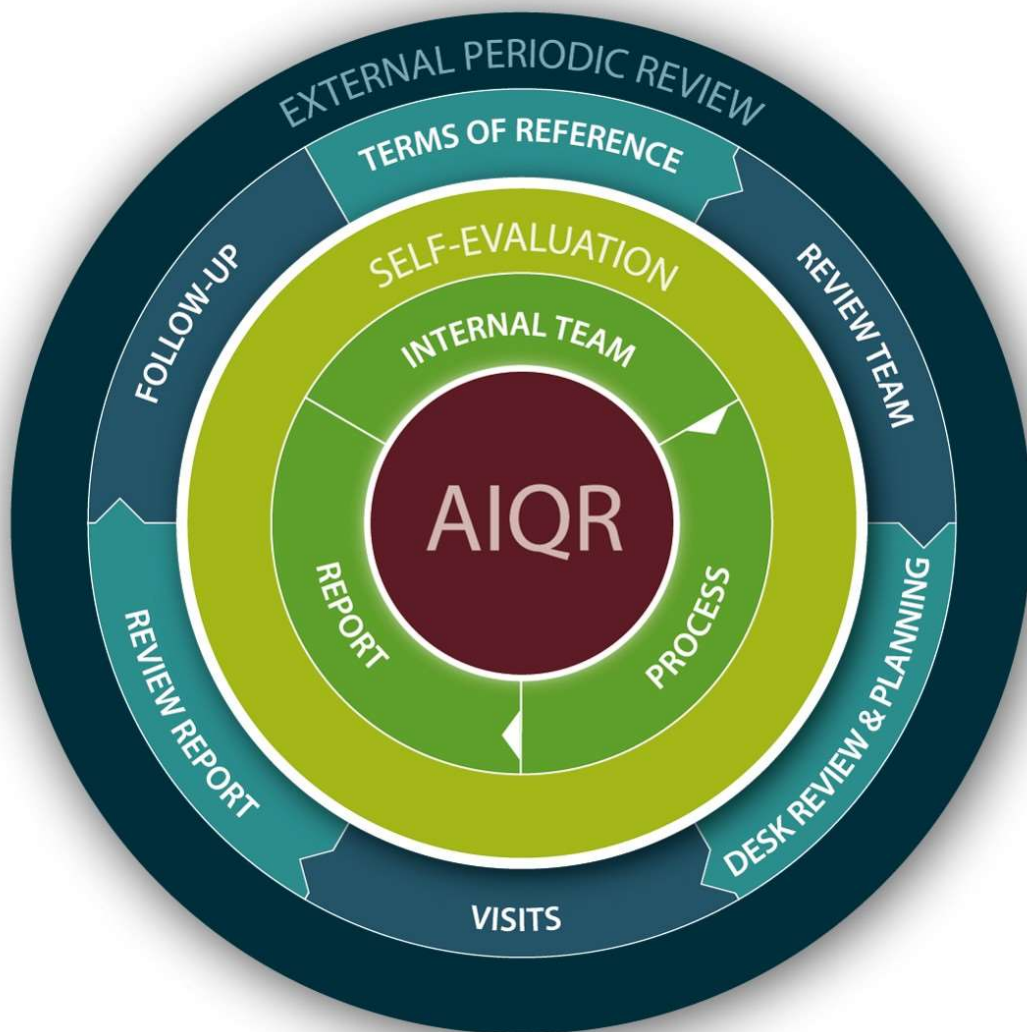# Limerick Institute of Technology

Annual Institutional Quality Assurance Report 2020

Based on the reporting period 1 September 2018 – 31 August 2019

The Cyclical Review Process

Part 1

Overview of internal QA governance, policies and procedures

Overarching institution-level approach and policy for QA (ESG 1.1)

1. Overarching Institution Quality Policy
A brief synopsis of the overarching institution quality policy which sets out the links between QA policy and procedures and the strategy and strategic management of the institution.

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 NFQ 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 Academic Quality, Teaching and Learning. 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 2019 − 2020 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 0f 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.
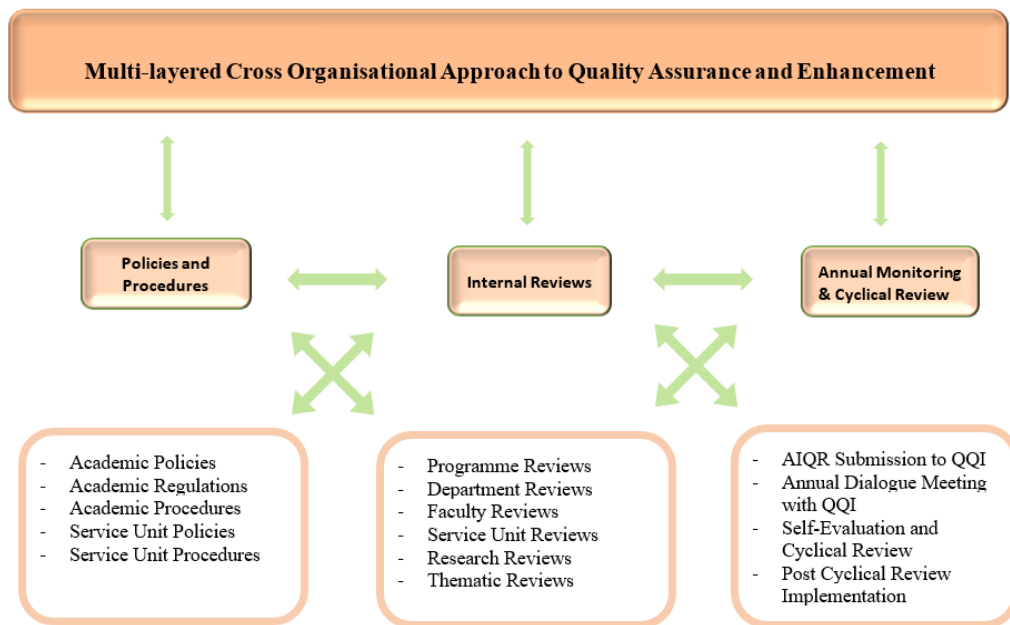

Figure 1. Overview of the Multi-Layered Cross-Organisational Approach to Quality Assurance and Enhancement

2. Quality assurance decision-making fora
A brief description of institution-level quality assurance decision-making fora

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.
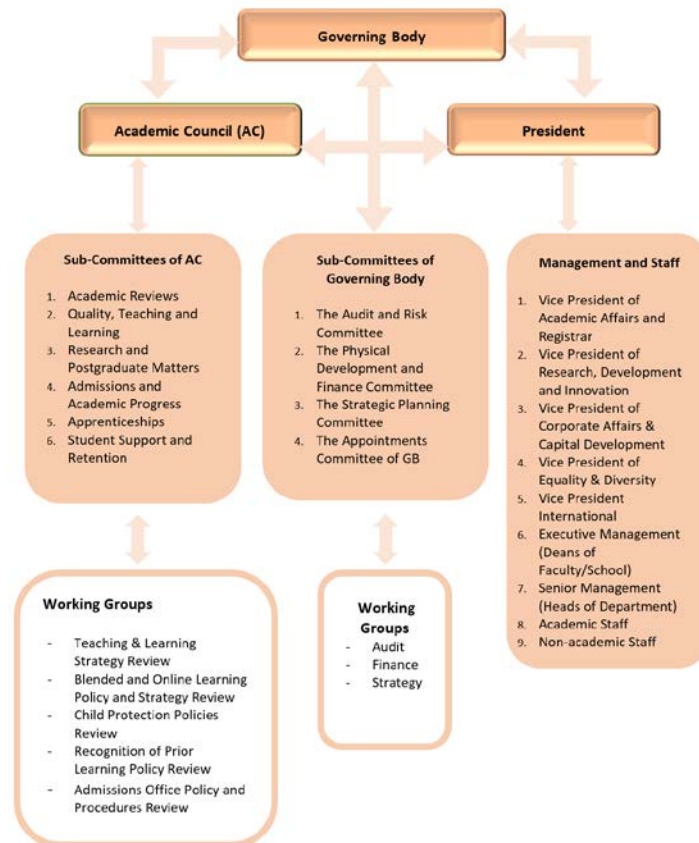
Figure 2. A pictorial summary of LIT's quality assurance decision-making fora during 2017-2018 Academic Year

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 2017-2019 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 2018/2019 (ACRP) 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 2018/2019 (ACRP) Part 2 Forms.

Confirmation of QA Policy and Procedures

> **1. Programme Design and Approval (ESG 1.2)**
> Links and/or text relating to the institution-wide quality assurance policy and procedures for the design and approval of new programmes.

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 2018/2019, Part 1](#)

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2018/2019, 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. 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

2. Programme Delivery and Assessment (ESG 1.3)
Links and/or text relating to the institution-wide quality assurance policies and procedures for the ongoing delivery and assessment of programmes.

Taught Programmes

LIT's programme delivery and assessment are consistent with these regulations and procedures and ESG 1.3.

The LIT Strategic Plan 2018 – 2022 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 LIT Teaching and Learning Strategy 2018-2023 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.

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 2017/2018, Part 1](#)

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2017/2018, Part 2](#)

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.

3. Research Quality (ESG 1.2, 1.3, 1.4, 1.9)
Links and/or text relating to any specific quality assurance procedures for the design, approval, delivery, assessment, and monitoring of research programmes, if they exist.

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 Shannon 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.

LIT has a dedicated Academic Council Sub-Committee on Research and Postgraduate Matters (RPGM) Sub-committee 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 Academic Council has approved regulations and procedures for the design, approval, delivery, and assessment of research programmes which align with those of the University of Limerick. Full details of LIT's Academic Council Regulations and Procedures for Research Programmes are available at:

LIT Research Degree Programme Regulations 2019-2021

LIT Research Degree Forms 2019-2021

LIT is committed to providing an environment where research integrity prevails through the promotion of good research practices, together with the use of fair and transparent procedures to address research misconduct. Research integrity relates to the performance of research at LIT to the highest standards, and to the accuracy and integrity of the research record in publications and elsewhere. Research activity within LIT shall be conducted in accordance with relevant LIT Policies and documents:

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 Federated Limerick Graduate School (FLGS), in operation during the 2018 – 2019 reporting period, fostered a partnership between Limerick Institute of Technology, the University of Limerick, and Mary Immaculate College, as part of the overall Shannon Consortium of these Institutions. The Federated Limerick Graduate School located within the context of the Mid-west Regional Cluster for Higher Education creates the conditions for Limerick to become a destination for postgraduate researchers in the region. The mission of the FLGS was to promote and market high-quality postgraduate research opportunities within the greater Mid-west Region working in cooperation with the Graduate Schools of the constituent institutions.

4. Student Lifecycle (ESG 1.4)
Links and/or text relating to the institution-wide quality assurance procedures that are encompassed by the student lifecycle.

Admission, transfer, progression, recognition and 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

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 2017/2018, 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 2017/2018, 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 2017-2018:   Undergraduate Prospectus

LIT Student Handbook 2017-2018:   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.

5. Teaching Staff (ESG 1.5)
Links and/or text relating to the institution-wide quality assurance procedures for assuring the competence of teaching staff, including staff recruitment and staff development.

LIT has a range of approved policies and procedures for academic staff, which are consistent with ESG 1.5. The Academic Council has a *Sub-Committee on Academic Quality, Teaching and Learning* with specific terms of reference to assure the quality of its teaching and learning policies and practices.

<u>Recruitment</u>:

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.

<u>Competence</u>:

LIT works closely with the *HEA National Forum for Teaching and Learning* and with the Teaching and Learning Champions in each institution across the Shannon Consortium. LIT organises a range of staff development events for *Teaching and Learning,* including the *Teaching Tips and Conversations in the Consortium* talks. Each constituent consortium 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. They focus on key aspects of best practice in Teaching & Learning with built-in aspects focussing on closing feedback loops where areas for improvement are identified from qualitative and quantitative analysis.

<u>Development</u>:

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. LIT implements an approved *Performance Management Development Systems* (PMDS) and *Training Development Plans* (TDP) unique to the respective cohorts of its employees. 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. The National Forum published the *National Professional Development (PD) Framework for all Staff who Teach in Higher Education* 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 non-accredited 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 closely with their colleagues in the Teaching and Learning Centres in the Regional Consortium partner institutions (UL & MIC).

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 initiates 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.

After trailing different eLearning tools and applications LIT invested in a campus-wide license of 'Panopto'. This is available to all faculty and is integrated in the Institutes LMS Moodle. A dedicated training room with recording equipment has been set up for faculty to record course material and develop online learning resources. This dedicated room has the necessary software ('Panopto') and hardware (camera, mic) to enable staff to use this room for developing their skills and enhancing their teaching practice.

Accredited CPD

The Quality, Teaching and Learning Centre in partnership with the Department of Flexible Learning is developing 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).

Further offerings are currently in development to provide a flexible, accessible and relevant pathway of professional development leading to a Structured Masters-Doctorate pathway for staff in Academic Practice.

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 will remain unaffected by the award.

6. Teaching and Learning (ESG 1.4, 1.5, 1.6)
Links and/or text relating to the institution-wide quality assurance procedures for assuring the quality of teaching and learning.

LIT has a range of QA procedures for assuring the quality of teaching and learning. These policies and procedures are consistent with ESG 1.4, 1.5, 1.6.

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 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 focussed 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.

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. 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. 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. 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

In addition, LIT plans 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'. LIT 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. The LIT Placement Guidelines support Students, Faculty and Placement sites and are available at LIT Placement Guidelines

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

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.

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 issued 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 & Procedures for Taught Programmes

Student Feedback:

LIT participates in the *Irish Survey on Student Engagement* (ISSE). 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. 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. Programme Boards monitor the student's assessment by module and programme. They routinely monitor the teaching and learning of modules and programmes in line with LITs *Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2017/2018* Section 3.6 Programme Reporting.

Flexible Learning Department:

LIT's Strategic Plan 2018 – 2022 has a regional focus that is committed to building strong links with industry and commerce, underpinned by a commitment to active learning. LIT plans to '*enhance our flexible model of education to include new online and blended programmes that increase student enrolments, support continuous professional development (CPD) and enable life-long learning*'.

The Department of Flexible Learning is continually developing its resources in the area of Teaching Learning and Quality. During 2017. A staff CPD online programme in Blended Learning is available to all academic staff and has been developed by Epiguem, now part of Oxford University Press, who are world leaders in the development of online programmes which support staff development in various areas. An outline of the programme, which is now integrated into LITs VLE, is available at: https://www.epigeum.com/courses/teaching/blended-learning/

A specific series of resources on the Staff Portal and a Lecturers Moodle 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. The Department has also developed a Flexible Learning Teaching and Learning Resources Moodle page accessible by all Flexible Learning staff. This resource includes all the resources from the Epigeum programme and additional resources on best practice in blended learning.

LIT provides training, continued professional development and education programmes to industry, with bespoke programmes developed to meet the exact needs of individual organisations. During 2018/2019, LIT worked with numerous sectors within industry delivering short courses through to master programmes with a wide range of contact options - online, on-site, day-release, evening classes and weekend workshops. A number of these programmes were offered by LIT under the Springboard + programme.

7. Resources and Support (ESG 1.6)
Links and/or text relating to the institution-wide quality assurance procedures for assuring funding and resources for learning, teaching, and research. Also, links and or text relating to the quality assurance procedures for learning resources and student support.

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.

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: **Student Handbook 2017/2018**. In Section 4 of this report there is listed, a number of supports relating to the Student Lifecycle.

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. It is expected to have students on site by September 2020. 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 Centres:

LIT's Library Services have attracted over €8million in EU funding over the past ten years for the rollout of international library literacy projects and continued to rollout these projects in 2015/16. The quality and relevance of LIT's Library resources are ensured and informed by LIT Library's Collection Development Policy (CDP), which provides a framework for the collection management – acquisition, storage, de-selection of library items in consultation with academic staff. The quality of LIT's library services is enhanced by library representation on a number of academic sub-committees, including the sub-committee on Academic Reviews which ensures that additional library resources are made available to support new academic programmes in the Institute.

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

LIT Library and Information Resource Centres not only provide quality information resources but are committed to ensuring students possess the core skills to locate and access the correct information when and where they need it, and 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 our 'Learning to Learn – Information Literacy Skills Training Programme' which run across LIT library sites in co-operation with academic departments.

The LIT library is committed to seeking out new and innovative quality library services to make library resources and services as accessible as possible on and off its campuses. New innovative services such as 'Library Anywhere' enables students to access a range of library services from their Smartphones. The Information Discovery service 'Summon' enables a 'single search' across multiple library resources, providing fast access to content such as e-Journals and e-Books. 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*.

Write it Right: A guide to the Harvard Referencing System

Student Supports

The *Academic Council Sub-Committee on Student Support and Retention* and the *Academic Council Sub-Committee on Admissions and Academic Progress* develop and address, through their policies and initiatives, quality assurance procedures related to the student lifecycle.

Related *Student Support Policies and Procedures* are available at:

LIT Student's Charter 2018-2022

LIT Student Handbook

International Student Welcome Guide

LIT Student Complaints and Problem Resolution Procedure 2019 – 2024

LIT Student Policy on Dignity and Respect: Dealing with Harassment and Bullying among Students 2019 – 2024

Student Code of Conduct and Discipline 2019-2024

LIT Student Disability Policy 2019 – 2024

LIT Policy for Provision of Lecture Recordings as a Reasonable Accommodation

Policy and Procedure to Support and Determine a Student's Fitness to Continue in Study

LIT Fitness to Practise Policy and Procedure 2019 – 2024 (For Relevant Programmes Listed)

Child Protection Policy 2018-2020

Child Protection Procedures 2018-2020

Child Safeguarding Statement 2018-2020

LIT Alcohol Policy 2014-2017

LIT Student Death Protocol January 2018-December 2022

Limerick Institute of Technology Student's Union Constitution

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 and to support you we provide a comprehensive range of services to support students.

Access Service

LIT is committed to promoting equitable access to and successful participation in higher education for all members of society. Through the work of the LIT Access Service, targeted strategies and initiatives are delivered so as 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' progress in their academic studies and move into graduate employment.

Primarily, the Access service works with the following groups;
- Students who experience socio-economic disadvantage
- Students with a Disability and/or Specific Learning Difficulty
- Mature Students
- Traveller and Ethnic Minorities

The Access service delivers a range of support programmes to promote access that include;

- A mature student orientation programme. Mature students are also supported through a Mature Student Support Network and relevant academic workshops tailored to address the needs of mature students so that they get the most out of their studies.
- Financial guidance and support through the ESF Student Assistance Fund. The Student Assistance Fund is funded by the Irish Government and part funded by the European Social Fund under the Human Capital Investment Operational Programme.
- Support and guidance for students who have a disability, or a specific learning difficulty and provision of disability needs assessment and relevant supports.
- A Mentoring Service whereby all first-year students are assigned a mentor that comprises of staff from across the Institute; the aim of which is to enhance the student learning experience in an ongoing supportive relationship that encourages students to stay committed to their studies and to reach their educational goals.
- Go4IT Access programme - a pre-entry initiative that engages with primary and secondary school children as they progress through education to third level.
- Student volunteering provision that includes training, support and recognition through the GIVE (Guided Initiative in Voluntary Engagement) volunteering programme.

