

# Limerick Institute of Technology

## Annual Institutional Quality Assurance Report 2018

Based on the reporting period 1 September 2016 – 31 August 2017



The Cyclical Review Process

## Part 1

### Overview of internal QA governance, policies and procedures

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#### 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.

The approach of Limerick Institute of Technology (LIT) to the development and implementation of Quality Assurance (QA) systems and processes is effective, active, accountable and robust. LIT's QA is in line with the standards and guidelines for the European Higher Education Area, 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 five 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 staff members are aware of national and international best practice in academia and in the profession ([LIT Vision and Strategy to 2020](#), p. 17).

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. 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 LIT Quality Policy Statement is included in the LIT Quality Assurance Handbook. The Quality Policy Statement was revised and approved by Academic Council on 2<sup>nd</sup> October 2015 with an operational period of 2016 – 2019. The Quality Policy Statement is available at: [Quality Policy Statement 2016-2019](#).

LIT is a member of the Federated Limerick Graduate School (FLAGS) with the University of Limerick and Mary Immaculate College (MIC). Within FLAGS, the University of Limerick carried out a Research Accreditation of LIT Level 10 programmes. UL's Academic Council has approved LIT as a Linked Provider with the authority to offer UL doctorate degree awards.

LIT agreed a *Mission-Based Performance Compact*, for the three year period 2013/014 to 2015/2016, with the Higher Education Authority (HEA) that dovetailed with *LIT's Strategy and Vision 2020*. The Compact identified a number of quantitative and qualitative performance objectives and metrics which directly contributed to the enhancement of quality in LIT's strategic, tactical and

operational planning. LIT reported annually to the HEA on these metrics. The key HEA performance objectives, and related metric categories, related to:

- LIT students;
- LIT teaching;
- LIT student supports;
- LIT knowledge transfer – Research;
- LIT knowledge transfer – Enterprise Development;
- LIT staff;
- LIT places;
- LIT funds.

While there has been a break in the Compact for the reporting period 2016/2017, LIT continued to be aware of the importance of the performance objectives and has sought to build on them in the intervening period cognisant that a new HEA System Performance Framework will come into operation for the period 2018 to 2020.

LIT has been deemed as a “self-aware, reflective and mature Institution (HEA comment on LIT’s Compact, March 2014)”. LIT has been externally assessed as having a “highly effective” quality system, that is, it has uniquely achieved a score of 5 out of 5 under the Institutional Review process (HETAC/QQI).

## 2. Quality assurance decision-making fora

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

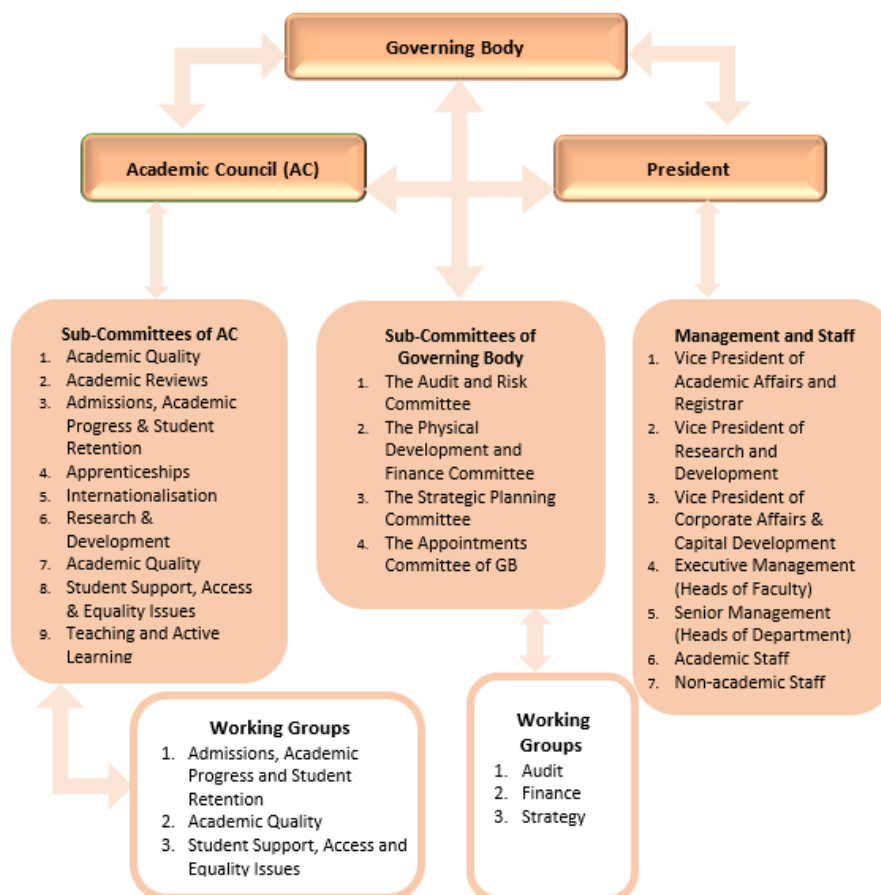
LIT's Academic Council, by statute, maintains academic standards within the Institute. The Academic Council is committed to continuous improvement with new initiatives being continuously designed and implemented to embed quality policies and practices throughout its operations.

