delivery in line with best practice nationally and internationally. The Technological University recognises that Students are key stakeholders in the organisation and, in this quality culture, the importance of the whole student experience is prioritised to provide a student-centred, career-focused education, within a professional and supportive environment. The objectives outlined below together with the associated planned actions and indicators support the achievement of key priorities of the Technological University. The objectives span a range of thematic areas and are designed to progressively support the development of the Technological University in the next reporting period.

	Relevant objectives	Planned actions and indicators
1	Initiate and progress the development of a new Strategic Plan for the Technological University	- Consult with key stakeholders in the planning phases of the development of the inaugural Strategic Plan of the Technological University of the Shannon: Midlands Midwest.
2	Further the goal of the development of an integrated Quality Assurance and Enhancement Handbook for the Technological University	- Develop a project plan to guide the development of a complete Quality Assurance and Enhancement Handbook for the Technological university, - Consult widely and facilitate broad stakeholder engagement and consultation in the development of the Quality Assurance documentation. - Develop key Policies, Procedures and Guides for the Technological University in a phased manner.
3	Develop a new Teaching and Learning Strategy for the Technological University	- Consult widely and facilitate broad stakeholder engagement and consultation in the development of the Teaching and Learning Strategy. - Develop the Teaching and Learning Philosophy of the Technological University and identify the key pillars of the Teaching and Learning Strategy. - Align the Teaching and Learning Strategy with the Graduate Attributes Framework of the Technological University.
4	Develop the assessment and examination regulations of the Technological University	- Develop an integrated version of TUS Marks and Standards - Develop the Assessment Regulations of the Technological University
5	Support Quality Enhancement initiatives in Teaching and Learning	- Support and implement a range of opportunities for Staff CPD across TUS in both the Accredited and non-accredited domains. - Develop a range of Best/Effective practice Guides for the Technological University in areas such as Active Learning, Assessment, Digital Enhanced Learning and Teaching and Universal Design for Learning - Utilise the SATLE Funding of the National Forum to promote and support innovation in teaching, learning and assessment. - Engage a broad range of staff across the Technological University in collaborative work with the Learning, Teaching and Assessment Centre.
8	Support the new structural organisation for Student Support Services under the new Office of VP Student Education and Experience	- Work collaboratively across campuses in the Technological University to build partnerships and work towards the development of a consistent, equitable and positive student experience across all campuses.

9	Further develop the Technological University goals in relation to Equality, Diversity and Inclusion including Implementing the TUS Gender Equality Action Plan (GEAP).	<ul style="list-style-type: none"> - Development of a TUS EDI Vision & Strategy. This will articulate ambitions to supporting opportunities for all students and staff to thrive in higher education and in the wider community through the promotion of positive identities and abilities, the celebration of diversity and difference, and the provision of an inclusive, participative culture and environment. The Strategy will outline goals and actions to achieve these ambitions, and future EDI reporting will be aligned with these goals and actions. - Apply for an Athena SWAN Legacy Bronze Award, to be submitted to Advance HE by March 2022. The TU Legacy Award Process is designed to provide a mechanism for newly established TUs to achieve recognition for the gender equality work undertaken by legacy IoTs. This process will involve providing an updated or merged action plan and an explanation of how gender equality will be considered in the strategy and governance of the new TU. - Prepare an application for TU University of Sanctuary Status, for submission in early 2022. University of Sanctuary Ireland (UoSI) is an initiative to encourage and celebrate the good practice of universities, colleges and institutes welcoming refugees, asylum seekers and other migrants into their communities and fostering a culture of welcome and inclusion for all those seeking sanctuary.
10	Further Develop Sustainable Development Goals (SDG's) across the Technological University	<ul style="list-style-type: none"> - Scaling up of EmpowerEco initiative which is a joint initiative across all TUS campuses and funded through the Just Transition Fund - Encouraging lecturers and programme teams to evaluate their modules and programmes against the SDGs so that we build a profile of impact across the organisation - Secure funding for Community Resilience capacity building via the Erasmus Innovation Alliance programme - Recruit two new Post Grads in the field of sustainability.
11	Initiate the critical self-study and self-evaluation for the QQI CINNTE Review of the Technological University	<ul style="list-style-type: none"> - Develop a Project Management Plan and Engage a wide variety of stakeholders. - Conduct Student Focus Groups - Conduct Faculty Focus Groups - Initiate appropriate Working Groups