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

The service(s) are confidential and can be accessed by contacting a**ccess@lit.ie** or **disability@lit.ie**

Student Counselling Service

LIT offers a free, confidential and professional counselling service, staffed by highly qualified and experienced psychologists, psychotherapists and counsellors to all registered students.

Our aim is to provide accessible, available and student-friendly support for students when a personal crisis arises which affects their wellbeing, happiness, capacity to cope, relationships or learning.

Counselling services provided include:

- Short term counselling for personal issues including crisis and emergency appointments.
- Support groups to support you in areas of 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.

Please visit www.lit.ie/counselling for further information on services available and how to make a counselling appointment. Our website also provides information on support services in the community, helpline numbers and out of hour's services.

Retention Support through LIT Retention Officer

The LIT Student Retention Officer is available to meet students who may find themselves struggling to settle into academic life. The Student Retention Officer meets with students on a wide variety of issues, including both personal and academic concerns. Issues may include but are not limited to:

- Not sure if on the right course
- Thinking of leaving a course/withdrawing
- Taking some time out from course/deferring
- Struggling with college work
- Changing course
- Other challenges

The Retention Officer aims to pay attention to a range of issues a student may have (e.g. personal, social, academic) in providing support and in thinking about 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 LIT Student Retention Officer also supplies detailed analysis to Faculties on areas such as Completion Statistics, Retention Statistics, Module Statistics, ISSE (Student Survey) Stats and Withdrawal Figures.

Student Health Unit

A free, confidential nursing service is available to all full-time registered students at LIT. Institute Doctors are available to students at specific times. Where a nurse is available on campus, all appointments for the doctor must be made at the Student Health Unit through the nurse. The fee for the doctor is €10 for registered students and free for Medical Card holders outside of a 5-mile radius of LIT. Students can also consult local notice boards across the campuses for further details. For further information, visit: https://lit.ie/student-health or contact: nurses@lit.ie

Careers Service

LIT offers a Careers 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 and Further Options Fair.

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: **careers@lit.ie.** Full details of the services offered, including information on "What do LIT Graduates do" is available at: https://lit.ie/careers-employability

Students with Disabilities and/or Specific Learning Difficulties

Limerick Institute of Technology is proud of its record of access and progression of students with disabilities and/or specific learning difficulties. Students with educational support requirements are encouraged to contact the Disability Officer in advance of registration, to agree the supports needed. While there is no obligation to discuss your disability/requirements, we recommend that you contact us as from experience, we have found that this positively supports your transition to third level. For further information, visit: https://lit.ie/disability-support

Learning Support Unit

LIT Learning Support Unit (LSU) is acknowledged nationally as a distinctive and valuable feature of LIT's Teaching and Learning Strategy. The LSU provides learning support on request from the learner. Over 1000 LIT students avail of Learning Support every year. Services are based on a supervised self-help model to empower the student and help them to reach their full potential. LSU provides tuition in course subjects, Study Skills, Exam Techniques, Academic Writing, Maths, Computing and English as a Second Language. Students apply for tuition by filling in an online application form: http://www.lit.ie/LearningSupport/request.aspx For further information, visit https://lit.ie/learning-support or contact lsu@lit.ie.

Chaplaincy and Pastoral Care

LIT has two Chaplains whose services are available to students of all religious denominations. The Chaplaincy is available to help any student/staff member of LIT and has four main areas of support: Care, Community, Spirituality and other general duties. LIT's Pastoral Care provides a welcoming, approachable and available service to all students of the Institute's community; it offers spiritual, pastoral care and pastoral counselling to enable students to make the most of their time in the Institute. https://lit.ie/chaplaincy

Students' Union

The LIT Students' Union https://lit.ie/students-union is the representative organisation of all students in the college and is run by an elected President and elected officers who play a major role in areas such as student welfare, finance, entertainment and clubs and societies at LIT. The Students' Union is an important organisation in the College giving students a strong voice on the issues that affect them in their daily college lives. The Students' Union also represents students both locally and at a national level in discussions with Higher Education authorities. The SU is affiliated with the Union of Students of Ireland (USI), the national representative body for students in Ireland. Throughout the year, students can use the Students' Union offices as resource centres for information and advice on a wide variety of areas such as grants, accommodation, student travel, etc.

Given our multi-campus location, LIT has a Students' Union President who is supported by a number of elected officers across all campuses. The Students' Union plays an active part in student

life across the campuses and is involved in many activities for new first-year students each year. The crew from the SU will probably be the first people you get to know when you start college!

Email: SU.Reception@student.lit.ie   or Facebook https://www.facebook.com/LITStudentsUnion

8. Information Management (ESG 1.7)
Links and/or text relating to the institution-wide quality assurance procedures for collecting, analysing and using relevant information about programmes and other activities.

The QA 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.

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

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.

LIT participates in the annual, nationwide survey in the higher education sector entitled the Irish Survey on Student Engagement (ISSE). This survey is targeted at First Year and Final Year undergraduate and post-graduate 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 ISSE 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.

The survey measures and reports on LIT's performance on a number of key engagement and outcome indices including:

Student Engagement	Student outcomes
Academic challenge	Higher order thinking
Active learning	General learning outcomes
Student staff interaction	General development outcomes
Enriching educational experience	Career readiness
Supportive learning environment	Overall satisfaction
Work integrated learning	

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, External Audit and to Internal Review by Executive Management and Data Analytics Manager.

Learner Information and Data: There is a range of information and data collected and held with 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.

Information/Data Type	Context
Banner: SPAIDEN Personal Data and Contact Information	Demographic information on the student is stored in Banner in this area.
Banner: ELECTRONIC GRADEBOOK Continuous Assessment Results	All departments encouraged to use Electronic Gradebook for entering CA results.
Banner: SHATCKN 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 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 Subject choices	Record of subject choices for the learner for each year of study.
Banner: SHATCKN Results	Record of results entered for each subject and any changes made are recorded here.
Banner: SHADEGR Awards conferred Awards Classification	Record of award, title, year of graduation, date conferred, overall award classification

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. The THEA Data Retention Policy and Retention Schedule is actively being adapted LIT.

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

9. Self-evaluation and Monitoring (ESG 1.9)
Links and/or text relating to the institution-wide quality assurance procedures for self-evaluation and internal monitoring.

The Academic Council has approved regulations and procedures for self-evaluation and monitoring. The regulations and procedures are consistent with ESG 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) Sub-Committees 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 2016/2017, 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)*.*

All programmes are periodically reviewed in accordance with these regulations. Details are described in *LIT's Academic Council Regulations and Procedures: Section 3.8: Review of all Awards.*

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2016/2017, Part 1](#)

In order to provide regular academic quality assurance for each LIT programme, 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 monitor risk factors or incidents, which are reported and actioned.

The validation and revalidation processes of academic programmes in LIT, includes a self-evaluation report (SER), an internal review and an external review. For example, the SER for a programmatic review includes a SWOT analysis.

LIT maintains a close and cordial working relationship with QQI. LIT has obtained delegated authority to make awards from QQI.

An external institutional review of LIT is conducted by QQI on a cyclical basis. LIT conducts an Annual Internal Quality Review (AIQR) 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.

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 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; and 7. Relationship Management.

10. Stakeholder Engagement (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for the involvement of external stakeholders in quality assurance.

The LIT QA procedures for the involvement of external stakeholders in QA are consistent with ESG 1.1.

LIT's Academic Council Regulations and Procedures for Taught Programmes: Section 3 Development and Review of Programmes and Modules identify the formal inputs enabled during programme validations and revalidations from various stakeholders including industry, Alumni and other professional bodies.

Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2018/2019, Part 1

Academic Council has approved the establishment of industrial advisory committees in a range of disciplines within the Institute. These committees provide data, information, and evidence which is used by the Institute to inform the nature and content of new and existing educational programmes. Further details are available on this policy at:

LIT Industrial Liaison Advisory Policy 2019 – 2024

The Faculty/School Industrial Liaison Advisory Committees provide a comprehensive and formal mechanism to capture these interactions for the purpose of reporting and auditing. The Faculty/School Industrial Liaison Advisory Committees normally meet at least once per year. The specific objectives of the Faculty/School Industrial Liaison Advisory Committee are:

- To advise the respective Faculty/School on the strategic direction of the Faculty/School's programmes to sustain relevance and employability of its graduates;
- To offer insights on the next generation of discipline-related work occupations and evolving sectors and to advise the respective Faculty/School on related best state-of-the-art practices, emerging technologies, employability of graduates and market trends;
- To advise the Faculty/School on ways to develop strategic relationships with relevant Industry organisations across the region and nationally;
- To assist the respective Faculty/School with nominations for external examiners, members of review/validation panels, recruitment and selection panels, guest speakers, site visit opportunities, and building a network of discipline related industry contacts locally, nationally and internationally;

- To explore ways in which the respective Faculty/School can foster a high level of industry involvement in research projects and research programmes and to advise on opportunities for commercialisation;
- To improve the respective Faculty/School's responsiveness to the needs of the related professions and those organisations employing the Faculty/School's graduates.

Industry forums have been held at Department and/or Programme Level for the purpose of this critical self-study and the outcomes of these forums are reported in individual programme documentation.

LIT is committed to the professional accreditation of its programmes where appropriate. Accreditation panels routinely visit the Institute to review accredited programmes. Details of formal engagement arrangements with professional accreditation bodies are outlined in Appendix 1.

Accreditation of Institute programmes by Professional Bodies is highly valued by the Faculty, staff, and students. Institute staff are often actively involved with their respective professional bodies and are members of their Education/Accreditation Boards. The Heads of Faculty and Department attend meetings with Professional Institutions regularly to discuss changes to accreditation criteria for the accreditation of programmes.

11. Engagement with Other Bodies (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for engagement with professional, statutory and regulatory bodies and other quality assurance and awarding bodies (details of specific engagements should be provided in the online section of the form).

The LIT QA procedures for the involvement of statutory and regulatory bodies and other QA and awarding bodies are consistent with ESG 1.1. LIT's primary partner in the delivery of quality programmes is QQI. QQI and NFQ standards are part of the LIT's Quality Assurance system and are included in the LIT Quality Assurance Handbook.

LIT has established associations with a range of nationally recognised professional bodies. Since LIT's early history of academic provision, many students have been prepared for external professional examinations and accreditation. Professional accreditation of a range of LIT's programmes, together with the entitlement for professional body examination exemptions and/or membership, provide students with a real competitive advantage in the employment market.

LIT has programme relevant arrangements with the following professional bodies:

Professional Bodies with LIT Programme arrangements.
Fáilte Ireland
SOLAS (FAS)
Chartered Accountants Ireland (CAI)
The Association of Chartered Certified Accountants (ACCA)
Chartered Institute of Management Accountants (CIMA)
Certified Public Accountants (CPA)
Irish Taxation Institute (ITI)
Law Society of Ireland
Institute of Public Administration (IPA)
Marketing Institute of Ireland (MII)
Chartered Institute of Marketing (CIM)
Association of Irish Festivals and Events (AOIFE)
Sports Ireland
Engineers Ireland
Society of Chartered Surveyors Ireland (SCSI)
Chartered Institute of Building (CIOB)
Chartered Institute of Civil Engineering Surveyors
Institute of Occupational Safety and Health (IoSH)
Chartered Association of Building Engineers (CABE)
Chartered Institute of Transportation and Logistics (CITL)
Property Services Regulatory Authority (PSRA)
The Teaching Council

The QA processes for professional accreditation are typically determined by the professional body adhering to QQI standards. See Appendix 1 for listing of LITs relationships with Professional, Regulatory and Statutory Bodies.

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.

Two other strategic engagement arrangements in which LIT participates include, the Mid-West Regional Skills Forum and the Shannon Consortium:

The Mid-West Regional Skills Forum:
The Mid-West Regional Skills Forum facilitates engagement between regional education and training providers, local authorities, local enterprise offices, and relevant public and private sector organisations to support employers and job creation. A Mid-West Regional Skills Forum Manager has been appointed. Regular meetings of the Forum have been held with representation from LIT.

Shannon Consortium/Mid-West Regional Cluster:
The Shannon Consortium was in operation during the 2018 – 2019 Academic Year reporting period of this AIQR. Based upon a shared vision derived from strategic plans, national policy and regional/national skills needs, Limerick Institute of Technology, University of Limerick and Mary Immaculate College have committed to a formalised alliance. The Shannon consortium is in the process of transitioning the Mid-West Regional Cluster. It spans across a defined range of core areas involving a programme of enhanced collaboration, co-operation, and development. These areas are contributing towards enhanced and sustainable opportunities for current and future learners across the three organisations, aimed at benefitting industry and the wider community.

12. Provision and Use of Public Information (ESG 1.8)
Links and/or text relating to the institution-wide quality assurance procedures for the provision of clear, accurate, up-to- date and accessible public information.

Public Information and Communication:

The Institute provides a wide range of public information. The primary source for stakeholders is the LIT website. The procedures for the provision of clear, accurate, up-to-date accessible information are consistent with the ESG 1.8.

Examples of the Institute main publications include:
- LIT Strategic Plan 2018 - 2022
- LIT Annual Reports Annual Reports
- LIT Student Handbook Student Handbook
- LIT Undergraduate Prospectus Prospectus
- LIT Flexible Learning Handbooks Flexible, Part-Time & Evening Courses
- LIT Guide for International Students International Guide
- LIT 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.

The LIT website is a vital source of online 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. Please see www.lit.ie for further details.

LIT is committed in 2019/20 to publish its Quality Assurance Handbook, Programme Validations, Programmatic Reviews, Academic Audits and AIQR reports on the LIT website.

13. Linked Providers (for Designated Awarding Bodies) (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for assuring engagement with linked providers including the procedures for approval, monitoring, review, withdrawal of approval and appeal for linked providers.

The QA procedures for linked providers are consistent with ESG 1.1.

The Academic Council has approved regulations and procedures for collaborative provision of programmes.

LIT Policy Collaborative Provision 2014-2017.

LIT currently does not have a Linked Provider.

14. DA Procedures for use of QQI Award Standards (IoTs only)
Links and/or text relating to the specific procedures for the approval of programmes in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI, the Sectoral Protocols for the Awarding of Research Master Degrees at NFQ Level 9 under Delegated Authority (DA) from QQI and the Sectoral Protocols for the Delegation of Authority by QQI to the Institutes of Technology to make Joint Awards, May 2014.

The delegated authority procedures for the use of QQI Award Standards are described in the *LIT Quality Assurance Handbook*. The key documents therein are:

- The Academic Council Regulations and Procedures for Taught Programmes (ACRP);
  Academic Council Regulations and Procedures 2018/19 Part 1
  Academic Council Regulations and Procedures 2018/19 Part 2
- The External Examiners Policy and Procedures for Taught Programmes;
  External Examiners Policy & Procedures for Taught Programmes
- The Student's Charter;
  Student's Charter
- The LIT Research Degree Programme Regulations;
  LIT Research Degree Programme Regulations

15. Collaborative Provision (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for engagement with third parties for the provision of programmes.

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:

LIT Policy Collaborative Provision 2014-2017.

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
- Fáilte Ireland
- Mary Immaculate College
- Setanta College
- SOLAS
- University of Limerick
- Florida State University
- Yangzee University China

LIT has signed a number of MOUs with various providers regionally, nationally, and internationally.

A list is provided in Appendix 2: LIT Memorandum of Understanding with Regional, National and International Bodies.

16. Additional Notes
Any additional notes can be entered here.

APPENDIX ONE: PROFESSIONAL, REGULATORY AND STATUTORY BODIES (PRSB)

APPENDIX TWO: MEMORANDUM OF UNDERSTANDING WITH REGIONAL, NATIONAL AND INTERNATIONAL BODIES

> **17. Internal Review Schedule**
> The internal reviews schedule or cycle at the level of unit of review within the institution. The units of review can be: module; programme; department/school; service delivery unit; faculty. The cycle will usually run over a 5-7 year period and all units should be encompassed over the full period of the cycle.

Year	2016/17
Areas/Units	Faculty of Applied Science, Engineering and Technology, Department of Electrical and Electronic Engineering Mechanical and Automobile Engineering School of Art and Design
Number	3
Link(s) to Publications	Programmatic Review Electrical and Electronic Engineering Programmatic Review Mechanical & Automobile Programmatic Review School of Art & Design

Year	2017/18
Areas/Units	Faculty of Applied Science, Engineering and Technology, Department of
Number	1
Link(s) to Publications	Programmatic Review Department of Applied Science

Year	2018/19
Areas/Units	No faculty programmatic reviews scheduled for this academic year Student Support Services (Service Delivery Unit Review) initiated but not completed this Academic Year
Number	1
Link(s) to Publications	

Year	2019/20
Areas/Units	Faculty of Business and Humanities, Department of Food and Tourism Faculty of Business and Humanities, Department of Applied Social Care Faculty of Business and Humanities, Department of Business Faculty of Business and Humanities, Department of Sports and Finance
Number	4
Link(s) to Publications	

Year	2020/21
Areas/Units	Library and Information Service (Service Unit Delivery Review)
Number	1
Link(s) to Publications	

Year	2021/22
Areas/Units	Faculty of Applied Science, Engineering and Technology, Department of Built Environment Department of Information Technology
Number	2
Link(s) to Publications	

Year	2021/22
Areas/Units	Faculty of Applied Science, Engineering and Technology, Department of Electrical and Electronic Engineering Department of Mechanical and Automobile Engineering School of Art and Design
Number	3
Link(s) to Publications	

18. Engagement with Third Parties Section

Details of engagement with third parties, including:

1. Arrangements with PRSBs, Awarding Bodies, QA Bodies
2. Collaborative Provision
3. Articulation Agreements

1. Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of Arrangement	Total Number
PRSBs	22
Awarding Bodies	1
QA Bodies	0

First Type of Arrangement (PRSB/Awarding Body/QA Body):	
Name of Body:	Chartered Accountants Ireland
Programme Tiles and Links to Publications	B.Bus (Hons) in Accounting and Finance https://lit.ie/courses/LC224
Date of Accreditation or Last Review	13-04-2015
Next Review Year	2021

Second Type of Arrangement (PRSB/Awarding Body/QA Body):	
Name of Body:	Society of Chartered Surveyors Ireland
Programme Tiles and Links to Publications	B.Sc. (Hons) in Quantity Surveying https://lit.ie/courses/LC243
Date of Accreditation or Last Review	10-5-2019
Next Review Year	2022

Third Type of Arrangement (PRSB/Awarding Body/QA Body):	
Name of Body:	Engineers Ireland
Programme Tiles and Links to Publications	B.Eng. In Mechanical Engineering https://lit.ie/courses/LC288
Date of Accreditation or Last Review	8-06-2018
Next Review Year	2023

2. Collaborative Provision

Provide details of 10 collaborations. These should be the TOP 10 collaborations based on the number of students currently enrolled in them. For Designated Awarding Bodies, details of ALL linked providers should be included.