LIT's [Academic Council Documentation 2014-2016](#) 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 2016/2017 \(ACRP\)](#)

Figure 1.1 A pictorial summary of LIT's quality assurance decision making fora during 2016-2017 Academic Year



## 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.

The Academic Council has approved regulations and procedures for the design and approval of taught programmes. These are 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 2016/2017, Part 1](#)

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2016/2017, Part 2](#)

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 distributed to all necessary staff each year. They constitute part of the LIT Quality Assurance Handbook which are also available on the LIT intranet. They are available at the following link: [New Programme Guidelines](#)

## **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

The Academic Council has approved regulations and procedures for the delivery and assessment of taught programmes. LIT's programme delivery and assessment is consistent with these regulations and procedures and ESG 1.3.

Full details of LIT's Academic Council Regulations and Procedures for Taught Programmes Academic Year 2016/2017 (ACRP) are available at:

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

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2016/2017, Part 2](#)

The specific details related to the QA policies and procedures for the design and approval of its programmes are contained in *ACRP, Section 4: Assessment Regulations for Taught Programmes*.

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

### **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.

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:

[Research Degree Programme Regulations](#)

The Federated Limerick Graduate School has been established in partnership with the University of Limerick and with Mary Immaculate College, as part of the Shannon Consortium with these Institutions. The Federated Limerick Graduate School located within the context of the Mid-west Regional Cluster for Higher Education will create the conditions for Limerick to become a preferred destination for postgraduate researchers.

The mission of the FLGS will be 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.

In particular, it:

- supports the development of the Shannon Consortium through the promotion of PG education;
- assists and facilitate the development and approval of new postgraduate programmes;
- widens Level 10 postgraduate research opportunities in Limerick;
- develops structured and themed education;
- promotes national and international exchanges and links;
- assists with procurement and efficient use of resources;
- supports postgraduate grant applications.

LIT's - HEA Research Related Compact Performance Objectives for the three year period 2013/014 to 2015/2016, aspired to:

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

LIT continued to strive to achieve and to build on these objectives into the reporting period 2016/17.

#### 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.

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. 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.

##### **Access:**

LIT is committed to promoting equitable access to and successful participation in higher education for all members of society. It has a successful record in widening participation to higher education, as is evident by the diversity of its student population. Through the work of the LIT Access Service, targeted strategies and initiatives are delivered to facilitate entry to and successful participation in higher education for underrepresented students. Primarily, these include:

- Students who experience socio-economic disadvantage;
- Students with a Disability and/or Specific Learning Difficulty;
- Mature Students;
- Members of the Travelling Community and Ethnic Minorities.

##### **Admissions:**

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 student 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 2016/2017, Part 1](#)

**Certification:**

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

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

**LIT Prospectus 2016-2017:**

[Undergraduate Prospectus](#)

**LIT Student Handbook 2016-2017:**

[LIT Student Handbook](#)

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

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.

#### **Recruitment**

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

#### **Competence**

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.