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Programmatic Review - TUS Midlands Department of Hotel Tourism & Leisure	AY 2021 2022	2015
Programmatic Review - TUS Midwest Faculty of Applied Science, Engineering and Technology, Department of Built Environment	AY 2021- 2022	AY 2017/18
Programmatic Review - TUS Midwest Faculty of Applied Science, Engineering and Technology, Department of Electrical and Electronic Engineering	AY 2021- 2022	AY 2016/17
Programmatic Review - TUS Midwest Faculty of Applied Science, Engineering and Technology, Department of Mechanical and Automobile Engineering	AY 2021- 2022	AY 2016/17
Programmatic Review - TUS Midwest Faculty of Applied Science, Engineering and Technology, Department of Applied Science	AY 2021- 2022	AY 2017/18
Programmatic Review - TUS Midwest Faculty of Applied Science, Engineering and Technology, Department of Information Technology	AY 2021- 2022	AY 2015/16
Programmatic Review - TUS Midwest School of Art and Design, Department of Fine Art	AY 2021- 2022	AY 2016/17
Programmatic Review - TUS Midwest School of Art and Design, Department of Design	AY 2021- 2022	AY 2016/17
Programmatic Review - TUS Midwest School of Art and Design, Department of Digital Media	AY 2021- 2022	AY 2016/17
Programmatic Review - TUS Midwest Faculty of Business and Humanities, Department of Sport and Early childhood Studies. Early Childhood Education and Care Programme	AY 2021- 2022	AY 2016/17

3.2.2 Reviews planned beyond Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
TUS Midlands Strategic Review of Student Support Services	AY 2022- 2023	New Strategic Review
Programmatic Review - TUS Midlands Department of Business and Management	AY 2022- 2023	2015
Programmatic Review - TUS Midlands Department of Accounting and Business Computing	AY 2022- 2023	2015
Programmatic Review - TUS Midlands Department of Sport and Health Sciences	AY 2022- 2023	2015
Programmatic Review - TUS Midlands Department of Nursing and Healthcare	AY 2022- 2023	2015
Programmatic Review - TUS Midlands Department of Social Sciences	AY 2022- 2023	2015
Programmatic Review - TUS Midlands Department of Bioveterinary and Microbial Sciences	AY 2022- 2023	2015
Programmatic Review - TUS Midlands Department of Pharmaceutical Sciences and Biotechnology	AY 2022- 2023	2015
Programmatic Review - TUS Midlands Department of Polymer, Mechanical and Design	AY 2022- 2023	2015
Programmatic Review - TUS Midlands Department of Software Engineering	AY 2022- 2023	2015
Programmatic Review - TUS Midlands Department of Civil Engineering and Trades	AY 2022- 2023	2015

4.0 Additional Themes and Case Studies

4.1 Ensuring Quality Assurance and Quality Enhancement in Digital Environments

Institutional/Organisational Supports and Key Policy Development

The Institute's Computer Services and Helpdesk the Education Technologists function of Quality, Teaching and Learning function provide a broad range of supports and solutions to both staff and students that support QAE in digital environments. The following Institute Policies which has been recently approved and provide a useful resource:

[LIT Blended and Online Learning Policy](#)

[LIT Learning Design Frameworks](#)

LIT's policy on Lecture Recording was recently revised to take full account of the new emphasis of digital learning and provide adequate protection to all members of the learning and teaching community. The Policy included a bespoke Student Code of Conduct and Netiquette Requirements for Online Learning. Available at:

[LIT Online Classes Policy 2020 - 2022](#)

For the 2020/2021 Academic Year, a detailed policy was developed to oversee all facets of assessment and provide for a variety of flexible options for programme boards and individual examiners to choose from. This policy was complemented with a Practitioner Guide for assessments and examinations. There was a focus on enhancing good practice and on academic integrity throughout. These are available at:

[LIT Policy and Procedures on Assessment and Examinations During Remote Emergency Teaching 2020 - 2021](#)

[LIT Practitioner Guide for Assessment & Examinations](#)

In addition, these supported the development of institutional capacity to deliver online proctored Examinations. During the course of the 2020/2021 Academic Year, the Institute successfully delivered over 70 Proctored Final Examinations involving some 2,000 individual exam sittings. The assessment mode of a proctored final exam were selected by academic staff and programme boards typically for modules with PRSB requirements and for examinations at award stages.

The LIT Teaching and Learning Strategy identified building support for digitally enhanced teaching and learning and the development of coherent and effective CPD pathways as key implementation theme. [Teaching and Learning Strategy, 2018 - 2023 Implementation Planning Resource](#)

A comprehensive range of professional development and other supports have been made available to teaching staff across a broad range of topics that build digital capacity in leaning, teaching and assessment. As a result of the Covid-19 pandemic and the transition to Emergency Remote Teaching, there was a particular focus on supporting and preparing staff to delivery online and develop personal and professional digital capacity within both the Institute-wide and Individual Support Sessions. These sessions aimed to improve digital awareness of how to use applications to teach and engage students online. Sessions focused initially on teaching in an online class and on how to setup, schedule and record online classes using both Moodle and MS Teams. They

also focused on student engagement in an online class and the tools that staff could use such as Mentimeter, H5P, MS Teams Class Notebook and setting up discussion forums and blogs.

The second phase of sessions looked at the digital applications and tools for assessment. These included setting up MCQ's, online assignment, creating e-portfolios and online reflective journals. These sessions provided an opportunity for staff to look at the use of each type of application and how best to use them as part of an overall assessment strategy for a module. Programme team sessions were delivered by QTL staff on request and these sessions examined ways of bringing consistency for the students in the use of online applications at programme level. The sessions focused on having a consistent approach adopted by staff in the online communication tools used and aligning CA submission dates to ensure no overlap between modules. Creating a programme related central space within MS Teams/Moodle for programme level documentation was also a focus.

Summary of Individual and Institute-Wide Support Provided for Digital Enhanced Teaching and Learning. The scale of participation indicates the impact in terms of building digital capacity.

Table 6.3 Summary Institute Wide Support Sessions 2019 - 2021

Date	No. of Sessions Delivered	No. of Participants
September 2019	7	59
June 2020	22	1934
September 2020	21 4 programme team sessions	976 32
January 2021	7	86
June 2021	4	66
September 2021	16	353
Total	81	3506

All online Institute-wide support sessions are recorded and the recordings along with any slides or documentation from these session are made available to staff on a dedicated Moodle Technology Enhanced Learning (TEL) Resources. The TEL Resources has been setup in the Institute's Virtual Learning Environment (VLE), Moodle, with the intention of having a central online space for sharing resource and support material with staff across the Institute. The Moodle Page contains 50 recorded support sessions and over 40 guides, as well as other relevant support documentation for staff to use. The page was setup by the Academic Developer in Quality, Teaching and Learning as an easily accessible tool for distributing learning resources and support material for staff. All Staff across the Institute have access to Moodle and can enrol on the page and view resources online at any time. The page consists of a series of sections/topics on various digital applications for teaching and learning that are supported within the Institute. In the 12 month period from August 2020, the page was **accessed over 8,500** times by staff indicating its utility and growing importance as a resource for staff.