Type of Arrangement	Total Number
Joint Research Degrees	0
Joint/double/multiple awards	1
Collaborative Programmes	3
Franchise Programmes	
Linked providers (DABs only)	

First Collaborative Provision (Joint Research Degree or Joint/double/multiple awards or Collaborative Programmes or Franchise Programmes or Linked providers [DABs only]):	Joint Award
Name of Body (bodies):	Limerick Institute of Technology University of Limerick
Programme Tiles and Links to Publications	Professional Master of Education in Art and Design with Digital Media https://lit.ie/Courses/Professional-Master-of-Education-in-Art-and-Design
Date of Last Review	22-12-2015
Next Review Year	2021

Second Collaborative Provision (Joint Research Degree or Joint/double/multiple awards or Collaborative Programmes or Franchise Programmes or Linked providers [DABs only]):	Collaborative Programme
Name of Body (bodies):	Limerick Institute of Technology Yangtze University, china
Programme Tiles and Links to Publications	LC252 BSc (Hons) in Civil Engineering Management https://lit.ie/Courses/LC252
Date of Last Review	25-04-2016
Next Review Year	2020

Third Collaborative Provision (Joint Research Degree or Joint/double/multiple awards or Collaborative Programmes or Franchise Programmes or Linked providers [DABs only]):	Collaborative Programme
Name of Body (bodies):	Limerick Institute of Technology Salesian Agricultural College Pallaskenry
Programme Tiles and Links to Publications	Higher Cert in Agricultural Mechanisation https://lit.ie/Courses/LC284

Fourth Collaborative Provision (Joint Research Degree or Joint/double/multiple awards or Collaborative Programmes or Franchise Programmes or Linked providers [DABs only]):	Collaborative Programme
Name of Body (bodies):	Limerick Institute of Technology Gurteen Agricultural College
Programme Tiles and Links to Publications	BSc. (Hons) Environmental Science and Agriculture https://lit.ie/courses/lc434

3. Articulation Agreements

Provide details of 3 programmes linked to articulation agreements with other bodies. These should be the TOP 3 programmes based on the number of students currently enrolled in them.

Articulation Agreements - Total Number	

First Articulation Agreement:	
Name of Body (bodies):	Tunku Abdul Rahman University College (TAR UC)
Programme Tiles and Links to Publications	BSc (Hons) in Quantity Surveying https://lit.ie/courses/LC243
Date of Agreement/Arrangement or Last Review	7-04-2014
Review Year for Agreement	2020

Second Articulation Agreement:	
Name of Body (bodies):	Canadore College Canada
Programme Tiles and Links to Publications	Bachelor of Science in Science in Sports Strength and Conditioning https://lit.ie/courses/LC423
Date of Agreement/Arrangement or Last Review	20/03/2014
Review Year for Agreement	2020

Third Articulation Agreement:	
Name of Body (bodies):	St. Lawrence College, Canada
Programme Tiles and Links to Publications	Bachelor of Science (Honours) in Games Design and Development https://lit.ie/courses/LC418
Date of Agreement/Arrangement or Last Review	25-6-2016
Review Year for Agreement	2020

APPENDIX ONE – PROFESSIONAL, REGULATORY AND STATUTORY BODIES (PRSB)

1. PROFESSIONAL, REGULATORY AND STATUTORY BODIES (PRSB)				
Name of Body	**Programme on which body is associated**	**Number of students on programme**	**Last Review Date**	**Next Review Date**
Chartered Accountants Ireland	LC224 BBus (Hons) in Accounting & Finance (Years 1-4)	162	2015	2021
Association of Chartered Certified Accountants	LC224 BBus (Hons) in Accounting & Finance (Years 1-4)	162	2015	2021
Chartered Institute of Management Accountants	LC224 BBus (Hons) in Accounting & Finance (Years 1-4)	162	2015	2021
Institute of Certified Public Accountants in Ireland	LC224 BBus (Hons) in Accounting & Finance (Years 1-4)	162	2015	2021
Institute of Incorporated Public Accountants	LC224 BBus (Hons) in Accounting & Finance (Years 1-4)	162	2015	2021
Irish Taxation Institute	LC224 BBus (Hons) in Accounting & Finance (Years 1-4)	162	2015	2021
Institute of Chartered Secretaries and Administrators	LC224 BBus (Hons) in Accounting & Finance (Years 1-4)	162	2015	2021
Association of Chartered Certified Accounts (ACCA)	LC330 Business Computing (Years 1-4)	37	2016	2021
Certified Public Accountants (CPA).	LC330 Business Computing (Years 1-4)	37	2016	2021
Engineers Ireland (subject to final ratification by Engineers Ireland)	LC271 Bachelor of Engineering in Electrical Engineering (L7)	33	2019	2024
	LC275 Bachelor of Engineering (Honours) in Electrical Engineering (L8)	45	2019	2024
	LC279 Bachelor of Engineering in Electronic Engineering (L7	35	2019	2024
	LC376 Bachelor of Engineering (Honours)	32	2019	2024

	in Electronic Engineering (L8)			
	LC277 Bachelor of Engineering Industrial Automation and Robotic Systems (L7)	49	2019	2024
	LC375 Bachelor of Engineering (Honours) Industrial Automation and Robotic Systems (L8)	27	2019	2024
	LC278 Bachelor of Engineering in Renewable and Electrical Energy Engineering (L7)	18	2019	2024
	LC374 Bachelor of Engineering (Honours) in Renewable and Electrical Energy Engineering (L8)	16	2019	2024
	Bachelor of Engineering in Industrial Electrical Engineering Apprenticeship (L7)	28	2019	2024
Engineers Ireland	LC250 Higher Certificate in Engineering in Civil and Environmental Engineering. (Years 1-2)	3	2018	2023
	LC251 BEng in Civil Engineering (Years 1–3)	52		
	LC252 BSc (Hons) in Civil Engineering Management (Years 1-4)	56+YU235		
	LC241 BSc (Hons) in Construction Management (Years 1-4)	78		
	LC281 – Higher Certificate in Automobile Technology	20	2018	2023

	LC284 – Higher Certificate in Agriculture Mechanisation	56	2018	2023
	LC283 – Precision Engineering L7 (Years 1-3)	47	2018	2023
Chartered Institute of Building	LC241 BSc (Hons) in Construction Management (Years 1-4)	78	2016	2021
	LC252 BSc (Hons) in Civil Engineering Management (Years 1-4)	56+YU235		
	LC243 BSc (Hons) in Quantity Surveying (Years 1-4)	134		
	LC244 BSc in Sustainable & Renewable Energy (Years 1-3)	7		
Institute of Occupational Safety & Health	LC254 BSc in Construction Health and Safety	1	2016	2022
Chartered Institute of Civil Engineering Surveyors	LC250 Higher Certificate in Engineering in Civil and Environmental Engineering. (Years 1-2)	3	2016	2022
	LC251 BEng in Civil Engineering (Years 1–3)	52		
	LC252 BSc (Hons) in Civil Engineering Management	56+YU235		
	MSc in Quantity Surveying (Years 1-4)	9		
Society of Chartered Surveyors Ireland / Royal Institute of Chartered Surveyors	LC243 BSc (Hons) in Quantity Surveying	134	2019	2022
	LC242 BSc (Hons) in Property Valuation and Management	51		
	MSc in Quantity Surveying	9		

Name of Body	Programme on which body is associated	Number of students on programme	Last Review Date	Next Review Date
Engineers Ireland	Higher Certificate in Engineering in Mechanical Engineering	7	2018	2023
	LC285 Bachelor of Engineering in Mechanical Engineering	89	2018	2023
	LC288 Bachelor of Engineering (Hons) in Mechanical Engineering (Facilities)	47	2018	2023
	A8286 Bachelor of Science (Hons) in Process and Engineering Management	13	2018	2023
	LC281 Higher Certificate in Engineering in Automobile Technology	20	2018	2023
	LC284 Higher Certificate in Engineering in Agricultural Mechanisation	56	2018	2023
	LC287 Higher Certificate in Engineering in Precision Engineering	15	2018	2023
	LC283 Bachelor of Engineering in Precision Engineering	32	2018	2023
2. AWARDING BODY (OTHER THAN QQI)				
Name of Body	**Programme on which body is associated**	**Number of students on programme(s)**	**Last Review Date**	**Next Review Date**
None	None	None	None	None
3. QA BODIES				
Name of Body	**Programme on which body is associated**	**Number of students on programme**	**Last Review Date**	**Next Review Date**
None	None	None	None	None

APPENDIX TWO: MEMORANDUM OF UNDERSTANDING WITH REGIONAL, NATIONAL AND INTERNATIONAL BODIES

National Agreements			
Name of College	**Country**	**Type of Agreements**	**Date signed**
Limerick and Clare Education and Training Board (LCETB)	Ireland	MOU	10.02.15
Shannon Consortium (UL &MIC)	Ireland	Agreement for Enhanced Collaboration	07.05.14
Tipperary Education and Training Board	Ireland	MOU	25.05.2015
Mary Immaculate College (MIC)	Ireland	MOA	20.01.14
Galway-Mayo Institute of Technology (GMIT)	Ireland	Agreement for Enhanced Collaboration	2015
University of Limerick	Ireland	MOA on Research Degree Awards	07.01.2016
University of Limerick, Mary Immaculate College (MIC)	Ireland	FLGS Governance Document	24.03.2016

International General Agreements			
Name of College	**Country**	**Type Of Agreement**	**Date Signed (DD/MM/YEAR)**
Universidade Tecnologica Federal do Parana (UTFPR)	Brazil	MOU	26/04/2014
Universidade Federal de Sao Joao del-Rei (UFSJ)	Brazil	MOU	21/10/2013
Universidade Do Estado Do Amazonas (UEA)	Brazil	MOU	19/09/2013
Universidade de Ribeirão Preto (UNAERP)	Brazil	MOU	28/05/2014
Universidade Do Estado Do Para (UEPA)	Brazil	MOU	29/11/2013
Universidade Estadual Paulista (UNESP)	Brazil	MOU	17/03/2015
Centro Federal de Educação Tecnologica Celso Suckow da Fonseca (CEFET RJ)	Brazil	MOU	21/10/2013
Algonquin College	Canada	MOU	03/06/2016
Conestoga College	Canada	MOU	24/02/2015

St. Lawrence College	Canada	MOU	25/05/2016
Durham College	Canada	MOU	23/11/2016
Canadore College	Canada	MOU	28/05/2017
St. Clair College	Canada	MOU	02/12/2016
Fleming College	Canada	MOU	06/09/2016
Fanshawe College	Canada	MOU	23/02/2016
North Island College	Canada	MOU	15/08/2019
Yangtze University	China	MOU	25/04/2016
Jining University	China	MOU	26/04/2017
Changshu Institute of Technology (CIT)	China	MOU	04/11/2016
Sreenidhi Institute of Science & Technology	India	MOU	12/06/2012
Indus International University	India	MOU	25/11/2013
Chandigarh Group of Colleges (CGC)	India	MOU	11/12/2020
Universiti Tenaga Nasional (UNITEN)	Malaysia	MOU	07/11/2016
TAFE College	Malaysia	MOU	01/03/2017
Limkokwing University of Creative Technology	Malaysia	MOU	14/05/2013
Tunku Abdul Rahman University College (TAR UC)	Malaysia	MOU	07/04/2014
Saito University College	Malaysia	MOU	01/11/2017
Young Aces Technical College	Malaysia	MOU	08/11/2017
Riam Institute of Technology	Malaysia	MOU	09/11/2017
Dasein Academy of Art	Malaysia	MOU	31/10/2017
Malaysian Institute of Art	Malaysia	MOU	10/07/2018
New Era University College	Malaysia	MOU	12/07/2018
IACT College	Malaysia	MOU	14/11/2018
University of Tennessee	USA	MOU	26/06/2015
City University of Macau	China	MOU	21/03/2018
		Programme Articulation Agreements	
St. Lawrence College	Canada	Business Studies with Travel & Tourism	25/05/2016
St. Lawrence College	Canada	Business Studies with Event Management	25/05/2016
St. Lawrence College	Canada	Business Studies with Sports Management	25/05/2016
St. Lawrence College	Canada	Sports Strength & Conditioning	25/05/2016

St. Lawrence College	Canada	Games Design & Development	25/05/2016
St. Clair College	Canada	Business Studies with Sports Management	13/12/2017
St. Clair College	Canada	Business Studies with Travel & Tourism	04/11/2016
Yangtze University	China	Civil Engineering	25/04/2016
Saito University College	Malaysia	Fashion BA in Design	01/11/2017
Saito University College	Malaysia	Graphic Design Communication	01/11/2017
Saito University College	Malaysia	Fashion & Textiles for Product & Costume	01/11/2017
Saito University College	Malaysia	Creative Media & Design	01/11/2017
Saito University College	Malaysia	Marketing & Management	12/07/2018
Saito University College	Malaysia	Business	12/07/2018
Saito University College	Malaysia	Interior Design	12/07/2018
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Fashion - Textiles	30/10/2017
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Graphic Design	30/10/2017
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Multimedia Design	30/10/2017
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Fashion - Design	30/10/2017
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Accounting & Finance	07/04/2014
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Quantity Surveying	07/04/2014
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Property Valuation & Management	07/04/2014
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Construction Management	07/04/2014
Tunku Abdul Rahman University College (TAR UC)	Malaysia	MSc Quantity Surveying	07/04/2014
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Creative Multimedia	11/07/2018
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Sports Strength & Conditioning	11/07/2018
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Marketing & Management	11/07/2018
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Travel & Tourism Management	11/07/2018

Tunku Abdul Rahman University College (TAR UC)	Malaysia	Event Management	11/07/2018
Dasein Academy of Art	Malaysia	Photography, Film, Video in Fine Arts	31/10/2017
Dasein Academy of Art	Malaysia	Animation & Motion Design	31/10/2017
Dasein Academy of Art	Malaysia	Sculpture & Combined Media	31/10/2017
Dasein Academy of Art	Malaysia	Creative Media & Design	31/10/2017
Dasein Academy of Art	Malaysia	Fine Arts - Painting	31/10/2017
Dasein Academy of Art	Malaysia	Fine Arts - Print Contemporary Practice	31/10/2017
Dasein Academy of Art	Malaysia	Digital Animation Production	31/10/2017
Dasein Academy of Art	Malaysia	Graphic Design Communication	31/10/2017
Dasein Academy of Art	Malaysia	Photography, Film, Video in Fine Arts	31/10/2017
Malaysian Institute of Art (MIA)	Malaysia	Fashion BA in Design	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Fashion & Textiles for Product & Costume	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Graphic Design Communication	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Painting	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Print Contemporary Practice	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Sculpture & Combined Media	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Photography, Film, Video	10/07/2018
RIAMTEC	Malaysia	Mechanical Engineering	09/07/2018
RIAMTEC	Malaysia	Road Transport Technology & Management	09/07/2018
RIAMTEC	Malaysia	Electronic Engineering	09/07/2018
RIAMTEC	Malaysia	Hospitality Supervision	09/07/2018
RIAMTEC	Malaysia	Culinary Arts	09/07/2018
IACT College	Malaysia	Creative Broadcast & Film Production	12/07/2018
IACT College	Malaysia	Graphic Design Communications	12/07/2018
IACT College	Malaysia	Foundation > 1st Year	12/07/2018
New Era University College	Malaysia	Fashion Design	12/07/2018
New Era University College	Malaysia	Fashion Textiles for Product & Costume	12/07/2018

New Era University College	Malaysia	Graphic Design Communications	12/07/2018
New Era University College	Malaysia	Business	12/07/2018
Durham College	Canada	Business with Sports Management	14/10/2017
Durham College	Canada	Business with Event Management	14/10/2017
Durham College	Canada	Enterprise & Innovation	14/10/2017
Durham College	Canada	Culinary Arts	14/10/2017
Durham College	Canada	Music Technology	14/10/2017
Durham College	Canada	Creative Broadcast & Film Production	14/10/2017
Durham College	Canada	Graphic Design Communication	14/10/2017
Durham College	Canada	Creative Multimedia	02/02/2015
Durham College	Canada	Digital Animation Production	14/10/2017
Canadore College	Canada	Sports Strength & Conditioning	20/03/2014
Canadore College	Canada	Business	29/09/2017
Canadore College	Canada	Community Sport Development	29/09/2017
Canadore College	Canada	Communications	29/09/2017
Canadore College	Canada	Creative Broadcast & Film Production	04/05/2017
Canadore College	Canada	Civil Engineering Management	29/09/2017
Canadore College	Canada	Graphic Design Communications	29/09/2017
Canadore College	Canada	Creative Broadcast & Film Production	25/05/2016
Fleming College	Canada	Business Studies with Sports Management	06/09/2016
Fleming College	Canada	Culinary Arts	09/08/2019
Fleming College	Canada	Travel and Tourism Management	09/08/2019
Fleming College	Canada	Marketing and Management	09/08/2019
Fleming College	Canada	Business with Digital Marketing	09/08/2019
Fleming College	Canada	Community Sports Development	09/08/2019

Fleming College	Canada	Business Studies with Sports Management	09/08/2019
Fleming College	Canada	Sports Strength and Conditioning	09/08/2019
Algonquin College	Canada	Animation & Motion Design	31/09/2016
Algonquin College	Canada	Marketing & Management	20/06/2016
Algonquin College	Canada	Enterprise & Innovation	20/06/2016
Fanshawe College	Canada	Graphic Design	26/04/2017
Fanshawe College	Canada	Travel & Tourism Management	23/02/2017
Fanshawe College	Canada	Fashion – BA Hons	26/04/2017
Loyalist College	Canada	Bachelor of Science (Honours) in Bioanalysis and Biotechnology (Year 4)	04/05/2018
Loyalist College	Canada	Bachelor of Arts (Honours) in Business Studies with Sports Management (Year 4)	04/05/2018
Loyalist College	Canada	Bachelor of Business Studies (Honours) in Enterprise and Innovation (Year 4)	04/05/2018
Loyalist College	Canada	Bachelor of Arts (Honours) in Business Studies with Sports Management (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Business Studies (Honours) in Enterprise and Innovation (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Business Studies (Honours) in Enterprise and Innovation (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Business Studies (Honours) in Marketing and Management (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Science (Honours) in Environmental	04/05/2018

		and Analytical Science (Year 4)	
Loyalist College	Canada	Bachelor of Science (Honours) in Civil Engineering Management (Year 4)	04/05/2018
Loyalist College	Canada	Bachelor of Arts (Honours) in Community Development (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Arts (Honours) in Business Studies with Beauty and Spa Management (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Science (Honours) in Film and TV Production Studies (Year 4)	04/05/2018
Loyalist College	Canada	Bachelor of Business Studies (Honours) in Marketing and Management (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Arts (Honours) in Business Studies with Sports Management (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Arts in Community Sports Development	04/05/2018
Loyalist College	Canada	Bachelor of Arts in Business Studies with Travel and Tourism Management	04/05/2018