#### **Development**

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 *Employee Handbook* and *Continued Professional Development Policy* can be accessed at:  
[Employee handbook](#)

[Continued Professional Development Policy](#)

## 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.

*LIT's Vision and Strategy 2020* 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. The hallmark of LIT's educational philosophy is **Active Learning** which is described in its *Teaching, Learning and Assessment Strategy* document (TLA). 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. ([LIT Vision and Strategy to 2020](#), p. 15).

The Academic Council has approved its Teaching, Learning and Assessment Strategy. A Working Group has been established by Academic Council to review and revise the existing document. The work of this Working Group is on-going and a comprehensive new strategy is expected in the next reporting period.

<http://www.lit.ie/Reports/Documents/LIT Teaching Learning and Assessment Strategy Approved AC 2nd March 2012.pdf>

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

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 Regulation and Procedures: Section 3.7 Programme Reporting*.

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

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. A specialist Department of Quality, Teaching and Learning has been established within LIT. LIT's staff in this department work closely with their colleagues in the Teaching and Learning Centres in the Shannon Consortium partner institutions (UL & MIC). LIT has a teaching and learning champion contracted to work with the National Forum. The institute participates in the national Teaching Excellence Awards and locally in the Peer Observation programme. The LIT Teaching, Learning and Assessment Strategy is undergoing a review. Internal Academic Staff Development Days are organised on three days per year. 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.

During the period September 2016 to September 2017 the Flexible Learning Department trialled the use of several eLearning tools to assess their suitability to improve Teaching and Learning in the Institute. Among the technologies trialled were Panopto a video content management system for uploading, managing and sharing all of video and audio files and Articulate an application which allows users to develop interactive courses on mobile devices. The trial of these technologies is being monitored by individual lecturers as well as the Flexible Learning Department and will be further integrated into Teaching and Learning practices in the Institute. These and other resources were provided to Academic Departments to engage in a range of Technology Enhanced Learning (TEL) initiatives, for example, blended learning and the development of digital resources.

During 2017, LIT Flexible Learning updated its Staff CPD on-line programme which had launched in 2016 and focused on skills and knowledge development on Blended Learning. This resource 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 on-line 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 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.

### **7. Resources and Support (ESG 1.5)**

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.

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 3.2: Development and Validation of New Major Awards*. 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 2016/2017](#)

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 expected to have students on site by 2018. 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, breakout 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.

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 access a range of library services from their Smart phones. 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](#)

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

## 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's Academic Council Regulation and Procedures: Section 2: Management of the Curriculum:*

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2016/2017, 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 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. 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	

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:

[http://www.lit.ie/Reports/Documents/Industrial Liaison Advisory Committee Policy.pdf](http://www.lit.ie/Reports/Documents/Industrial_Liaison_Advisory_Committee_Policy.pdf)

LIT is committed in 2016/17 to publish all of its programme validations, programmatic reviews, academic audits and AIQR reports on the LIT website.

## 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, (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. The annual Order in Council maintained by LIT lists all of its approved programmes.

An external institutional review of LIT is conducted by QQI on a cyclical basis. LIT conducts its 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.

#### **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* identifies 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 2016/2017, Part 1](#)

Academic Council has approved the establishment of industrial advisory committees in a range of disciplines within the Institute.

[http://www.lit.ie/Reports/Documents/Industrial\\_Liaison\\_Advisory\\_Committee\\_Policy.pdf](http://www.lit.ie/Reports/Documents/Industrial_Liaison_Advisory_Committee_Policy.pdf)

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.

LIT was formed from schools of trades. 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 includes 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**

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 (Shannon Consortium). The Shannon Consortium 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.

The Shannon Consortium is led by the Steering Group comprising the three institutional Presidents with an independent chairperson. The work of the Consortium is directed by the Implementation Board which is jointly chaired by the three Registrars (Chief Academic Officers) of the three institutions. In addition to the three registrars, the Implementation Board has two further members nominated by each of the Presidents. The Steering Group and Implementation Board meet regularly throughout the academic year.

## 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.

The QA procedures for the provision of clear, accurate, up-to-date accessible information are consistent with the ESG 1.8.