In addition to providing support material on specific digital tools and applications, there are resources on innovative approaches for implementing active learning, digital learning, and online assessment. Sections are added to the page based on new/updated applications that become available to staff such as Urkund, MS Teams etc. The learning resources include links to videos, user guides and interactive learning resources that have been developed in-house by members of the Quality, Teaching and Learning Team. There are also links to websites, journal articles and videos on relevant topics.

In addition to the non-accredited CPD, the credited CPD programme has also focussed on building digital capacity with 98 Staff participations supporting the development of significant institutional capacity in this domain.

Special Purpose Award (L9, 10 Credits) aimed at building Digital Capacity

Programme	Delivery	Total No of Participations
<i>Designing and Adapting Coursework for Blended and Online Learning</i>	Jan 2019	33
	Jan 2020	24
	Sept 2020	25
<i>Digital Enhanced Learning and Teaching</i>	January 2022	16

LIT has also utilised funding from the National Forum for the Enhancement of Teaching and Learning as part of the Strategic Alignment of Teaching and Learning Enhancement Fund to help build digital capacity. A significant part of this funding has been used for the development of Local Enhancement Projects (LEP's) and Staff Bursaries. This initiative involves promoting teaching and learning enhancements within each of the Faculties in LIT, through support and collaboration with LIT's Quality, Teaching and Learning Centre. The initiatives provide an opportunity for small teams to develop LEPs at a local level within their Department or Faculty. The projects are required to align with Themes 1 and 5 of LIT's Teaching and Learning Strategy, namely, *Theme 1; "Academic excellence through active learning"* and *Theme 5; "Technology enhanced, blended and online learning"*. Through dissemination and promotion, an additional focus of the projects has been on the transferability and applicability of these projects to other programmes and disciplines. The LEP's and Staff Bursaries focus on building a community of idea sharing and best practice in the use of Technology Enhanced Learning and in fostering student centred active learning.

Three Case Studies are presented in Section 4.2 to illustrate initiatives that support Quality Assurance and Enhancement in Digital Environments:

4.2 Case Studies

1. Supporting Academic Integrity with Online Proctored Exams
2. Dedicated Student Information and Resources (SIR) Moodle Page
3. Mobile Technology Kits for asynchronous resource creation

Case Study 1: Supporting Academic Integrity with Online Proctored Exams

As part of Limerick Institute of Technology (LIT) response to the Covid-19 pandemic and emergency remoted assessment the decision to offer Online Final Examinations was approved by Academic Council. These included Online Open Book Final exams and Online closed book Live Proctored Final Exams.

A key part of this solution was the integration of Exam Proctoring software with LIT's Virtual Learning Environment (VLE) - Moodle and Staff from Computer Services worked with the proctoring company on the integration. The Exams Office and Quality, Teaching and Learning offered student's support and guidance in relation to preparing for and undertaking Proctored Exams. This included offering workshops, creating support videos and documentation including the essential steps to prepare for and complete proctored exams. Students completed a practice test in the proctoring system prior to their exams.