International ERASMUS Bilateral Agreements			
Name of College	**Country**	**Type of Agreements**	**Date signed (DD/MM/YEAR)**
European Bilateral Agreements			
FH Kufstein Tirol University	Austria	Student & Staff Mobility	24/04/2018
Katholleke Hogeschool Vives University College	Belgium	Student & Staff Mobility	24/06/2014
Vrije University	Belgium	Student & Staff Mobility	27/06/2017
University of Rijeka	Croatia	Student & Staff Mobility	08/05/2018
University of Dubrovnik	Croatia	Staff Mobility	16/07/2018
Aarhus Academy	Denmark	Student & Staff Mobility	11/10/2014
Metropolia University	Finland	Staff Mobility	19/02/2018
Ecole Superieure des Beaux Arts de Nantes Metropole	France	Student & Staff Mobility	09/06/2014
Ecole supérieure d'art et de design d'Amiens (ESAD)	France	Student & Staff Mobility	22/09/2017
ESC Rennes School of Business	France	Student & Staff Mobility	29/01/2015
IPAG School of Business	France	Student & Staff Mobility	18/06/2014
IUT Nice Côte d'Azur	France	Student & Staff Mobility	18/06/2014
IUT Périgueux	France	Student & Staff Mobility	12/02/2014
IUT Quimper	France	Student & Staff Mobility	18/06/2014
Universite D'Angers	France	Student & Staff Mobility	26/05/2014
Université du Littoral Côte d'Opale	France	Student & Staff Mobility	18/06/2014
University of Franche Comte (UFC)	France	Student & Staff Mobility	06/05/2015
University of Le Havre	France	Student & Staff Mobility	28/06/2016
Université de Lorraine	France	Student & Staff Mobility	10/04/2018
Université de Toulon	France	Student & Staff Mobility	19/02/2018
IRTS PACA et Corse	France	Student & Staff Mobility	17/11/2017
Tbilisi State Academia of Art	Georgia	Student & Staff Mobility	15/11/2017
Duale Hochschule Baden Wurttemberg (DHBW) University	Germany	Student & Staff Mobility	05/10/2016
Akademie de Kunste Karlsruhe	Germany	Student & Staff Mobility	09/06/2015
Hawk University of Applied Arts & Science	Germany	Student & Staff Mobility	12/03/2015
Heilbronn University	Germany	Student & Staff Mobility	13/04/2016
Europa Universitat Flensburg	Germany	Student & Staff Mobility	03/10/2014
Budapest Metropolitan University	Hungary	Student & Staff Mobility	30/05/2017
Pannonia University	Hungary	Staff Mobility	19/02/2015
Universita degli Studi della Tuscia	Italy	Student & Staff Mobility	16/04/2015
Roma Tre	Italy	Staff Mobility	21/02/2018
Brera Academy of Fine Art	Italy	Student & Staff Mobility	24/05/2016
Vilnius Academiy of Arts	Lithuania	Student & Staff Mobility	27/05/2015
Fontys University of Applied Sciences	Netherlands	Student & Staff Mobility	06/04/2016

Noordelijke Hogeschool Leeuwarden (NHL)	Netherlands	Student Mobility	10/02/2014
HKU University of Arts Utrecht	Netherlands	Student & Staff Mobility	14/11/2014

Glasgow School of Art	Scotland	Student & Staff Mobility	24/06/2014
Robert Gordon Aberdeen	Scotland	Student & Staff Mobility	24/01/2014
Escuela de Arte y Superior de Diseño de Orihuela (EASDO)	Spain	Student & Staff Mobility	23/05/2017
Universidad San Jorge (USJ)	Spain	Student & Staff Mobility	02/11/2017
Universad Camilo Jose Cela (U-tad)	Spain	Student & Staff Mobility	17/05/2017
Escuela Superior de Diseno de la Rioja (ESDIR)	Spain	Student & Staff Mobility	15/11/2017
Universidad Complutense de Madrid	Spain	Student & Staff Mobility	29/11/2013
Universidad De Castilla-La Mancha (UCLM)	Spain	Student & Staff Mobility	19/06/2014
Universidad de Vigo	Spain	Student Mobility	18/12/2013
Universidad Politecnica De Valencia	Spain	Student & Staff Mobility	10/04/2014
Universidad de Zaragoza	Spain	Student & Staff Mobility	07/03/2014
Lund University	Sweden	Staff Mobility	28/10/2016
Zuricher University of Applied Sciences	Switzerland	Student & Staff Mobility	20/06/2018
Namik Kemel University	Turkey	Student & Staff Mobility	09/01/2014
University of Sussex	UK	Student & Staff Mobility	03/10/2016
International Bilateral Agreements			
Public Administration Academy of the Republic of Armenia (PAARA)	Armenia	Staff Mobility	25/03/2016
Universidade Tecnologica Federal do Parana (UTFPR)	Brazil	Student & Staff Mobility	07/2016
Universidade Federal de Sao Joao del-Rei (UFSJ)	Brazil	Student & Staff Mobility	07/2016
Fleming College	Canada	Student & Staff Mobility	09/2016
Fanshawe College	Canada	Student & Staff Mobility	09/2016
St. Lawrence College	Canada	Student & Staff Mobility	09/2016
Yangtze University	China	Student & Staff Mobility	08/2016
Mutah University	Jordon	Staff Mobility	21/05/2017
Kazakh Agro Technical University (KATU)	Kazakhstan	Staff Mobility	02/08/17
Lebanese University	Lebanon	Staff Mobility	23/02/18
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Student & Staff Mobility	02/2016
An-Najah National University	Palestine	Staff Mobility	09/04/2018

Omsk State University (OmSU)	Russia	Staff Mobility	13/04/2016
Mykolaiv National University	Ukraine	Staff Mobility	15/06/2018
Tashkent University of Information Technologies (TUIT)	Uzbekistan	Staff Mobility	27/06/2017

Parts 2-6

Institution-led QA – Annual Information

Parts 2-6 are completed annually, with information pertaining to the reporting period (i.e. the preceding academic year only).

Part 2: Institution-led QA – Annual

Part 2 provides information relating to Institution-led quality assurance for the reporting period.

Section 1: Quality Assurance and Enhancement System Developments

1.1 The evolution of quality assurance and enhancement systems in support of strategic objectives in the reporting period.

LIT takes a multi-layered approach to the governance of academic quality management, with the first layer consisting of executive structures such as Governing Body, Academic Council and its' sub-committees and working groups. These structures take a lead role in reviewing and designing Institute-wide strategies and processes to maintain and continuously improve academic quality. The second layer of governance in place has a greater focus on academic quality through operational practice, with faculty, department, exam and programme board structures supporting ongoing programme design, delivery, monitoring and review. There is close linkage between these two layers of governance, creating a holistic and integrated approach to academic quality management in the Institute. Academic quality management is a central focus in LIT and critical to its ongoing success as a leading educator in the region. LIT's approach and development of quality assurance and enhancement systems and processes is effective and sophisticated. Our quality assurance is in line with standards and guidelines for the European Higher Education Area, and with the national guidelines and criteria for QA procedures overseen by Quality and Qualifications Ireland (QQI). Staff are aware of national and international best practice in academia and in the profession.

LIT's Quality Assurance Policies and Procedures are implemented on all of its five campuses and learning centres across the counties of Limerick, Tipperary and Clare. These policies and procedures relevantly govern the design, delivery, and review of its academic programmes on the NFQ framework from Level 6 to Level 10, whilst also assuring quality across its craft apprenticeships, flexible learning and continuous education programmes.

LIT's Quality Assurance documentation has been collected and collated to form 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 Academic Quality, Teaching, and Learning*. The *LIT Quality Assurance Handbook* document is available, in full, on the LIT intranet. www.lit.ie

The *LIT Quality Assurance Handbook* is submitted to QQI to support its delegated authority and Institutional review processes. This is required under ESG 1.1
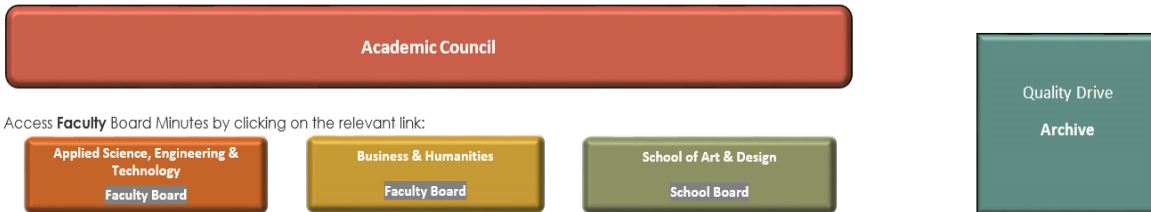
The Institutes Quality Policy Statement was updated during the 2018 – 2019 reporting period into a more comprehensive Quality Policy Framework titled the LIT Policy on Quality Assurance and Enhancement 2019 – 2024 and is included in the LIT Quality Assurance Handbook.

A digital repository of the academic record was developed during the 2017 -2018 academic year and this continues to be maintained and populated during the current reporting period. This is a central archive referred to as the Quality Drive and is available via SharePoint on the Staff portal. Staff, academic and support, can access the relevant documentation relevant to their sphere of activity with read and write from a series of links as appropriate. The Quality drive includes the record or Academic Council and associated documentation, Faculty, Department, and Programme Board Documentation including relevant minutes, new programme validation and programmatic review documents. It can be updated annually and archived for retention as appropriate, in a secure and accessible format.

<u>Overview of the Quality Drive:</u>

Quality Drive (Q-Drive) 2018 - 2019

Access **Academic Council** Documents by clicking on the relevant link:

Academic Council

Quality Drive **Archive**

Access **Faculty** Board Minutes by clicking on the relevant link:

Applied Science, Engineering & Technology **Faculty Board**	Business & Humanities **Faculty Board**	School of Art & Design **School Board**

Access **Departmental** records by clicking on the relevant link:

Applied Science	Applied Social Sciences	Design
Built Environment	Business	Fine Art
Electrical & Electronic Engineering	Food & Tourism	
Information Technology	Sport	Flexible Learning
Mechanical & Automobile Engineering		

Sample Academic Council Documentation:

Access **Academic Council** Documents by clicking on the relevant link:

Academic Council

Access **Academic Council Sub Committee Documents** by clicking on the relevant link:

Academic Quality, Teaching & Learning	Academic Reviews	Admissions & Academic Progress	Apprenticeships	Postgraduate Matters & Research	Student Support & Retention

A sample Department: Applied Science:

Department/Programme Board Meetings	New Programme Development	Programmatic Review
Department Board	New Programme Proposal Forms ACRP 3003/4	Programmatic Review Documents (5 Year Cycle)
Biology	Internal Panel Documents / Internal Panel Report & Programme Board Response	
Drug & Medicinal Product, Environmental Science	External Panel Documents / External Panel Report & Programme Board Response	
Forensics & Pharmaceutical	Final Programme Documents	
Medical Techology Operating Department Practice	Programme Changes through Academic Council	
Environmental (Thurles)		
Flexible Learning Programmes	Certificates of Programme Approval	

1.2 Significant specific changes (if any) to QA within the Institution.

Academic Council approved changes to a number of documents during the 2018/2019 academic year, including the following:

Changes to LIT's **Academic Council Regulations and Procedures (ACRP),** following reviews in the academic year 2018/2019, and effective in the reporting period 2019/2020 and approved by Academic Council included the following:

Sectional Changes	Date
Revision of Section 3.3.8: Stage 6 Approval of Major Awards.	Academic Council 02/05/2019
Revision of full Section 5: Recognition of Prior Learning (RPL) Policy and Procedure.	Academic Council 17/06/2019

There were a large number of policy documents that are constituent parts of the LIT Quality Assurance Handbook updated during the reporting period.

Documents Approved/Revised/Reviewed	Date
Table of Contents to Quality Assurance Handbook	Approved by Academic Council 5/10/18
LIT Policy on Dignity and Respect; Dealing with Harassment and Bullying among Students 2019-2024	Approved by Academic Council 7/12/18
LIT Student Code of Conduct and Discipline 2019-2024	Approved by Academic Council 17/6/19
LIT Student Disability Policy 2019 – 2024	Approved by Academic Council 7/12/18
LIT Student Complaints and Problem Resolution Procedure 2019-2024	Approved by Academic Council 8/3/19
LIT Learner Disability Policy 2019-2024	Approved by Academic Council 8/3/19
LIT Research Degree Regulations	Approved by Academic Council 17/6/19
LIT Ethics Policy for Researchers 2019 – 2022	Approved by Academic Council 11/10/19
LIT Intellectual Property for Research 2019-2022	Approved by Academic Council 3/5/19
LIT Research Integrity Policy 2019-2022	Approved by Academic Council 3/5/19
LIT Research Publication Policy 2019-2022	Approved by Academic Council 3/5/19
LIT Child Protection Policy 2018-2020	Approved by Registrar 3/9/18

LIT Child Safeguarding Statement 2018-2020	Approved by Registrar 3/9/18
LIT Child Protection Procedures 2018-2020	Approved by Registrar 3/9/18
LIT Industrial Liaison Advisory Policy 2019-2024	Approved by Academic Council 2/5/19
Updated LIT Document Control Record Template	Approved by Academic Council 17/6/19
LIT Policy on Recognition of Prior Learning 2019-2020 (Integrated component of ACRP)	Approved by Academic Council 17/6/19

New Documents	Date
LIT Teaching and Learning Strategy Implementation Planning Resource 2018-2023	Approved by Governing Body 5/10/18
LIT Blended and Online Learning Policy 2019-2024	Approved by Academic Council 8/3/19
LIT Learning Design Guidelines	Noted by Academic Council 7/12/18
LIT Operational Guidelines for Blended and Online Learning	Noted by Academic Council 7/12/18
LIT Technical Setup Guide for Blended and Online Learning	Noted by Academic Council 7/12/18
LIT Lecture Recording Policy 2019-2021	Approved by Academic Council 2/5/19
LIT Policy for Strategic Review of Service Delivery Units 2019-2024	Approved by Governing Body 11/12/18
LIT Student Fitness to Practise Policy for Relevant Programmes Listed 2019-2024	Approved by Academic Council 2/5/19
LIT Policy for the Provision of Lecture Recording as a Reasonable Accommodation 2019-2024	Approved by Academic Council 17/6/19
LIT Research Ethics Guidelines for Undergraduate and Taught Postgraduate Programmes 2019-2022	Approved by Academic Council 2/5/19
LIT Policy on Quality Assurance and Enhancement 2019-2024	Approved by Academic Council 17/6/19

1.3 The schedule of QA governance meetings.

GOVERNING BODY MEETING DATES 2018/19 ACADEMIC YEAR	
	Meeting Dates and Times
Governing Body Meeting	Tuesday, 18th September 2018
Governing Body Meeting	Tuesday, 6th November 2018
Governing Body Meeting	Tuesday, 11th December 2018
Governing Body Meeting	Tuesday, 29th January 2019
Governing Body Meeting	Tuesday, 12th March 2019
Governing Body Meeting	Tuesday, 14th May 2019
Governing Body Meeting	Tuesday, 25th June 2019
ACADEMIC COUNCIL MEETING DATES 2018/19 ACADEMIC YEAR	
	Meeting Dates and Times
Academic Council Meeting	Friday, 5th October 2018, 2.00pm
Academic Council Meeting	Friday, 7th December 2018, 2.00pm
Academic Council Meeting	Friday, 8th March 2019, 2.00pm
Academic Council Meeting	Friday, 3rd May 2019, 2.00pm
Academic Council Meeting	Monday, 17th June 2019, 2.00pm
ACADEMIC COUNCIL SUB-COMMITTEES MEETING DATES 2018/19 ACADEMIC YEAR	
Sub-committee Title	Meeting Dates and Times
Research & Postgraduate Matters	Thursday, 13th September 2018, 2.00pm
Academic Quality, Teaching & Learning	Monday, 18th September 2018, 11.00am
Academic Reviews	Thursday, 13th September 2018, 11.00am
Academic Quality, Teaching & Learning	Monday, 17th September 2018, 11.00am
Admissions & Academic Progress	Wednesday, 19th September 2018, 11.00am
Student Support & Retention	Friday, 19thd October 2018, 11.00am
Academic Reviews	Wednesday, 24th October 2018, 11.00am
Admissions & Academic Progress	Thursday, 6th November 2018, 11.00am
Research & Postgraduate Matters	Wednesday, 14th November 2018, 11.00am
Academic Quality, Teaching & Learning	Thursday, 15th November 2018, 11.00am

Student Support & Retention	Thursday, 31st January 2019, 11.00am
Academic Quality, Teaching & Learning	Friday, 8th February 2019, 11.00am
Academic Reviews	Monday, 11th February 2019, 11.00am
Admissions & Academic Progress	Monday, 18th February 2019, 11.00am
Admissions & Academic Progress	Thursday, 28th March 2019, 11.00am
Research & Postgraduate Matters	Monday, 8th April 2019, 11.00am
Academic Reviews	Wednesday, 3rd April 2019, 11.00am
Student Support & Retention	Monday, 25th March 2019, 11.00am
Academic Quality, Teaching & Learning	Thursday, 11th April 2019, 11.00am
Student Support & Retention	Thursday, 9TH May 2019, 11.00am
Academic Reviews	Tuesday, 14th May 2019, 11.00am
Admissions and Academic Progress	Thursday, 16th May 2019, 2.00pm
Quality, Teaching and Learning	Monday, 20th May 2019, 2.00pm
Research & Postgraduate Matters	Monday, 23rd May 2019, 11.00am
Admissions and Academic Progress	Friday, 14th June 2019, 11.00am

Section 2: Reviews in the reporting period

2.1 Internal reviews completed in the reporting period.

Institute Reviews:

Programmatic Reviews 2018/2019:

No programmatic reviews were scheduled for the 2018/2019 Academic Year.

Service Delivery Unit Reviews 2018/2019:

A review of student Support Services was initiated in the 2017 – 2018 during the reporting period during and will be completed during the 2019 – 2020 reporting period.

New Programme Validations 2018/2019:

In total, there were 11 new programme validation visits during the 2018/2019 reporting period; three new programmes validations took place in the Faculty of Business and Humanities, two new programme validations took place in the Limerick School of Art and Design, and six new programme validations took place in the Faculty of Applied Science, Engineering and Technology (ASET), in line with QQI regulations and procedures.

	Date	Department	Title
1	September 2018	Mechanical & Automobile Engineering	B.Eng. (Hons) in Precision Engineering Level 8 Link to Validation Report
2	December 2018	Electronic and Electrical Engineering	B.Eng. in Manufacturing Data Integration (Apprenticeship) Link to Validation Report
3	January 2019	Built Environment	BA (Hons) in Interior Design Level 8 Link to Validation Report
4	January 2019	Mechanical and Automobile Engineering	B.Eng in Process Engineering Management Level 8 Link to Validation Report
5	February 2019	Information Technology	B.Sc. (Hons) in Computing (Data Analytics & Cyber Security) Level 8 Link to Validation Report

6	February 2019	Art and Design	B.Ed (Hons) in Art and Design Level 8 Link to Validation Report
7	April 2019	Art and Design	B.Sc. (Hons) in Visual Effects for Film, TV and Animation Level 8 Link to Validation Report
8	April 2019	Mechanical and Automobile Engineering	B.Sc. in Aircraft Maintenance Engineering Level 7 Link to Validation Report
9	April/May 2019	Business and Humanities	BA in Social Care Work Level 8 and Add-On Link to Validation Report
10	June 2019	Business and Humanities	BA in Accounting Level 8 Higher Diploma in Arts in Accounting Level 8 Certificate in Fundamental Accounting Level 6 Special Purpose Award Certificate in Accounting Principles and Practice Level 7 Special Purpose Award Certificate in Personal and Transaction Taxation Level 8 Special Purpose Award Link to Validation Report
11	June 2019	Marketing, Enterprise and Digital Communication	MSc in Digital Marketing Level 9 Link to Validation Report

In **June 2019** the following new programme validations were conducted. Tiles of embedded and Add on Awards also validated during these reviews are also included.