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

The Institute publications include:

- LIT Annual Reports <http://www.lit.ie/Reports/default.aspx>
- LIT Student Handbook [Student Handbook](#)
- LIT Undergraduate Prospectus [Prospectus](#)
- LIT Flexible Learning Handbooks [Flexible, Part-Time & Evening Courses](#)
- LIT Guide for International Students  
[http://www.lit.ie/International/Docs/LIT\\_International\\_Guide\\_2016.pdf](http://www.lit.ie/International/Docs/LIT_International_Guide_2016.pdf)

Major QA documents, for example, The Academic Council Regulations and Procedures for Taught Programmes (ACRP):

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

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

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

Please see [www.lit.ie](http://www.lit.ie) for further details.

Relevant international and national publications, reports and policy frameworks are reviewed by relevant LIT personnel in the development, design and implementation of academic programmes, policies and strategies.

### **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'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 full list is provided in Appendix 2: LIT Memorandum of Understanding with Regional, National and International Bodies.

#### **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 2016/17 Part 1  
Academic Council Regulations and Procedures 2016/17 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 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.](#)

**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	Applied Science, Engineering and Technology, Department of Electrical and Electronic Engineering Applied Science, Engineering and Technology, Mechanical and Automobile Engineering School of Art and Design
Number	3
Link(s) to Publications	<a href="#">Programmatic Review Electrical and Electronic Engineering</a> <a href="#">Programmatic Review Mechanical &amp; Automobile</a> <a href="#">Programmatic Review School of Art &amp; Design</a>

Year	2017/18
Areas/Units	No programmatic reviews scheduled for this academic year
Number	0
Link(s) to Publications	

Year	2018/19
Areas/Units	No programmatic reviews scheduled for this academic year
Number	0
Link(s) to Publications	

Year	2019/20
Areas/Units	Business and Humanities, Department of Food and Tourism Business and Humanities, Department of Applied Social Care Business and Humanities, Department of Business Business and Humanities, Department of Sports and Finance
Number	4

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

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

Year	2022/23
Areas/Units	No programmatic reviews scheduled for this academic year
Number	0
Link(s) to Publications	

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

<b>1. PROFESSIONAL, REGULATORY AND STATUTORY BODIES (PRSB)</b>				
<b>Name of Body</b>	<b>Programme on which body is associated</b>	<b>Number of students on programme</b>	<b>Last Review Date</b>	<b>Next Review Date</b>
Chartered Accountants Ireland	BBus (Hons) in Accounting & Finance	145	2015	2020
Association of Chartered Certified Accountants	BBus (Hons) in Accounting & Finance	145	2015	2020
Chartered Institute of Management Accountants	BBus (Hons) in Accounting & Finance	145	2015	2020
Institute of Certified Public Accountants in Ireland	BBus (Hons) in Accounting & Finance	145	2015	2020
Institute of Incorporated Public Accountants	BBus (Hons) in Accounting & Finance	145	2015	2020
Irish Taxation Institute	BBus (Hons) in Accounting & Finance	145	2015	2020
Institute of Chartered Secretaries and Administrators	BBus (Hons) in Accounting & Finance	145	2015	2020
Association of Chartered Certified Accounts (ACCA)	Business Computing	61	2016	2021
Certified Public Accountants (CPA).	Business Computing	61	2016	2021
Engineers Ireland	BSc in Renewable Electrical Energy Systems	14	Nov 2013	2018
	BEng Industrial Automation & Robotic Systems	15	Nov 2013	2018
	BEng Electronic Engineering	16	Nov 2013	2018
	BSc (Hons) in Electronic Systems	29	Nov 2013	2018
	BSc (Hons) in Sustainable Electrical Power Systems	102	Nov 2013	2018
Engineers Ireland	LC250 Higher Certificate in Engineering in Civil and Environmental Engineering.	6	2016	2022
	LC251 BEng in Civil Engineering	45		
	LC252 BSc (Hons) in Civil Engineering Management	39+YU100		