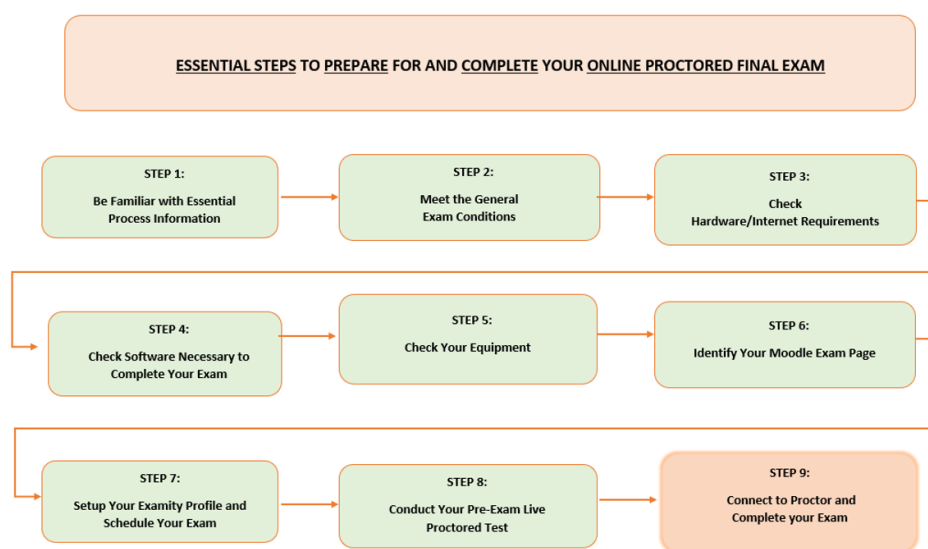


Figure 1 Essential Steps to Prepare for and Complete Your Online Proctored Final Exam

The initial rollout for proctored exams was in Semester 1 2020/2021 for 30 exams with 800 sittings and in Semester 2 a further 35 proctored exams were ran with 1,000 sittings. The connection rate for students connecting to proctor was 90% in Semester 1 and 92% in semester 2. To support students during the exams, the Exams Office monitored the numbers connecting to the proctoring system for each exam and contacted students who encountered issues connecting to their exam. Students were also advised to call or email the exams office if they had any issues connecting or if they disconnected during their exam. A dedicated computer lab was also made available as a test centre for any students that were unable to connect due to unreliable internet or equipment. Institute equipment including laptops, and webcams were also made available to students where required through the Computer Services Department.

The provision of support material and early communication to both staff and students on the setup and scheduling for proctored exams was essential to ensure success. The use of proctored exams provides additional assessment option and flexibility in the design and implementation of assessments.

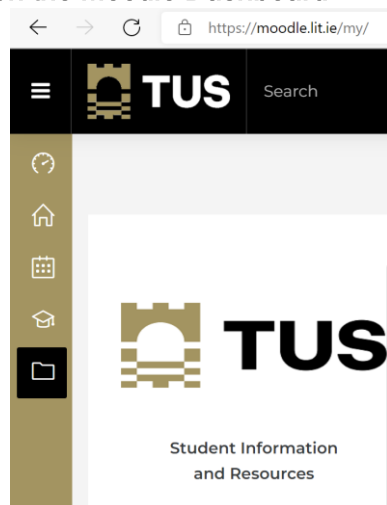
Case Study 2: Dedicated Student Information and Resources (SIR) Moodle Page

Students attending LIT have a range of supports and resources available to them to assist them during their time at University. Each of these resources can be found at different parts of the TUS website. Students also use the Virtual Learning Environment Moodle to receive each of their modules on their course. It was decided to create a page within Moodle to consolidate each of the various supports and resources available to them in one online location.

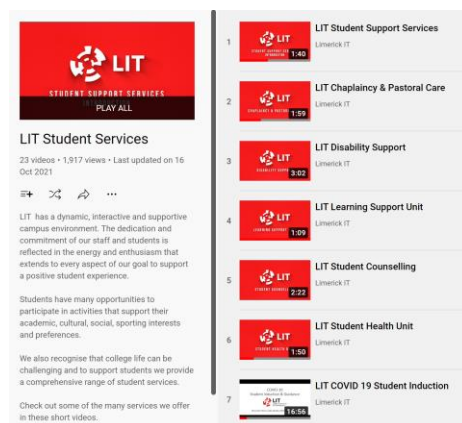
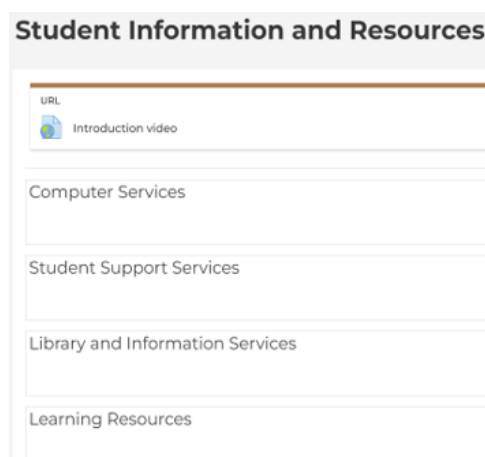
The Student Information and Resources page is a dedicated online Moodle page accessible to all students as user friendly 'one stop shop' to access all information and resources relating to students. The Moodle Page contains 4 sections with information from or direct links to; 1: Computer Services; 2: Student Support Services, 3: Library and Information Services and 4: Learning Resources. Each section contains relevant weblinks, media content and support documentation for students to use. The page was setup by our Education Technologist liaising with staff in each of the 4 sections.