Department of Business and Humanities:	
Title	**Level**
BA in Accounting	Level 8 Ab-initio
Certificate in Fundamental Accounting	Level 6 Special Purpose award
Certificate in Accounting Principles and Practice	Level 7 Special Purpose award
Certificate in Personal and Transaction Taxation	Level 8 Special Purpose award
Higher Diploma in Arts in Accounting	Level 8

The External New Programme Review Panel of Expert Assessors included:

Name	**Industry**
Mr. Tony Quinlan - Chairperson	Retired GMIT
Mr. John Morrison	DKIT
Ms. Ailish O'Brien	IT Carlow
Ms. Josephine Shortt	Youth Work Ireland
Mr. Pat Rickard	Industry Representative
Mr. Mark Keating	Student Representative

Department of Marketing, Enterprise, Digital Communications:	
Title	**Level**
MSc in Digital Marketing	Level 9

The External New Programme Review Panel of Expert Assessors

Name	**Industry**
Mr. Brian Bennett - Chairperson	Retired IT Carlow
Mr. David O'Callaghan	IT Carlow
Ms. Edwina Gore	Gore Communications
Ms. Orla Cooney	Magico
Ms. Vivienne Griffin	CIT

In **May 2019** the following new programme validations were conducted

Department of Applied Social Sciences:	
Title	**Level**
Bachelor of Arts (Honours) in Social Care Work	Level 8
Bachelor of Arts (Honours) in Social Care Work	Add On
Bachelor of Arts (Honours) in Social Care Work	Level 7
Higher Certificate in Arts in Social Studies	Level 6

The External New Programme Review Panel of Expert Assessors included:

Name	**Industry**
Mr. Tony Quinlan - Chairperson	Retired GMIT
Dr. Catherine Molyneaux	Cork Institute of Technology

Ms. Elaine Beston	TUSLA
Mr. Robert Graham	Limerick Youth Service
Mr. Pat McGarty	IT, Tralee
Mr. Joseph Haugh	Student Representative

In **April 2019** the following new programme validations were conducted:

Department of Mechanical and Automobile Engineering:	
Title	**Level**
Bachelor of Science (Honours) in Aircraft Maintenance Engineering	Level 7

The External New Programme Review Panel of Expert Assessors included:

Name	Industry
Mr. Tony Quinlan - Chairperson	Retired GMIT
Mr. Denis McFadden	Letterkenny Institute of Technology
Ms. Una Parsons	Sligo Institute of Technology
Mr. Mick Malone	Part 21 Design Ireland
Mr. Adrian Pettigrew	Transaction Asset Management
Ms. Shauna Behan	CDB Aviation, LIT Graduate

In **February 2019**, the following new programme validations were conducted:

Department of Art and Design:	
Title	**Level**
Bachelor of Science (Honours) in Visual Effects for Film, TV and Animation	Level 8
Bachelor of Science in Visual Effects for Film, TV and Animation	Level 7
Higher Certificate in Science in Visual Effects for Film, TV and Animation	Level 6

The External New Programme Review Panel of Expert Assessors included:

Name	Industry
Dr. Brian Bennett - Chairperson	EISA Ireland and Retired IT Carlow
Mr. Damien Wilson	North West Regional College Derry
Ms. Deirdre Doherty	Griffith College
Mr. Keith Mangan	Visual Data
Mr. John Haugh	Freelance Director Film/Advertising
Ms. Laura Pigott	Student Representative

Department of Art and Design:	
Title	**Level**
Bachelor of Education (Honours) in Art and Design	Level 8

The External New Programme Review Panel of Expert Assessors included:

Name	**Industry**
Dr. Niall Seery - Chairperson	Athlone IT
Mr. Albert Walsh	CIT Crawford College of Art and Design
Ms. Deirdre Doherty	Griffith College Dublin
Ms. Bairbre Geraghty	Ennistymon Vocational School
Ms. Jackie Carter	Abbeyleix Further Education & Training Centre
Prof. Patricia Mannix-McCarthy	University of Limerick
Ms Una Cahill	Student Representative

Department of Information Technology:	
Title	**Level**
Bachelor of Science (Honours) in Computing (Data Analytics and Cyber Security)	Level 8
Bachelor of Science in Computing (Data Analytics and Cyber Security)	Level 7
Higher Certificate in Science in Computing	Level 6

The External New Programme Review Panel of Expert Assessors included:

Name	**Industry**
Mr. Brendan Goggin - Chairperson	Formerly Cork Institute of Technology
Mr. Jarlath Nolan	Athlone Institute of Technology
Dr. Owen Foley	GMIT
Mr. Garry Mannering	3 Ireland
Mr. Tom Minnock	Glanbia
Mr. Padraig O'Connor	Student Representative

In **January 2019**, the following new programme validations were conducted:

Department of Mechanical and Automobile Engineering:	
Title	**Level**
Bachelor of Engineering (Honours) in Process and Engineering Management	Level 8 Add-On

The External New Programme Review Panel of Expert Assessors included:

Name	**Industry**
Dr. Austin Hanley - Chairperson	Formerly Athlone Institute of Technology
Prof. Ger Kelly	Cork Institute of Technology
Dr. Patrick Carney	Institute of Technology Tralee
Mr. Brian McQuaid	Formerly IT Carlow (retired)
Mr. Geoff Hunter	LIT Graduate
Mr. Seamus Crowe	Johnson & Johnson
Mr. Tim Crowe	Pronov8

Department of Built Environment:	
Title	**Level**
Bachelor of Arts (Honours) in Interior Design	Level 8
Bachelor of Arts in Interior Design	Level 7 embedded
Higher Certificate in Interior Design	Level 6 embedded

The External New Programme Review Panel of Expert Assessors included:

Name	**Industry**
Mr. Brian Bennett, Chairperson	Formerly IT Carlow EISA Ireland
Ms. Rowan Watson	Institute of Technology Sligo
Mr. Garry Cohen	Garry Cohen Designs
Dr. Joseph R Harrington	Cork Institute of Technology
Ms. Ciara Murray	Newmark Architects
Ms. Sarah Daly	Student Representative

In **December 2018**, the following new programme validation was conducted:

Department of Electrical and Electronic Engineering:	
Title	**Level**
Bachelor of Engineering in Manufacturing Data Integration Engineering (Apprenticeship)	Level 7

The External New Programme Review Panel of Expert Assessors included:

Name	**Industry**
Mr. Tony Quinlan - Chairperson	Retired GMIT
Ms. Fiona Cranley	IT Tallaght
Dr. Carl Diver	Manchester Metropolitan University
Mr. Damien O'Brien	Murphy Process Engineering
Ms. Siobhan Keane	Molex Ireland Ltd
Ms. Aislinn Smith	Student Representative

In **September 2018**, the following new programme validation was conducted:

Department of Mechanical and Automobile Engineering:	
Title	**Level**
Bachelor of Engineering (Honours) in Precision Engineering	Level 8
Bachelor of Engineering in Precision Engineering Add on	Level 8

The External New Programme Review Panel of Expert Assessors included:

Name	**Industry**
Dr. Tony Quinlan - Chairperson	Retired GMIT
Mr. Kevin Geary	Zimmer Biomet
Mr. James Gilsenan	DIT
Mr. Brian McQuaid	Formerly IT Carlow (retired)
Mr. Seamus Murphy	Panalok
Ms. Maeve Guilfoyle	Student Representative

SPECIAL PURPOSE AWARDS 2018/2019

Certificate in Coding for Robotics and Embedded Systems for Teachers

Academic Council granted approval to the Faculty of Applied Science, Engineering and Technology – Department of Information Technology for the development of a C*ertificate in Coding for Robotics and Embedded Systems for Teachers* as a Level 8, 10 Credit Special Purpose Award. (24.10.18)

Higher Certificate in Arts in Community Engagement

Academic Council granted approval to the Faculty of Business and Humanities – Department of Applied Social Sciences for the development of a Higher Certificate in Arts in Community Engagement as a Level 6, 10 Credit Special Purpose Award. (24.10.18)

Higher Certificate in Arts in Psychology

Academic Council granted approval to the Faculty of Business and Humanities – Department of Applied Social Sciences for the development of a Higher Certificate in Arts in Psychology as a Level 6, 10 Credit Special Purpose Award. (24.10.18)

Certificate in International Trade and Customs

Academic Council granted approval to the Faculty of Business and Humanities – Department of Business for the development of a Certificate in International Trade and Customs as a Level 8, 20 Credit Special Purpose Award. (11.02.19)

Certificate in Quality Management Systems and Statistics

Academic Council granted approval to the Faculty of ASET – Department of Flexible Learning/Applied Science for the development of a Certificate in Quality Management Systems and Statistics as a Level 7, 20 Credit Special Purpose Award. (11.02.19)

Certificate in Regulatory Affairs and Quality

Academic Council granted approval to the Faculty of ASET – Department of Flexible Learning/ Applied Science for the development of a Certificate in Regulatory Affairs and Quality as a Level 7, 20 Credit Special Purpose Award. (11.02.19)

Postgraduate Certificate in Art Direction in Film and TV

Academic Council granted approval to the Faculty of School of Art and Design – Department of Design for the development of a Postgraduate Certificate in Art Direction in Film and TV as a Level 9, 30 Credit Special Purpose Award. (04.04.19)

Art, Psyche and the Creative Imagination

Academic Council granted approval to the Faculty of School of Art and Design – Department of Fine Art for the development of an Art, Psyche and the Creative Imagination as a Level 9, 20 Credit Special Purpose Award. (04.04.19)

SPECIAL PURPOSE AWARDS 2018/2019 (CONTINUED)

Certificate in Supervisory Management

Academic Council granted approval to the Faculty of Business and Humanities– Department of Flexible Learning/Business and Finance for the development of a Certificate in Supervisory Management as a Level 6, 20 Credit Special Purpose Award. (04.04.19)

Certificate in Logistics and Supply Chain Management

Academic Council granted approval to the Faculty of ASET – Department of Flexible Learning/Mechanical and Automobile Engineering for the development of a Certificate in Logistics and Supply Chain Management as a Level 6, 60 Credit Special Purpose Award. (04.04.19)

Certificate in Aviation Asset Principles and Practices

Academic Council granted approval to the Faculty of Applied Science, Engineering and Technology – Department of Flexible Learning/ Mechanical and Automobile Engineering for the development of a Certificate in Aviation Asset Principles and Practices as a Level 7, 20 Credit Special Purpose Award. (04.04.19)

Certificate in Leadership in Health and Wellness in the Workplace

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 Leadership in Health and Wellness in the Workplace as a Level 8, 10 Credit Minor Award. (14.05.19)

Certificate in Running Sports Clubs

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 Running Sports Clubs as a Level 6, 10 Credit Special Purpose Award. (14.05.19)

Certificate in Introduction to Pattern Cutting

Academic Council granted approval to the School of Art and Design- – Department of Design, for the development of a Certificate in Introduction to Pattern Cutting as a Level 6, 10 Credit Special Purpose Award. (14.05.19)

Changes to Approved Programme Schedules

Sub Committee: Academic Council Sub Committee on Academic Reviews

Date	Programme	Changes
08/10/2018	Faculty of Business and Humanities Department of Applied Social Science: Bachelor of Art (Hons) in Community Development	Swap 4th year semesters 7 and 8.
16/10/2018	Faculty of Applied Science, Engineering and Technology Department of Flexible Learning: Certificate in Transition to Higher Education (Level 6 SPA)	Changes in entry requirements and progression opportunities
28/09/2018	Faculty of Applied Science, Engineering and Technology Department of Electrical & Electronic Engineering: Bachelor of Engineering in Electrical Engineering	Expand the elective offering to Year 4 Electrical Engineering students by providing them with a third elective that is currently running. This elective is currently on Year 4 of Renewable and Electrical Energy Engineering, a similar programme.
04/10/2018	Faculty of Business and Humanities Department of Business and Finance: Business Year 1	Original programme has module CPAP06027 Communications Methods which is to be replaced by module COAP06001 ICT and Applications in Business Information Systems L8 and Business Computing L8. Both modules are 5 credits with 4 hours student contact and both Year 1 Semester 1 modules. Also, original programme has module MATH06033 Business Mathematics which is to be replaced by module MATH06050 Business Mathematics in Business information systems L8 and Business Computing L8. Both modules are 5 credits with 4 hours student contact and both Year 1 modules.
04/10/2018	Faculty of Business and Humanities Department of Business and Financial Services: Business and Computing Year 1	Original programme has module ACCT06040 Intro to Financial Accounting in Business Computing L8 is to be replaced by module ACCT06024 Fundamental Accounting in Business L8. Both modules are 5 credits with 4 hours student contact and both Year 1 Semester 1 modules.

04/10/2018	Faculty of Business and Humanities Department of Business and Financial Services: Business and Information Systems Year 1	Original Programme has module BUSS06049 Business Environment in Business Information Systems L8 is to be replaced with module MGMT06019 Management Principles in Business L8. Both modules are 5 credits with 4 hours student contact and both Year 1 Semester 1 modules.
24/01/2018	Faculty of Business and Humanities Department of Applied Social Science: Bachelor of Art (Hons) in Community Development	Offer a choice of three electives by adding Working with Older People electives to their choices. This will increase initiatives and funding for Community programmes that involve a multi-generational dimension and/or focus on working with older people
16/04/2019	Faculty of Applied Science, Engineering and Technology Department of Applied Science: Clinical Technology (L8) and Medical Technology (L7)	TRON06023 Introduction to Analogue and Digital Electronics (Stage 1) and STAT06016 Maths and Statistics for Clinical Technology (Stage 2) are 10 credits and delivered in a single semester with 7 hours contact time per week in their respective stages. Amend to split both modules into two 5 credit modules to be taught in each semester. Move other modules to alternative semesters within their Stage.
08/05/2019	Faculty of Applied Science, Engineering and Technology Department of Applied Science: Bachelor of Science in Environmental Management in Agriculture	Change of title of LC434 from B.Sc in Environmental Management in Agriculture to B.Sc (Hons) in Environmental Science and Agriculture.
08/05/2019	Faculty of Applied Science, Engineering and Technology Department of Applied Science: LC425 BSc Environmental and Geographical Sciences	Change of title of LC425 from BSc Environmental and Geographical Sciences to BSc Environmental Science
08/05/2019	Faculty of Applied Science, Engineering and Technology Department of Applied Science: LC408 BSc (Hons) Environmental and Geographical Sciences	Change of title of LC408 from BSc (Hons)Environmental and Geographical Sciences to BSc in Environmental Science and Climate
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology B.Sc(Hons) in Computer Networks and Systems Management	Computer Organisation and Architecture to be dropped from Semester 1. Digital Systems Concepts to be moved from Semester 2 to semester 1.

		Digital Systems Design to be moved from Semester 3 to Semester 2. Digital Systems module to be 100% CA. Introduce Object Oriented Programming in Semester 3. Elective in Sem 8 to be dropped. Credits for FYP to be increased from 10 credits to 15.
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology B.Sc in Internet Systems Development	Web development Fundamentals changed from 100% CA to 50% CA Data Essentials weighting changed to 100% CA Web Apps Architecture and Data Security module indicative syllabus updated
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology B.Sc (Hons) in Internet Systems Development (ab-initio)	Web Development Fundamentals change assessment breakdown from 100% CA to 50% CA Remove special regulation for WEDV06004 Data Essentials weighting to be changed to 100% CA Include Advanced Enterprise Application Dev as an elective in Semester 8 Indicative syllabus for PROG07024 to be updated. DATB08015 in semester 8 to be swapped with DATB08014 in Semester 7. ICTCH08007 assessment changed from 30% CA to 40% CA.
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology B.Sc (Hons) in Internet Systems Development (add-on)	Included SODV08011 as an elective in Semester 1. DATB08015 in Semester 8 to be swapped with DATB8014 in Semester 7.
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology B.Sc (Hons) in Interactive Digital Media	WEDV06004 change assessment breakdown from 100% CA to 50% CA Remove Special regulation for WEDV06004 and replace with repeat exam. Change module to 100% CA. DATB08015 elective in Semester 8 swap with DATB0804 elective n Semester 7
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology	WEDV06004 change assessment from 100% CA to 50 % CA

	B.Sc (Hons) in Games Design and Development	Remove Special regulation for WEDV06004 and replace with repeat exam. Change module to 100% CA.
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology B.Sc in Computing in data Analytics and Cyber Security	Change assessment breakdown of WEDV06004 from 100% CA to 50% CA. Remove Special regulation for WEDV06004 and replace with repeat exam. Change module to 100% CA.
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology B.Bus in Business with Computing	Change assessment breakdown in DATA 07001 from 40% CA and FE 60% to CA 100%.
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology B.Bus in Business with Computing (ab-initio)	Change assessment breakdown in DATA07001 from 40% CA and FE 60% to CA 100%.
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology B.Bus in Business with Computing (add-on)	Change assessment breakdown in DATA07001 from 40% CA and FE 60% to CA 100%.
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology B.Bus in Business Information Systems	Change assessment breakdown of WEDV06004 from 100% CA to 50% CA. Remove Special regulation for WEDV06004 and replace with repeat exam. Change DATA07001 from assessment of 40% CA and FE 60% to CA 100%.
04/04/2019	Faculty of Applied Science, Engineering and Technology Department of Information Technology B.Sc(Hons) Software Development	WEDV06004 change assessment breakdown from 100% CA to 50% CA. Remove Special regulation for WEDV06004 and replace with repeat exam. Change module to 100% CA.
04/04/2019	Faculty of Art and Design Department of Design BA (Hons) in Design in Fashion and Textiles for Product and Costume	Replace ARDS06057 with Year 1 Art and Design AARTD_B_Y1 for semester 1 year 1. Move semester 1 module DSGN06011 to semester 2. Move semester 8 module DSGN08006 to semester 7.
14/05/2019	Faculty of Business and Humanities Department of Applied Social Science BA in Early Childhood Education and Care	Inclusion of Applications of the fundamentals of Early Years education care regulation and frameworks (L6 ECTS) in year 2.

14/05/2019	Certificate in Visual Effects for Film, TV and Animation (SPA)	Change of title from 3D Animation and VFX for Film and TV to Visual Effects for Film, TV and Animation
14/05/2019	Faculty of Applied Science, Engineering and Technology Department of Applied Science B.Sc in Forensic and Pharmaceutical Science Level 7	Module ACRP3008 – reflect responsibility of student while on work placement
14/05/2019	Faculty of Applied Science, Engineering and Technology Department of Applied Science B.Sc in Forensic and Pharmaceutical Science Level 8	Module ACRP3008 – reflect responsibility of student while on work placement
14/05/2019	Faculty of Applied Science, Engineering and Technology Department of Applied Science B.Sc(Hons) in Drug and Medicinal Product Analysis Level 8	Module ACRP3008 – reflect responsibility of student while on work placement

2.2 Profile of internal approval/evaluations and review completed in the reporting period.

Number of new **Programme Validations/Programme Approvals** completed in the reporting year	**11**
Number of **Programme Reviews** completed in the reporting year	0
Number of **Research Reviews** completed in the reporting year	0
Number of **School/Department/Faculty Reviews** completed in the reporting year	0
Number of **Service Unit Reviews** completed in the reporting year	0
Number of **Reviews of Arrangements with partner organisations** completed in the reporting year	0

2.3 Profile of reviewers and chairs internal approval/evaluations and review for reviews completed in the reporting period.