	LC241 BSc (Hons) in Construction Management	46		
Chartered Institute of Building	LC241 BSc (Hons) in Construction Management	46	2016	2021
	LC252 BSc (Hons) in Civil Engineering Management	39+YU100		
	LC243 BSc (Hons) in Quantity Surveying	65		
	LC244 BSc in Sustainable & Renewable Energy	17		
	A8244 BSc in Energy Management (add-on)	11		
Institute of Occupational Safety & Health	LC254 BSc in Construction Health and Safety	8	2016	2022
Chartered Institute of Civil Engineering Surveyors	LC250 HC in Engineering in Civil and Environmental Engineering.	6	2016	2022
	LC251 BEng in Civil Engineering,	45		
	LC252 BSc (Hons) in Civil Engineering Management	36+YU100		
	MSc in Quantity Surveying	5		
Society of Chartered Surveyors Ireland / Royal Institute of Chartered Surveyors	LC243 BSc (Hons) in Quantity Surveying	65	2016	2018
	LC242 BSc (Hons) in Property Valuation and Management	33		
	MSc in Quantity Surveying	5		
<b>Name of Body</b>	<b>Programme on which body is associated</b>	<b>Number of students on programme</b>	<b>Last Review Date</b>	<b>Next Review Date</b>
Engineers Ireland	LC285 Mechanical Engineering - Bachelor of Engineering (Level 7)	120	2013	2018
Engineers Ireland	A8285 Mechanical Engineering (Facilities) - Bachelor of Engineering (Honours)(Level 8)	18	2013	2018

<b>2. AWARDING BODY (OTHER THAN QQI)</b>				
<b>Name of Body</b>	<b>Programme on which body is associated</b>	<b>Number of students on programme(s)</b>	<b>Last Review Date</b>	<b>Next Review Date</b>
University of Limerick	Level 10 Doctoral Programmes	22	2017	2020
<b>3. QA BODIES</b>				
<b>Name of Body</b>	<b>Programme on which body is associated</b>	<b>Number of students on programme</b>	<b>Last Review Date</b>	<b>Next Review Date</b>
None	None	None	None	None

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

<b><u>National Agreements</u></b>			
<b>Name of College</b>	<b>Country</b>	<b>Type of Agreements</b>	<b>Date signed</b>
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 (GMT)	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

<b><u>International General Agreements</u></b>			
<b>Name of College</b>	<b>Country</b>	<b>Type Of Agreement</b>	<b>Date Signed (DD/MM/YEAR)</b>
Universidade Tecnológica 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 Tecnológica Celso Suckow da Fonseca (CEFET RJ)	Brazil	MOU	21/10/2013
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	Canada	MOU	23/02/2016

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
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
University of Tennessee	USA	MOU	26/06/2015
		<b>Programme Articulation Agreements</b>	
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
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Fashion - Textiles	30/10/2017

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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
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
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



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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
Algonquin	Canada	Animation & Motion Design	31/09/2016
Algonquin	Canada	Marketing & Management	20/06/2016
Algonquin	Canada	Enterprise & Innovation	20/06/2016
Fanshawe	Canada	Graphic Design	26/04/2017
Fanshawe	Canada	Travel & Tourism Management	23/02/2017
Fanshawe	Canada	Fashion – BA Hons	26/04/2017