All students were automatically enrolled and as the page is viewable on the Moodle Dashboard it is readily accessible to all students. The page has received significant traffic from LIT students with the Introduction Video receiving over 800 views. For example, the resource on Student ID Cards received over 3,500 views and the link to the LIT Library Website received 1,400 views. The SIR page has been an invaluable tool for helping students to navigate to consistently updated webpages for the Library and Student Support Services, help with Office 365 applications and tools such as Urkund, LinkedIn Learning and MS Teams. The success of this Moodle page demonstrates the value of this model and the benefits of asynchronous resources for students.

Link on the Moodle Dashboard



The SIR Moodle Page Landing Page



YouTube Playlist of support videos

Case Study 3: Mobile Technology Kits for asynchronous resource creation

The benefits for learners of creating engaging technology enhanced asynchronous learning resources are well established. However it can be the case that access to higher production value technologies for academic staff can be limiting factor and the equipment for creating such content can be heavy and bulky. The use of such technologies can be limited to pro-users.

A pilot project was initiated at LIT to trial Mobile Technology Kits and removed the barriers referenced. They are portable, mobile and user friendly. There are a total of 7 kits in all, designed to be available to LIT academics on all campuses and a range of in-person supports and how-to videos to upskill academics on their use.

The Tech Kits consist of:

- a tablet device and pen (iPad Air 2021 or Samsung S Tab 7)
- a Rode Wireless Go system (with receiver and 2 wireless lapel mics)
- a tablet clamp / stand, Bluetooth headphones and various accessories and carry bags.

Tablet devices allow great mobility, greater functionality than a phone or camera and are a gateway to a world of apps customisable to any academic's tastes and requirements. The portability and ease of use of the Tech Kits is a key design feature of the approach allowing academics on all LIT campuses to easily borrow a Tech Kit, set up in any location and capture excellent content towards unlocking their learning design for their respective courses.

The kits are being piloted by LIT lecturers including digital artist and educator [Ken Coleman](#) based at the Clonmel campus. Pictured below are examples of uses of the Tech Kits in the field, in a laboratory setting and connecting across LIT campuses. In this case study, Ken was able to take photos and videos in location settings 'en plein air' and edit the content on the iPad while mobile.

Animation academic Ken Coleman using the Tech Kit in the field.



The Rode Wireless Go lapel mic and iPad Air



SLR camera shoot captured by iPad

Ken said; "As a digital artist and educator, this mobile technology kit is a game changer. Now I can work in the field with my SLR camera, Bluetooth my photos over to the iPad and edit them there and then. I have access to all my content through the cloud and use the pen to edit images in ProCreate."

The success of the pilot points to the potential to extend this initiative to staff on all campuses to use the Tech Kits for fixed time periods to enhance their respective programs' learning design. This project has been made possible with the help of the Strategic Alignment of Teaching and Learning Enhancement fund through the National Forum the concept is a next step on first-hand experience gained using similar approaches at leading Australian Universities by Education Technologist, Mark O Connor.