Composition of Panels	%
Internal	0%
National	100%
UK	2%
EU	100%
Student	16%
Other	0%

Chair Profile	%
Internal	0%
Similar Institution	100%
Different Institution	0%
International	0%

Affiliation of Panel	%
Academia	52
Industry	32
Student	16

Section 3: Other Implementation Factors

3.1 A description of how data is used to support quality assurance and the management of the student learning experience.

3.1.1 LIT Completion and Retention Statistics for 2018/19:
The Institute is committed to providing a quality, enriching and successful educational experience to all of its students. Access, transfer, progression, retention, and successful completion are key areas of the student experience. In March 2011, the Academic Council of LIT raised the profile of student retention and specifically authorised the *Academic Council Sub-Committee on Admissions, Academic Progress and Student Retention* to address key issues. During the academic year, this sub-committee was reformed and renamed as the Academic Council Sub-Committee for Student Support and Retention. The Council has also authorised an increased role and voice for student representatives throughout its activities.

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:

Limerick Institute of Technology's Retention Collaboration Model:
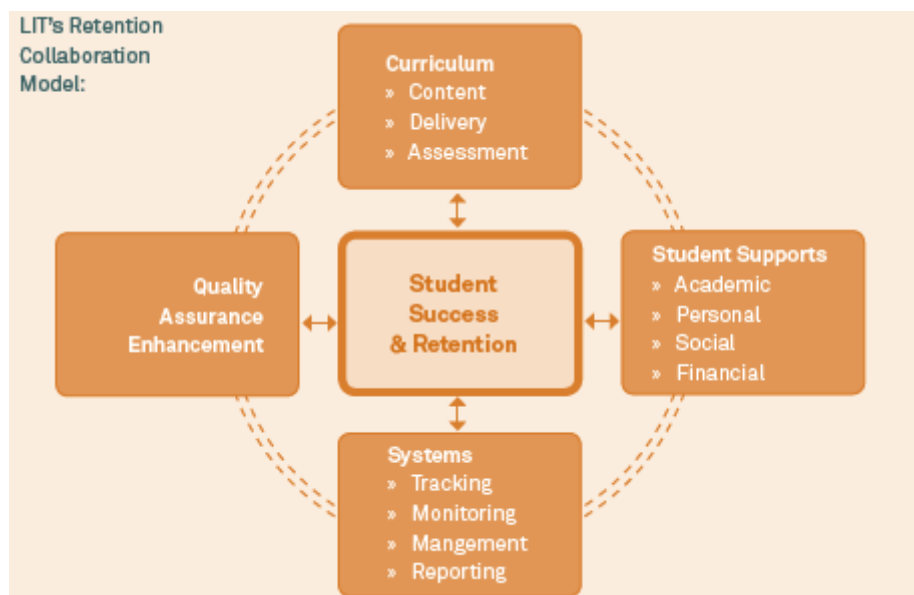
One of the key indicators that will enables LIT to judge whether it is successful in achieving its ambitions in relation to student retention and completion will be reflected in meeting the HEA Compact Performance Objectives targets for new three year period 2018/019 to 2020/2021.

Good retention rates should reflect a positive student experience and high levels of student satisfaction amongst our students. To that end, 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.

Details of the overall and Year 1 completion and retention statistics, and achievements, for the reporting periods of the HEA compact is summarised below.

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.

Statistics for completion rates indicate that the overall completion rate achieved in 2018/19 reached an overall high of 84.10%. The rates across academic years 2015, 2016, 2017, and 2018 are highlighted in the table below:

Completion Rates	2015/2016	2016/2017	2017/2018	2018/2019
(a) Institute overall completion rate	77.78%	85.27%	85.48%	84.10%
(b) Year 1 completion rate	74.77%	81.22%	80.45%	78.68%

Statistics for retention rates indicate that the overall completion rate achieved in 2017/18 reached an overall high of 94.97%. The rates across academic years 2015, 2016, 2017, and 2018 are highlighted in the table below:

Retention Rates	2015/2016	2016/2017	2017/2018	2018/2019
(a) Institute overall retention rate	95.23%	94.42%	94.94%	94.89%
(b) Year 1 retention rate	93.21%	92.92%	93.55%	92.75%

3.1.2. LIT's annual primary research and findings related to Irish Survey of Student Engagement (ISSE): The primary research related to the *Irish Survey of Student Engagement* (ISSE) has been conducted in LIT since its pilot in 2013. 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 had the second highest response level in the country amongst third level Institutions participating in the ISSE study in 2014/15, the fifth highest response rate in 2015/16 and the fifth highest response rate in 2016/17. In the academic years 2017/2018 and 2018/19, the LIT response rate was 48% and 62.2% respectively, the second highest in the country on both occasions.

The ISSE reflects many aspects of students' experiences in higher education. It is designed to focus on student engagement, namely the amount of time and effort that students put into meaningful and

purposeful educational activities and the extent to which Institutions provide such opportunities and encourage students to engage with them. The data collected reflects students' self-reported perceptions of their experiences and this data set is one of many sources of evidence available to institutions to inform their enhancement activities.

The ISSE survey is completed by students over a 3-week campaign in LIT. The college promotes the survey and provides facilities to make the survey more accessible for all eligible students (For example: student leaders called to all classrooms of eligible students with iPads in order for students to complete the survey in class). This resulted in an increased response rate by LIT students, increasing to 48% in 2018 and 62.2% in 2019.

In the 2019 survey, out of 3,345 eligible students, 2082 took part in the survey. Out of these students, 54.8 % were male and 45.2 % were female, and 68.7% were 23 years old or younger.

As an Institute, LIT outperformed All ISSE and IoTs (2019) on three out of the nine indices: Quality of Interactions, Student-Faculty Interaction and Collaborative Learning. LIT performed similar or slightly lower in the remaining 5 indices: Higher Order Learning, Quantitative Reasoning, Reflective and Integrated Learning, Learning Strategies, Effective Teaching Practices, Supportive Environment.

In summary, LIT has once again performed well on the 'relationship' oriented aspects of its engagement with students as measured by its: (i) collaborative learning; (ii) student-faculty interaction; (iii) effective teaching practices; and, (iv) quality of interactions.

The results on the underperforming indices now form part of a renewed Institutional focus on these deficits through the work of relevant sub-committees of Academic Council and programmatic review processes.

3.2 Factors that have had impact upon quality and quality assurance in the reporting period.

Roll out and Implementation of an Examinations Management System (GURU):

GURU, a secure examination management system, has continued to be implemented across all LIT campuses during the 2018/19 Academic Year. The key quality assurance benefits of the GURU system is that it has realised efficiencies and improvements to work practices in LIT. It has reduced the learning curve demands on the disparate new users, both internal and external (external examiners) following its implementation, which has increased the user adoption of the system. It has enabled change management in the organisation by ensuring that traditional 'non-value' added activities are reduced. It has enabled the organisation in the management of one quality-assured data source to feed different IT systems in the organisation.

During 2019 – 20 the process of uploading Continuous Assessment details to GURU has been initiated. This includes continuous assessment marking schemes and assessment rubrics. This is of critical importance to the Quality Assurance of the Examinations and Assessment processes particularly as the quantity of continuous assessment is increasing and allows external examiners view the assessment of modules in a holistic manner.

Other key impacts on Quality Assurance and benefits that GURU has provided to LIT:
(i)   Security: when creating (advanced encryption) and accessing (two factor authentication) examination and assessment materials by all users.
(ii)   Management: management and control of all examination/assessment materials in one secure site; collation of examination/ assessment materials eliminated; locating work at the right site for its completion; effective and efficient usage of staff with elimination of non-valued added activities; the work of External Examiners is improved by the ubiquitous availability of all resources in one portal.
(iii) QA Management: of all aspects of the Examination Management system in LIT; effective support of the Academic Council Regulations and Procedures of LIT as they relate to examinations/assessments/functions of the external examiner; planning, control, and review of the work of External Examiners is supported end to end; oversight of the volume and value of examination/assessment materials at one site.
(iv)   Data Management: Effective and up-to-date management of modules and course reference numbers upstream to make downstream work more efficient.
(v)   Oversight: status checks easily conducted; real time processing in one system; indirect delays eliminated; proper usage of tight timeframe in a semesterised environment; audit history availability.
(vi)   Records Management: historic assessment, examination, external examiner records held in system; capacity to archive and retrieve relevant records.
(vii) Cost Management: reduction in the usage of printing/paper/multiple productions of documents and elimination of postage as hard copy issuance of documents dispensed with. Documentation now securely issued via system.

3.3 A description of other implementation issues.

Equality and Diversity Issues:

LIT and the LIT Community is committed to equality and diversity amongst our staff, students and stakeholders. LIT promotes fairness, equal opportunity, respect, and positive outcomes for all our students and staff. LIT strives for an organisational culture that embraces diversity in our student population and workforce. LIT appointed a Vice-President for Equality & Diversity from 1st February 2018. In March 2018, LIT's Executive and Management Teams unanimously adopted the principles of the Athena SWAN Charter, a recognition and award scheme for positive gender practice in Higher Education. The principles of the Athena SWAN Charter were subsequently presented to and endorsed by the Institute's Academic Council, with LIT becoming a member of the Charter in July 2018.

An Equality & Diversity Interim Steering Committee was established to oversee and provide guidance and direction for the achievement of equality, diversity and inclusion objectives across the Institute. This Steering Committee comprises of management from across the Institute. It is chaired by the President. LIT has established an Athena SWAN Self-Assessment Team (SAT), reporting to LIT's Equality & Diversity Interim Steering Committee, to undertake an assessment of gender equality in the Institute. Membership of the SAT, which first met in June 2018, reflects the gender profile of LIT, has representatives from each Faculty, from each of LIT's campuses, from professional and support staff as well as student union representative and a postgraduate research student. The SAT has formed six working groups, focusing on Data Collection and Analysis, Career Transition Points & Career Development, Flexible Working & Managing Career Breaks, Organisation & Culture, Supporting Trans-People and Communications.

LIT has applied for an Athena SWAN Bronze Award in November 2019. This application for a Bronze Award required LIT to undertake an assessment of gender equality in the Institute, involving the review of quantitative (staff data) and qualitative (policies, practices, systems, and arrangements) evidence and identifying both challenges and opportunities. From this assessment, a four-year plan to be prepared which builds on this assessment, information and activities that are already in place and what has been learned from these.

Part 3: Effectiveness and Impact

Part 3 provides information relating to the effectiveness and impact of quality assurance policy and procedures for the reporting period.

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1. Effectiveness
Evidence of the effectiveness of QA policies and procedures during the reporting period.

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 Survey of Student Engagement*
- LIT Annual Reports

Sample evidence of effectiveness is observed through their respective implementation, as documented under their sub-headings, in the *Impact* section of this report.

2. Impact
Evidence of the impact of QA policies and procedures during the reporting period.

2.1   External Examiner Reporting:
During the 2018/19 period, External Examiner reports were received from LIT's External Examiners using the new examinations management system (GURU). Follow up activity was initiated with External Examiners who did not report formally in the period. The external examiner reports and consequent actions are currently being processed through a feedback loop through the Quality, Teaching and Learning subcommittee of Academic Council.

Total External Examiners	Total Reports Received	Reports Awaiting	% Received
144	133	11	92

A total of 102 of these reports have already processed through Academic council and its Quality, Teaching and Learning Subcommittee.

2.2   Academic Council:
In the 2018/19 period, there were 5 meetings of Academic Council. During this period, each Faculty and their respective Departments reported on the annual activities that took place to ensure the design, delivery, and review of quality assured practices therein. All proposed changes to existing regulations, policies, and procedures were presented for approval and/or information to Academic Council (refer to Section 2, Item 1.2). 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 in 2018/19 to Academic Council, such as data related to the *Irish Survey of Student Engagement*. The consequential impacts of such results on LIT's activities was also reviewed and reported to Academic Council.

2.3   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	Number of Meetings
Quality, Teaching and Learning	5
Academic Reviews	5
Admissions, Academic Progress	6
Research and Postgraduate Matters	5
Student Support and Retention	3
Apprenticeship	3

Each sub-committee reported to the Academic Council in preparation for Academic Council meetings.

2.4   Working groups associated with Sub-Committees of Academic Council:

New initiatives were managed through the creation of designated working groups, which reported on the progression of meetings and the outcomes to their respective Sub-Committees of Academic Council, and where relevant to Governing Body.

Sub-Committee	Working Group
Quality, Teaching and Learning	Lecture Recording Policy Working Group Development of a Blended and Online Policy Recognition of Prior Learning (RPL) Policy Review Working Group Review of the RPL Policy and Procedures Research Ethics Working Group Development of Research Ethics Guidelines for Under-Graduate and Taught Masters Programmes
Student Support and Retention	Student Support Policies Working Group Review and Development of range of Student Support Policies and Procedures Child Protection Policies Review Working Group Review of the Child Protection Policies and Procedures Promotion of the Irish Language The working group met with a defined purpose to promote the Irish Language at LIT. A cultural events calendar was promoted across all LIT sites during the Seachtain na Gaeilge calendar dates. The events were well- supported due to the workings of the sub-committee and fund-raising generated from the events was very welcome.

2.5   Academic Policies and Procedures:

A comprehensive review of governing regulations, strategies and procedures relating to the following areas were in processed in 2018/19.

- LIT Teaching and Learning Strategy Implementation Planning Resource 2018-2023
- LIT Blended and Online Learning Policy 2019-2024
- Learning Design Models/Frameworks for Blended and Online Learning 2018-2019
- LIT Lecture Recording Policy 2019-2021
- LIT Policy for Strategic Review of Service Delivery Units 2019-2024
- LIT Student Fitness to Practise Policy for Relevant Programmes Listed 2019-2024
- LIT Policy for the Provision of Lecture Recording as a Reasonable Accommodation 2019-2024
- LIT Research Degree Regulations
- 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 Policy on Recognition of Prior Learning Policy 2019-2020 (Integrated to ACRP)
- LIT Industrial Liaison Advisory Policy 2019-2024
- LIT Student Code of Conduct and Discipline 2019-2024
- LIT Student Complaints and Problem Resolution Procedure 2019 – 2024
- LIT Student Policy on Dignity and Respect: Dealing with Harassment and Bullying among Students 2019 – 2024
- LIT Student Disability Policy 2019 – 2024
- LIT Policy for Provision of Lecture Recordings as a Reasonable Accommodation
- Policy and Procedure to Support and Determine a Student's Fitness to Continue in Study
- LIT Fitness to Practise Policy and Procedure 2019 – 2024 (For Relevant Programmes Listed)
- LIT Policy on Quality Assurance and Enhancement 2019-2024
- Updated LIT Document Control Record Template

2.6 New Programme Validations Panels by Department:

LIT is committed to providing academic programmes that address national and regional knowledge and skills requirements. To that end, ongoing programme development is a feature of its academic activity, to address new and evolving disciplines, knowledge, skills, and competence requirements.

In the 2018/19 period, 11 new postgraduate and undergraduate programmes were presented and successfully validated in the following LIT Departments:

Department	Programme Title
Department of Business	H.Dip in Accounting
	BA in Accounting
Department of Built Environment:	BA in Interior Design
Department of Electric and Electronic Engineering:	B.Eng in Manufacturing Data Integration Engineering (Apprenticeship)
Department of Applied Social Science:	BA in Social Care Work
Department of Mechanical and Automobile Engineering:	B.Eng in Precision Engineering
	B.Eng in Process Engineering Management
	B.SC in Aircraft Maintenance Engineering
Department of Information Technology:	B.Sc in Computing (Data Analytics and Cyber Security)
Department of Art and Design:	B.Sc in Visual Effects for Film, TV and Animation
	B.Ed in Art and Design
Department of Marketing, Enterprise and Digital Communications:	M.Sc in Digital Marketing

2.7   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.

2.8   Annual Report
The LIT Annual Report for the 2017 – 2018 Academic Year is available at Annual Report.

3. Themes
Analysis of the key themes arising within the implementation of QA policies and procedures during the reporting period.

A broad thematic analysis of Conditions, Recommendations, Commendations, and Observations was conducted, based on the New Programme Validation Panels. There were 7 programme validation panel visits across 5 Departments, with 11 programmes to be validated, including embedded awards. 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, recommendations, and observations for the reporting period.

Conditions:

Department	Number of Programmes	Number Programmes with Conditions
APPLIED SCIENCE	0	0
APPLIED SOCIAL SCIENCE	1	1
INFORMATION TECHNOLOGY	1	0
BUILT ENVIRONMENT	1	0
ART AND DESIGN	2	2
BUSINESS	2	1
ELECTRONIC AND ELECTRICAL ENG	1	1
MECHANICAL & AUTO	3	2
TOTAL	**11**	**7 =70%**

Programme Conditions

- PROGRAMMES WITH CONDITIONS
- PROGRAMMES WITHOUT CONDITIONS
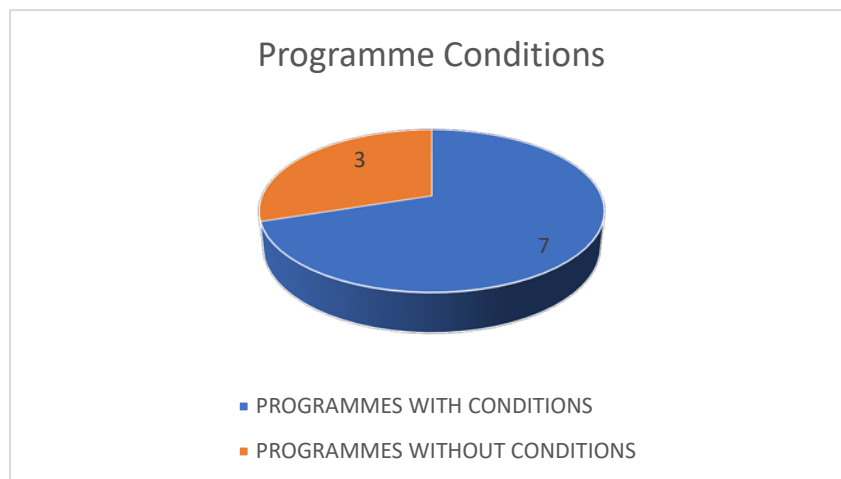
Some Common Themes in the 'Conditions' listed
Differentiate further programme learning outcomes for the respective NFQ levels of programme offering.
Include programme schedules for embedded awards
Include matrix of mapped programme learning outcomes to NFQ Award Standards
Adjustment and corrections to programme schedules with respect to delivery/assessment mechanisms
Module specific conditions with respect to learning outcomes and indicative content

Recommendations, Commendations and Observations:

Department	No of Programmes	Recommendations	Commendations
Applied Social Science	1	13	4
Built Environment	1	15	2
Business	2	0	0
Mechanical and Auto x 3	3	27	9
Electric and Electronic Eng	1	10	3
Art and Design x2	2	25	9
IT	1	9	7

Validation panel overview 2018/19

	Applied Social Science	Built Environment	Business	Mechanical and Auto x 3	Electric and Electronic Eng	Art and Design x2	IT
No of Programmes	1	1	1	3	1	2	1
Recommendations	13	15	0	27	10	25	9
Commendations	4	2	0	9	3	9	7

Panel Members 2018/19

	Academic	Industry	Student Representative	Total
Series1	52	32	16	100
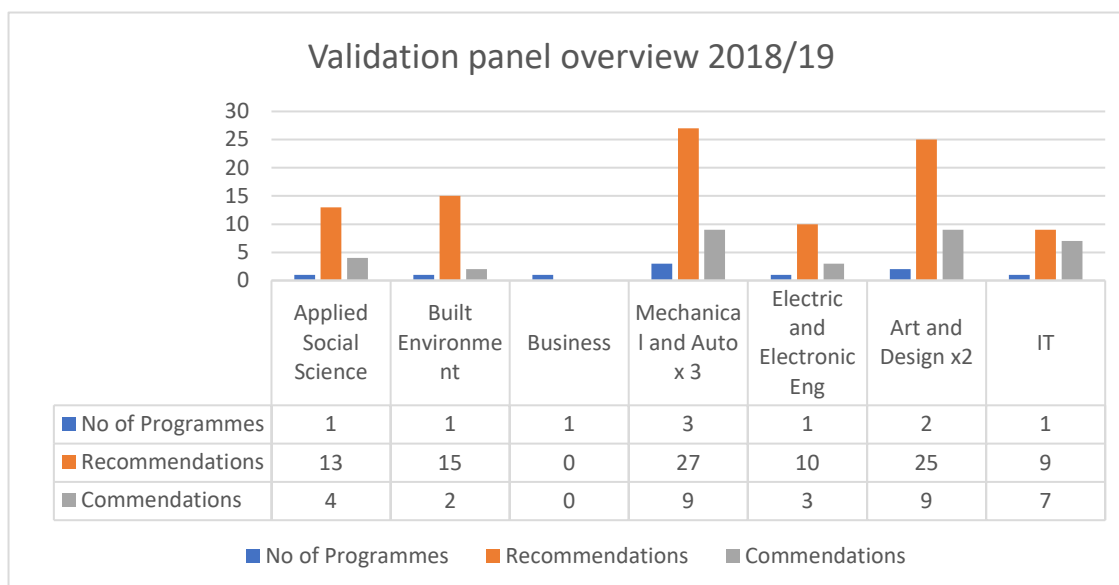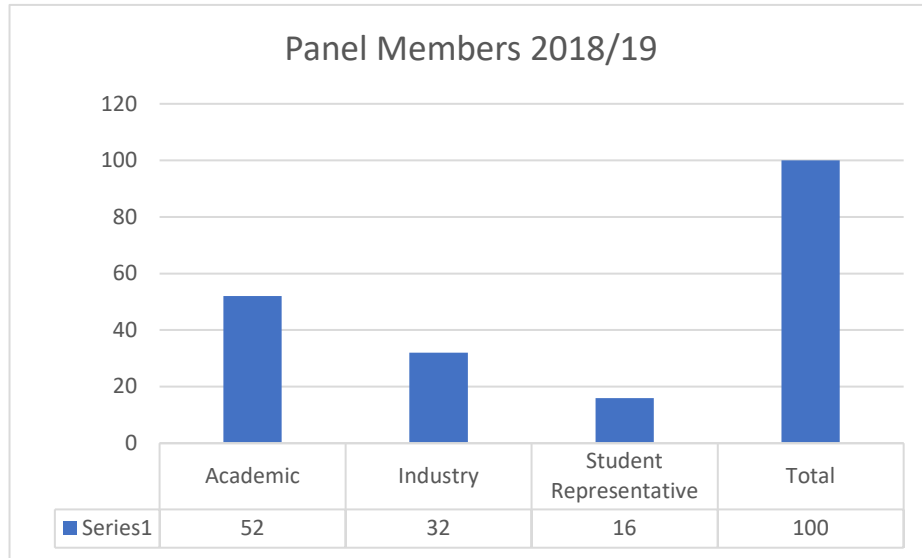
Some Common Themes in the 'Recommendations' listed
Review spread of Assessment breakdown/types/weight and workload associated
Review the Descriptors for Module Learning outcomes for NFQ Level and that they are expresses using measurable verbs
Review the continuous assessment workload to ensure that there is no over assessment
Review and update reading lists
Review contact hours
Clarify Contact hours & Independent learning hours, total hrs per week
Recommendations related to Staff CPD

Some Common Themes in the 'Commendations' listed
High quality and professional presentation of Programme Documentation Provided
Positive engagement with panels
Innovative programme design identifying new niche areas.
Extensive engagement with industry and consultation
Impressed with facilities and resources
Excellent research and industry/employer focus

Implementation of Panel Conditions and Recommendations:

Programme Board responses to validation panel reports are processed through Academic Council who have an oversight role to ensure implementation. A new response template was developed and approved through Academic Council in the reporting period. This template allows clear oversight of implementation and includes categorising the condition/recommendation, the response as well as the status and date of implementation (See Page 38).

Form ACRP 3006: Department Response to Programme Validation/Revalidation report
(Note 1 EDIT AS APPROPRIATE)

FACULTY:		
DEPARTMENT:		
REVIEW DATE(S):		
PROGRAMME TITLE:		
CONDITION 1	SUMMARY:	PROGRAMME BOARD RESPONSE
	Condition outline from Panel Report:	*Transcribe detail from panel report*
	Condition Category:	*Example Facilities, Programme Design, Module descriptor, Learning Outcomes*
	Programme Board Response:	
	Status of Implementation of Condition:	*Response type: Completed or Ongoing*
	Date of Implementation:	
CONDITION 2 etc		
RECOMMENDATION 1	SUMMARY:	PROGRAMME BOARD RESPONSE
	Recommendation outline from Panel Report:	*Transcribe detail from panel report*
	Recommendation Category:	*Example Facilities, Programme Design, Module descriptor, Learning Outcomes*
	Programme Board Response:	
	Status of Implementation of Recommendation:	*Response type: Completed or Ongoing*
	Date of Implementation:	
RECOMMENDATION 2 etc		

Part 4: Quality Enhancement

Part 4 provides information that goes beyond the description of standard quality assurance procedures. Quality enhancement includes the introduction of new procedures but also extends the concept of quality assurance to other initiatives, activities, and events aimed at improving quality across the Institution.

4.1 Improvements and Enhancements for the Reporting Period
Improvements or enhancements that impact upon quality or quality assurance, that took place in the reporting period.

LIT Strategic Plan 2018-2022:

The Strategic Plan 2018-2022 continues to play a strong role guiding Quality Enhancements across the Institute. Through the emphasis on the value of Excellence is seeks to *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.* It places a strong focus increasing LIT's impact on the region through the growth of student numbers and the provision of an enhanced quality teaching and learning experiences that enhances student learning and reflects the needs of industry. The strategy highlights the need to develop staff engagement as an enabler for fostering a culture of cross-disciplinary working, compliance, quality assurance, and continuous improvement.
Key priorities are:
- Grow student numbers and diversify our student population
- Provide high quality teaching and active learning that reflects the needs of industry
- Increase LIT's RDI capacity in areas that have a clear economic and social impact for the region
- Deepen stakeholder engagement and increase our impact on the region
- Deliver on LIT's campus development plan to enhance the student experience

Ongoing Implementation of the LIT Strategic Teaching and Learning Strategy:

The Teaching and Learning Strategy 2018-2023 is aligned with the Strategy Plan to reinforce the implementation and development of the priorities and goals of the Strategic Plan.

The overarching aim of the Teaching and Learning Strategy 2018-2023, is the development of "full human potential through an agenda of innovation and excellence in teaching and learning." A set of implementation themes has been developed to facilitate the growth of key competencies that raise skill levels and lead to deeper engagement with staff and students across the Institute.

Implementation Themes:
- Academic excellence through active learning
- Best practice in curriculum design

- Effective assessment that embeds and enhances learning
- Development of the whole person and work readiness
- Technology enhanced, blended and online learning
- Developing capacity with knowledge and research skills
- Coherent and effective continuous professional development pathways
- Development of the learning environment
- Quality enhancement in Teaching and Learning supported by evidence

Each of these implementation themes has been developed with a clearly defined set of measurable goals. Implementation plans have been developed around each theme to support the successful integration of these themes across the Institute. These plans represent the core of the strategy and the responsibility for their implementation lies with a range of parties across the Institute.

Restructuring of the LIT Quality Assurance Handbook

The LIT Quality Assurance Handbook has been re structured in a more logical order to allow for ease of access of its constituent documents. These have been made available as a set of easily accessible links from a Table of Contents. The new volumes of the Handbook are:

> VOLUME 1: NATIONAL AND INSTITUTIONAL SYSTEM OF HE QAE
> VOLUME 2: LIT ACADEMIC COUNCIL & GOVERNING BODY
> VOLUME 3: INSTITUTIONAL STRATEGIES
> VOLUME 4: ACADEMIC REGULATIONS, POLICIES & PROCEDURES
> VOLUME 5: STUDENT SUPPORT POLICIES AND PROCEDURES
> VOLUME 6: OPERATIONAL POLICIES
> VOLUME 7: QUALITY ASSURANCE OF STAFF
> VOLUME 8: APPENDIX

Items that were not directly related to Quality Assurance and Enhancement have been removed from the handbook. A more systematic naming system for LIT policies has been adopted to distinguish then from external Quality Assurance documents. This includes placing LIT before the policy title followed by the i-date period after the title, e.g. LIT *Policy Title* 20**– 20 **.

The implementation of a Continuous Professional Development Framework:

The Institute Strategic Plan recognises Staff Development as a key enabler of developing excellence. The LIT Teaching and Learning Strategy provides a framework for implementing an approach to CPD. A theme of the strategy is titled *Coherent and effective continuous professional development pathways* and includes implementing the National Development Framework. It sets out a pathway for this through the goals elucidated for CPD.

A range of CPD initiatives have been developed as outputs of this strategy including:
- Non-accredited training through the one to one support and workshop sessions delivered throughout the year.
- Induction for newly appointed staff in institutional best practice in Teaching and Learning has been extended.

- An accredited special purpose award in Designing and Adapting Coursework for Blended and Online Learning and Reflective Practice and building Teaching Portfolios have been developed and delivered.
- A further suite of awards and pathways are under development including a Certificate in Research Methods, Research Supervision and in Active Learning and Assessment.

Ongoing work of Quality Teaching and Learning Centre

The Department of Quality Teaching and Learning is committed to the continuous improvement of the student experience and the supports available to academic staff to promote the continuous development of the scholarship of teaching and learning.

Central to this planning is the:
1. continuous review and development of the suite of Quality Assurance and Enhancement policies and procedures.
2. audit of implementation with particular focus on the closing of feed-back loops that maximise opportunities for continuous process improvement.
3. increased use of data and analytics to inform policy and strategy.
4. promotion of a culture of excellence and innovation in student-centred learning with the linked and deliberate evolution of new pedagogies maximising the potential of blended and technology enhanced learning.
5. renewed focus on staff development with a particular focus on the scholarship of Teaching and Learning with the development of further opportunities for both credited and non-accredited continuous professional development.
6. establishment of a *Centre for Teaching & Learning* that would have multifaceted roles in the enhancement of the quality of LIT's teaching and learning and consequently aim to generate real impacts on student experience.
7. provision of teaching and learning support from the Quality, Teaching and Learning Office at a one to one, programme and department level to support the various needs of staff and programmes for discipline specific needs and requirements.
8. work with our Mid-West Regional cluster partners to share resources and collaborate on different initiatives to promote best practice and the scholarship of teaching and learning among faculty in LIT
9. contribution to and participation in the National Forum for Teaching and Learning events and activities to ensure LIT is informed of research and initiates from across the sector.
10. implementation of the *National Forum for the Enhancement of Teaching and Learning CPD Framework* as a template for best practice and sustained emphasis on Teaching and Learning.

Review and Enhancement of Recognition of Prior Learning Policy and Procedures

A working group was established to review the existing Recognition of Prior Learning (RPL) policy, regulations, processes, and procedures in the Institute. This is embedded into ACRP Section 5.

The purpose of the review was twofold:
(1) To review the existing Recognition of Prior Learning Policy, and the associated regulations, process and procedures to determine their 'fitness for purpose'

(2) To examine the supports and toolkits available to both applicants, internal staff, and external stakeholders to enable an effective and efficient understanding of and the processing of RPL applications in LIT.

The project work was divided into two phases to address each of the above in a logical successive manner. Primary research was conducted by the working group on the RPL process, documentation and provision of information used by other Higher Education Institutions. This review included: (i) an analysis of the information made available to RPL applicants encompassing the format and the location of such provision; (ii) the mechanism used by an RPL applicant to complete an application end to end; (iii) the supports provided by the Institution to the applicant; and (iv) an analysis of the overall efficiency and effectiveness of the processing and concluding on an RPL application.

Phase 1
The outputs of the working group for the first phase included:
(i)   A revised *RPL Policy, Regulations and Procedures* document.

         In the context of the applicant, and the application process, this now includes:
- Templated instructions for the applicant
- Classification of the prior learning and the associated information and templates to be completed
- Details of the RPL Appeals process.

         In the context of Institution processing of the application, this now includes:
- Best practice guideline and general principles for the assessment of RPL
- Revised RPL Appeals process.

(ii)   Provision of RPL information and support via an *RPL Student Handbook*
         An *RPL Student Handbook* was developed to support student completing an RPL application including their submission of a learning portfolio.
         The *RPL Student Handbook* details the following:
1.   Examples of completed portfolios
     i.   Certified Learning Portfolio
     ii.   Experience Learning Portfolio
2.   Frequently asked questions
3.   Checklist of documentation required for submission
4.   Timeline for the process
5.   How the evidence of Prior Learning can be substantiated
6.   Contact Points
7.   A 'to do list' for each of the RPL procedural steps.

Phase 2
Phase 2 of the RPL working group project has examined the supports and toolkits available to both applicants and LIT staff to enable effective and efficient processing of RPL applications.
Specifically, it will address ongoing development work in LIT that will provide improved channels for applicants to interact with the Institution on RPL applications. It also plans to support a wider set of stakeholders in understanding classes of prior learning that may be eligible for recognition. Such stakeholders would include employers, industry representatives, professional bodies, and international bodies.

Two initiatives, and their ongoing development in LIT, are central to this phase:

(i)   The LIT Website

(ii)   Online toolkits

As part of the redesign of LIT's website, a dedicated section on RPL has been created. Further relevant information supports for the various stakeholders and RPL tools will be developed and deployed on the website over the coming academic year. This will include an online RPL application and submission process, with supporting tools such as video resources, to enable the applicant to document their learning portfolio, and submit it online with the associated documentation for adjudication in a timely and effective manner.

Enhancements to Academic Module Manager

Academic Module Manager (AMM), a Curriculum Management Software, has been adopted in LIT since 2008. AMM provides programme developers with a prescribed framework in which to present curriculum information. LIT migrated to the latest version - version 3.0 in September 2019. Prior to migration, LIT along with its Partner Institutes, collaborated with the software developers to ensure quality enhancements would be available in this new version. New and improved functionality is available in the upgraded software as a result of the consultation process. The key focus of version 3.0 was the re-design of the system to accommodate best working practices within each Institute, while also focusing on the quality enhancement of programme information documented to support validation and usage processes thereafter.

The key drivers of the redesign and enhancement activity were: (i) to adopt the lessons learnt since AMM's initial adoption in 2008; (ii) to improve the nature and level of details provided by programme proposals team in their development of programmes, particularly in the context of the programme rationale; (iii) to address the issues found with programme documentation by various validation panels, where feasible; (iv) to define succinctly the outcomes that attribute to the student on completion of the programme, including the graduate attributes and employability opportunities that arise for the graduate; and, (v) to allow for the programme information to be publishable online thereby enabling potential students to fully understand the nature of the programme before final selection.

A sample of the technology enhancements in AMM 3.0 include:

1.   The embedding of source information: Traditionally training and support documentation were not embedded in the system. Information was provided at training sessions or via our staff portal. In AMM 3.0 support material is now embedded into the software which provides a convenient resource for users to refer to during programme and module creation. The material available includes help guides and training material. Links to Institute approved documentation are also available such as: Academic Council Regulations & Procedures for Taught programmes, New Programme guidelines, LIT Teaching and Learning Strategy 2018-2023, LIT Overview of Teaching and Learning Strategy 2018-2023 (An Implementation Planning Resource), QQI Assessments and Standards (Revised 2013), LIT's Writing and Using Learning Outcomes: A Guide for Academic 2018-2023. The ongoing development and updating of training and support materials within AMM 3.0 supports LITs commitment to academic quality assurance.

2.   Content Sensitive help: AMM now has the ability to have user definable context sensitive help offered on each data entry screen, per data entry field if required. The content of these help bubbles are editable by the LIT System Administrator. LIT have applied a quality assurance approach in providing a variety of guidance/help options to users when inputting programme and module information, which reinforces the necessity to meet data requirements for programme documentation.

3. Configuration at Institute level: Previously configuration was only possible via the software provider. Now LIT can configure settings as required to enhance the quality of the programme documentation. For instance, credit hours can be defined in line with ECTS guidelines. Users are now required to match the required credit hours as specified in the academic credits data table for the credits assigned to the module. For example, the workload of a 5-credit module broadly equates to 100 hours of effort i.e. lecture, tutorial, practical and independent learning and assessments. Users cannot now progress a module until it meets the required credits hours.

4. Additional content can be captured during the programme build: Extra Module/Programme content that may be used by the template engine to create PDF documents or web pages, such as e.g. Contact Details, Graduate Employment Opportunities etc. can be captured either during module/programme build or later using the web content screens.

5. Graduate Attributes can be defined and mapped: Programme developers can now map their programmes to the pre-approved list of attributes of a programme that a Graduate will acquire upon successful graduation.

6. Programme themes can be defined: Programme themes relate to the core knowledge, skill and competency areas that the programme embeds in its design. The programme subject themes of a programme may be defined at department level and then mapped against contained Modules.

7. Programme attributes made mandatory: Now AMM can enforce mandatory fields for programme attribute selection. This ensures all required programme information is then populated and thus available for HEA reporting.

The migration to AMM 3.0 improves functionality and provides programme development teams with the opportunity to present additional information in a standardised format. LITs commitment to continuous process improvement is also realised with the introduction of embedded source information to aid all users in programme/module design.
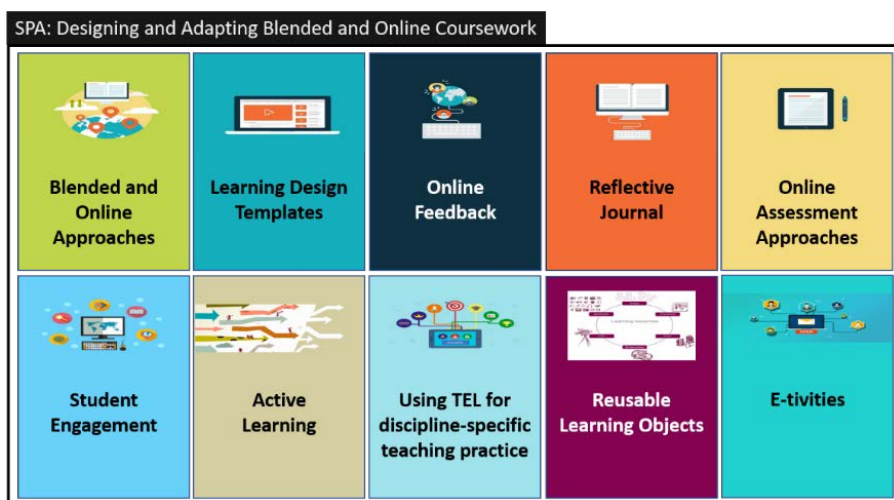
> **4.2 Quality Enhancement Highlights**
> Analysis of quality enhancement activities that were initiated during the reporting period and which would be of interest to other Institutions and would benefit from wider dissemination.

Case Study 2: Development of Staff CPD at LIT

A key priority of the LIT Strategic Plan Teaching 2018-2022 is the provision of *"high quality teaching and active learning"* part of the process of achieving this is to *"Upskill academic staff to keep pace with new technologies and pedagogies and incorporate these into their teaching and delivery methods".* In line with this priority is LIT's Teaching and Learning Strategy 2018-2023 which identifies the key goals of developing *"accredited special purpose awards in Teaching and Learning to allow wider access to credited CPD by LIT Staff."* A recent staff survey on CPD requirements highlighted the need for staff CPD that would support career progression and the provision of accredited programmes. The flexible delivery of these programmes was identified as a key enabler of staff participation.

To support the provision of CPD for staff in 2018 The Quality, Teaching and Learning Centre in collaboration with the Flexible Learning Department developed a 10 credit Special Purpose Award in Designing and Adapting Blended and Online Coursework. This award is a opportunity for staff to gain accredited CPD through a flexible delivery method. The SPA is ran over one semester and is delivered fully online to enable staff from all campuses (Moylish, Thurles, Clonmel and Ennis) to participate. A total of 36 staff completed the SPA in 2019 with a further 36 registering for the course in 2020. Building on this a further SPA in Reflective Academic Practice was developed and is now running with 27 participants enrolled in 2020, with a third SPA in Research Methods currently being developed.

SPA: Designing and Adapting Blended and Online Coursework

Blended and Online Approaches | Learning Design Templates | Online Feedback | Reflective Journal | Online Assessment Approaches

Student Engagement | Active Learning | Using TEL for discipline-specific teaching practice | Reusable Learning Objects | E-tivities

These SPA's are the initial foundations modules in the development of a flexible CPD pathway to enable staff progress to Structured Masters/Doctorate level. The taught component includes the current SPA's being offered by LIT and also 3 SPA's currently being delivered by AIT. The inclusion of the additional modules from AIT helps to supports the diversity of choice of topic that staff can choose from and provides more flexible pathways in how staff can study and complete the modules. The modules are delivery in different formats, ranging from a fully online course to one SPA being delivered face to face over a 5 day block at the end of semester 2 with another module using a blended approach combining face to face workshops with weekly online tutorials. This CPD offering is aligned with the National Forums Professional Development Framework and provides a coherent pathway in teaching, learning and assessment.

Case Study 1: Blended and Online Learning Policy Highlights

A key priority of LIT's Strategic plan 2018-2022 is to *"enhance our flexible model of education to include new online and blended programmes that increase student enrolments, support continuous professional development (CPD) and enable life-long learning".* This is also embedded in the Teaching and Learning Strategy 2018-2023 as a goal to "develop a set of best practice principles to guide the integration of TEL where appropriate". To support this development a working group (16 members from LIT Staff from various areas across the Institute) was setup in October 2017 to create a policy on Blended and Online Learning. The working group meet five times between October 2017 and May 2018 to discuss, review and develop the policy. The working group undertook an initial information gathering exercise which included a review of policies and reports at a national and international level across the sector. LIT's Blended an Online Policy is in line with QQI Topic Specific Guidelines on the Provision on Blended Learning Programmes.

The Blended and Online Policy 2018-2023 classifies and defines what Face to Face, Blended and Online Learning is within the LIT context. Following on from this 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 ensures 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 assessments strategy.

Programme Delivery Mode *(Delivery Mode = F, B, O (F = face to face, B = blended, O =online))*			
Module Title:			
Learning Design Model / Framework:			
Module Components	**Delivery Mode**	**Details**	**Resources Required**
Induction			
Lectures			
Practical / Workshop			
Tutorials			
Work Placement			
Other			

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.

Case Study 3: NStEP Institutional Development and Support in LIT

The National Student Engagement Programme (*NStEP)* is a collaborative initiative established by the Union of Students in Ireland (USI), the Higher Education Authority (HEA), and Quality and Qualifications Ireland (QQI). LIT became a participant institution in NStEP in 2017, alongside LIT Students' Union, after a call to the sector. On 19th November 2018, LIT undertook the NStEP institutional analysis workshop bringing together staff and students from across the institute in order to examine and self-assess current practices in student engagement, ensuring that collaboration was at the heart of the partnership. Participants considered the areas of work that should take priority for short to medium term strategic development, filling in short strategy sheets that detailed the needs that had been identified and possible solutions to enhance student engagement. The initial feedback established in the workshop identified that both students and staff acknowledged that the LIT student community has a strong, engaged presence in their programme of study and in their relationship with the Institute. Some of the immediate learning from the workshop consultation was to consider structurally how a fluid channel of communication between LIT, the Student Union, and the Student Council could be enabled. This would increase the range, depth, and value of communication opportunities between the management of academic affairs in the Institute and student representatives across the entire Institute.

The NStEP Strategy 2019-2021, and strategic objective 3, sets out that "supporting staff and students across the sector to foster a culture of partnership" can be achieved by advancing our institutional analysis work through bespoke institutional support that develops student engagement strategically and systematically. Throughout 2020, NStEP's institutional development stream will focus on the theme of *fostering a culture of partnership*. Following a meeting in LIT in January 2020 with NStEP, discussions centred on a number of areas for consideration and potential collaboration, as identified from the thematic analysis of the institutional analysis workshop outputs.
These areas included:
- The role of students in the design, review and delivery of academic programmes
- Student feedback opportunities in LIT, supported by data, evidence, and follow up
- The role of students in formal LIT processes and procedures, strategy and decision making
- The role of academic and student services in building the institutional capacity of student engagement.

Since the initial workshop in late 2018, LIT has made progressive, significant changes to its academic policies and procedures that enable students to be part of the quality assurance and decision-making mechanisms that shape new programme development and programmatic reviews in LIT. Students equally have a formal voice, through programme boards, to provide student feedback on the conduct of their programme of study, and their teaching and learning therein. The culture of partnership is deemed to prevail, which bodes well for embedding student engagement activities more explicitly and distinctively in future collaborative plans between LIT and NStEP. A number of future initiatives to foster and deepen a culture of staff-student partnership have been identified as part of the LIT-NStEP programme. These include:
(i)   Supporting class representatives in their roles
(ii)   Supporting staff to support class representatives in their roles
(iii) Developing the communication channels for students to provide feedback and to close off the communication feedback loops
(iv)   To ensure that the data obtained from students, such as that from the annual Student Survey, is utilised to inform, identify, and shape opportunities for improvement in the engagement activities of students in LIT.

Part 5: Objectives for the coming year

Part 5 provides information about plans for quality assurance in the Institution for the academic year, following the reporting period (in this instance 1 September 2018 – 31 August 2019).

5.1 Quality Assurance and Enhancement System Plans
Plans for quality assurance and quality enhancement relating to strategic objectives for the next reporting period.

LIT will continue to review its Academic Council Documentation, Regulations and Policy and Procedures in 2018/2019.

A targeted review of the following will take place in 2019/2020:

- Academic Council Regulations and Procedures (ACRP) Part 1
- Academic Council Regulations and Procedures (ACRP) Part 2
- Academic Council Documentation
- Introduction to the Quality Assurance Handbook
- Summary Guide to the Quality Assurance Handbook
- Collaborative Provision and Joint Awards Policy
- LIT Policy and Procedure to Support and Determine a Student's Fitness to Continue in Study
- External Examination Policies and Procedures 2017-2020 (Targeted Update in light of GURU)
- Computer Services Procedures for Practical Examinations
- Alcohol Policy
- Charter of Limerick Institute of Technology
- Development of a Student Success Strategy

Other General Development Plans:

- Restructuring of the Quality Assurance Handbook
- Publication of the full Quality Assurance Handbook on the Institute website
- Further development and provision of resources related to National and Institutional Quality Assurance and Enhancement in the Quality assurance Handbook and on the Staff Portal
- Provision of Frequently requested Academic Forms in an easily accessible format in the Staff Portal
- Ongoing development of a series of learning resources that looks at a range of topics in Teaching and Learning. These resources will consist of audio, video and documentation guides that faculty can use as learning aids/supports. These resources can be used by Faculty to further develop their digital literacy skills along with other areas of their teaching practice, such as curriculum design, assessment active learning, and enhancing the student learning experience.
- Phased provision of software and hardware for faculty to record class lectures. The successful piloting of a lecture capture application by faculty across the different campuses at LIT has led to an interest by faculty to record lectures as additional learning resources for students. LIT will

provide faculty with the necessary hardware, software, technical assistance, and training support to facilitate faculty in creating these resources. LIT recognises the importance of supporting these developments as a means of building digital literacy skills for faculty and on promoting and integrating best practices approaches into daily teaching practice.

- Continued implementation and mainstreaming of the Service Delivery Unit Reviews as an important element of the Institutes Quality Assurance and Enhancement System

5.2 Review Plans

A list of reviews within each category (module, programme, department/school, service delivery unit or faculty), as per the internal review cycle, planned for the next reporting period.

LIT completed the previous phase of programmatic review with the Department of Applied Science in October 2017. The next cycle is occurring in 2019 with the Faculty of Business and Humanities.

Programme Review Cycle – **Next Cycle**		
Year	**Faculty**	**Department**
2019/2020	Business and Humanities	Food and Tourism
2019/2020	Business and Humanities	Applied Social Care
2019/2020	Business and Humanities	Business
2019/2020	Business and Humanities	Sports and Finance
2020/2021	Applied Science, Engineering and Technology	Built Environment
2020/2021	Applied Science, Engineering and Technology	Information Technology
2021/2022	Applied Science, Engineering and Technology	Electrical and Electronic Engineering
2021/2021	Applied Science, Engineering and Technology	Mechanical and Automobile Engineering
2021/2022	School of Art and Design	Art and Design

There will be one Service Delivery Unit Review within the next reporting period (Student Support Services)

Service Delivery Unit Review Cycle – **Next Cycle**	
Year	
2019/2020	Student Support Services
2020/2021	Library
2021/2022	Human Resources

5.3 Other Plans

Building on the achievements of the previously funded National Forum project (Professional Development Capacity Building in the Shannon Consortium – enhancing teaching and learning through a regional accredited programme, funded under the Teaching and Learning Enhancement Fund, 2016-2018.) the Shannon Consortium partners (UL, LIT and MIC), have received additional funding to develop a Level 10 Structured Doctorate in Academic practice. The project entitled *"Professional Development Capacity Building in Higher Education: Extending Provision for National Impact through a Flexible Pathways Approach"* was awarded €150,000 and commenced in April 2019 and will continue into the next reporting period. The aim of this project is to extend the current model of accredited professional development (PD) provision in the Shannon Consortium through critically evaluating and redesigning (elements of) the current MA in Teaching, Learning and Scholarship with a particular focus on developing a Level 10 Structured Doctorate in Academic Practice. This will result in the development of an inter-Institutional level 10 programme, to be offered through blended delivery.

This project will have a significant impact for LIT in terms of fulfilling both Institutional and sectoral requirements for promoting staff development. Some of the key features and benefits of the project from the perspective of quality enhancement include:

- Developing a flexible pathways approach to professional development encompassing both non-accredited and accredited CPD in a flexible laddered approach right through to a Level 10 Structured Doctorate in Academic Practice. This will be the first such doctorate in academic practice in Ireland.
- Developing a suite of informal and non-formal professional development activities for which academics can achieve recognition and accreditation for and developing the pathway for that accreditation.
- Developing an RPL system for accrediting work-based learning in academic practice and other sectors/settings.
- Unbundling of a current MA in Teaching and Learning offering more 10 Credited Certificate award options. Diversifying the associated module portfolio to give much greater choice for different academic contexts and increasing accessibility and flexibility by maximising the use of online module provision.
- Developing a curriculum for a Level 9 Graduate Certificate in Academic Practice (accrued through flexible learning including through points 2 and 3 and 4 above.
- The ladder will build including through to the current Graduate Diploma and MA in Teaching and Learning now restructured and offered flexibly online with different pathways.
- Developing the curriculum for the pathway to Level 10 in Academic Practice through publication. In this way, the participants own professional practice will be the subject of the research, enhancing practice and mitigating against time required. Areas such as the impact of Active Learning, PBL, and many others are fertile ground for empirical analysis and publication.

This approach encourages participation as all aspects of professional development and can be used to build to the Level 10 pathway. This should have tangible benefits in terms of continuous improvement in teaching and learning. It will play a significant role in meeting our requirements under the HEA compact to implement the National Professional Development Framework (NPDF). It will also be important in terms of having a process or vehicle to move towards the TU criteria re % of staff having relevant qualifications at both Level 9 and Level 10 (particularly at Level 10). Given the online delivery mode for much of the content at Level 9, the programme may have an impact nationally.

A key output of the project will be the development of an accredited online/blended programme pathway, which will offer both flexible and personalised pathways to accredited PD, by developing a suite of core and elective modules that take account of the professional learning needs of faculty across the three Institutions. The provision of the online/blended modules will provide a learning environment that supports the development of participant's digital literacy skills and provides resources a teaching model that participants can integrate into their own teaching practice.

Part 6: Periodic Review

Part 6 provides information that acts as a bridge between the AIQR and periodic external review.

6.1 The Institution and External Review
A description of the impacts of Institutional review within the Institution.

The Institutional Review for LIT is scheduled for the period 2020 to 2021 with the preparation of the Self Evaluation Report in Quarter 4, 2020. The initial planning visit is scheduled for Quarter 1, 2021 with the Main Review Visit in Quarter 2, 2021.

LIT recognises the central importance of Periodic Review to the operation of its Quality Assurance and Enhancement system and particularly recognises the role it plays in:

1. evaluating the overall effectiveness of the Institution wide quality assurance system;
2. measuring accountability for compliance with European standards with respect to expectations and guidelines set out by QQI core and topic specific guidelines; and
3. reviewing/exploring the Institutional Enhancement of Quality in relation to impacts on teaching, learning, research, and engagement.

LIT has initiated its preparation for cyclical review with a number of strategic initiatives. It has commissioned an internal audit, conducted by an external auditing agency, of its quality assurance system and its associated academic regulations, policies, procedures and processes. This audit will consist of a high-level review of its policies in relation to the academic quality system and their benchmarking to requirements set out by ESG and QQI. The governance processes and controls in place over the quality system will also be reviewed. This will be followed by a review of the application of procedures for identifying, managing, reporting and resolving quality issues and an audit of the extent and depth to which the quality assurance and enhancement system are implemented.

There is ongoing development of an Institute-wide Information Management System, to create a central digital repository of the academic record associated with the implementation and administration of the Academic system. This repository will be centrally linked and make available the record of Academic Council, Faculty, Department and Programme Boards with their associated functions in programme administration, new programme development, and programmatic review. This will have a number of benefits including:
- the systematic maintenance of records which form an integral part of the quality assurance record;
- the availability of a database of documentation that will constitute a significant reference resource and repository for academic staff;
- the repository will raise awareness among staff of the importance of working under a quality assurance framework and promote the concept of a quality culture.

6.2 Self-Reflection on Quality Assurance
A short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review.

The Institute is committed to continuous improvement, reflective self-study and peer review in the operationalisation of its quality procedures and policies. Such self-reflection plays a pivotal role in monitoring the effectiveness of LIT's quality policies and procedures. LIT's quality assurance policies and quality assurance procedures are subject to the same internal rigorous monitoring, and review processes as of that conducted by external bodies for the validation and review of LIT's educational and training programmes.

During the 2019/20 period, LIT will further continue a wide ranging and deep Institute wide Self Evaluation and Reflection of all aspects of its operation. The analysis will focus on the:

- effectiveness and adequacy of policies and processes at Institution wide level;
- degree to which policies and processes are implemented;
- availability of an evidence chain and record maintenance system of their implementation;
- degree to which there is a culture of quality enhancement;
- metrics and quantitative data used to assess the impacts on learning, teaching, research, and engagement;
- alignment with international, national and regional, strategic policy priorities;
- alignment with Institutional strategic priorities and objectives;
- Implications of the 2019 Qualifications and Quality assurance (Education and Training) (Amendment) Act.

Linking the twin purposes of accountability and enhancement (continuous improvement) is an important element in supporting the creation of a 'quality culture'. Within this 'quality culture', successful QAE strives to be more than the development of policies and procedures but is seen as a shared role between, Institute management, faculty, students and other key stakeholders with continuous process improvement taking increased significance.

The development of a quality culture relies on the long-term integration of supports and continuous process improvement within the student learning experience. The implementation of different initiatives and the set-up and development of long-term plans is key to providing a supportive work and learning environment for staff and students.

Central to this planning is to:

1. promote collaboration through the establishment of communities of practice for the scholarship of teaching and learning and research among others
2. develop and support research initiatives that allow staff to develop their knowledge and skills

3. provide Faculty at a one to one, programme, or department level, with training and supports specific to their needs by working with the Quality, Teaching, and Learning office to identify suitable training and supports.
4. provide follow on sessions from the staff CPD workshops to facilitate staff learning and development.
5. plan and develop a structured doctorate in Academic Practice as a progression opportunity for faculty.
6. continue to promote the use of digital technology within its teaching practices to enhance the learning experience by rolling out lecture recording software on all lectern machines across each campus and setting up a webcam within each classroom.

It is important for the Quality Enhancement function to take a more prominent role (in this context the taking of deliberative steps to bring about continuous improvement in the effectiveness of Teaching & Learning as an integral part of the quality agenda).

6.3 Themes
Developmental themes of importance to the Institution that are relevant to periodic review.

Implementation of the Institute Strategic Plan:
The new LIT Strategic Plan 2018 – 2022 sets out very clear Values and Priorities and Targets for the respective period of its implementation and details a range of enablers to their realisation. The cascading of these to other Institutional strategies and policies and the use of the Quality Assurance and Enhancement system as a driver of implementation will be an important theme.

Ongoing Review and Development of Academic Quality Assurance Policies and Procedures:
This includes a review and updating of all of the principle academic strategies and policies and the development of new policies as appropriate. This work has been undertaken extensively in the reporting period and will continue into the next reporting period. It will include a restructuring of the Quality Assurance handbook in addition to its full publication on the Institute website.

Implementation of Policy and Procedures for 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.

Development of mainstreaming of Quality Enhancement Functions:
Quality enhancement functions will be embedded across the Institute to enable continuous improvement in all aspects of the student lifecycle. This involves a review of all quality enhancement functions and their development and alignment with Institutional strategic goals with a particular focus on continuous process improvement. The development of a systematic approach to Teaching and Learning with an emphasis on enhancing student-centred learning by promoting the evolution of pedagogies will be an important component.

The Development of a Strategy for Student Success:
In line with requirement of the Higher Education Authority Systems Performance Framework 2018 – 2020 which mandates all higher Education Institutes to have a Student Success Strategy in place by 2010, the strategy will bring together a variety of other Institutional strategies and policies and look at how best to support student in a holistic way through all stages of the student lifecycle. It will thus be intrinsically linked to the concept of continuous process improvement and the use of Quality Assurance and Enhancement to ensure Excellence in all aspect of student life and Institute activity.