<b>International ERASMUS Bilateral Agreements</b>			
<b>Name of College</b>	<b>Country</b>	<b>Type of Agreements</b>	<b>Date signed (DD/MM/YEAR)</b>
Vrije University	Belgium	Student & Staff Mobility	27/06/17
Duale Hochschule Baden Wurttemberg (DHBW) University	Germany	Student & Staff Mobility	05/10/16
Budapest Metropolitan University	Hungary	Student & Staff Mobility	30/05/17
Kazakh Agro Technical University (KATU)	Kazakhstan	Staff Mobility	02/08/17
Escuela de Arte y Superior de Diseño de Orihuela (EASDO)	Spain	Student & Staff Mobility	23/05/17
Universidad San Jorge (USJ)	Spain	Student & Staff Mobility	02/11/2017
Universad Camilo Jose Cela (U-tad)	Spain	Student & Staff Mobility	17/05/17
University of Sussex	UK	Staff Mobility	03/10/16
Tashkent University of Information Technologies (TUIT)	Uzbekistan	Staff Mobility	27/06/17
Katholleke Hogeschool Vives University College	Belgium	Student & Staff Mobility	24/06/14
Ecole Superieure des Beaux Arts de Nantes Metropole	France	Student & Staff Mobility	09/06/14
Ecole supérieure d'art et de design d'Amiens (ESAD)	France	Student & Staff Mobility	22/09/17
ESC Rennes school of business	France	Student & Staff Mobility	29/01/15
IPAG School of Business	France	Student & Staff Mobility	18/06/14
IUT Nice Côte d'Azur	France	Student & Staff Mobility	18/06/14
IUT Périgueux	France	Student & Staff Mobility	12/02/14
IUT Quimper	France	Student & Staff Mobility	18/06/14
Universite D'Angers	France	Student & Staff Mobility	26/05/14
Université du Littoral Côte d'Opale	France	Student & Staff Mobility	18/06/14
University of Franche Comte (UFC)	France	Student & Staff Mobility	06/05/15
University of Le Havre	France	Student & Staff Mobility	28/06/16
Tbilisi State Academia of Art	Georgia	Student & Staff Mobility	15/11/17
Hawk University of Applied Arts & Science	Germany	Student & Staff Mobility	12/03/15
Heilbronn University	Germany	Student & Staff Mobility	13/04/16
Europa Universitat Flensburg	Germany	Student & Staff Mobility	03/10/14
Budapest Metropolitan	Hungary	Student & Staff Mobility	30/05/17
Universita degli Studi della Tuscia	Italy	Student & Staff Mobility	16/04/15
Fontys University of Applied Sciences	Netherlands	Student & Staff Mobility	06/04/16
Noordelijke Hogeschool Leeuwarden (NHL)	Netherlands	Student Mobility	10/02/14
HKU University of Arts Utrecht	Netherlands	Student & Staff Mobility	14/11/14

Escuela Superior de Diseno de la Rioja (ESDIR)	Spain	Student & Staff Mobility	15/11/17
Universidad Complutense de Madrid	Spain	Student & Staff Mobility	29/11/13
Universidad De Castilla-La Mancha (UCLM)	Spain	Student & Staff Mobility	19/06/14
Universidad de Vigo	Spain	Student Mobility	18/12/13
Universidad Politecnica De Valencia	Spain	Student & Staff Mobility	10/04/14
Universidad de Zaragoza	Spain	Student & Staff Mobility	07/03/14
Namik Kemal University	Turkey	Student & Staff Mobility	09/01/14
Glasgow School of Art	Scotland	Student & Staff Mobility	24/06/14
University of Sussex	UK	Student & Staff Mobility	03/10/16
Omsk State University (OmSU)	Russia	Staff Mobility	13/04/16
Public Administration Academy of the Republic of Armenia (PAARA)	Armenia	Staff Mobility	25/03/16
Universidade Tecnologica Federal do Parana (UTFPR)	Brazil	Student & Staff Mobility	07/16
Universidade Federal de Sao Joao del-Rei (UFSJ)	Brazil	Student & Staff Mobility	07/16
Yangtze University	China	Student & Staff Mobility	08/16
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Student & Staff Mobility	02/16
Fleming College	Canada	Student & Staff Mobility	09/16
Fanshawe College	Canada	Student & Staff Mobility	09/16
St. Lawrence College	Canada	Student & Staff Mobility	09/16

## AIQR - PART 1

<b>Overview of internal QA governance, policies and procedures</b>	<a href="#">LIT 2018 AIQR-Part-1.docx</a>
<b>PRSBs</b>	14
<b>Awarding Bodies</b>	1
<b>QA Bodies</b>	1
<b>Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies</b>	First Set of Records
<b>Type of Arrangement</b>	PRSB
<b>Name of the Body</b>	Chartered Accountants Ireland
<b>Programme Titles and Links to Publications</b>	B.Bus. (Hons) in Accounting & Finance: <a href="http://www.lit.ie/Courses/LC224/default.aspx">http://www.lit.ie/Courses/LC224/default.aspx</a>
<b>Date of last review or accreditation</b>	13-04-2015
<b>Next review year</b>	2020
<b>Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies</b>	Second Set of Records
<b>Type of Arrangement</b>	PRSB
<b>Name of the Body</b>	Engineers Ireland
<b>Programme Titles and Links to Publications</b>	Mechanical Engineering - Bachelor of Engineering (Level 7): <a href="http://www.lit.ie/Courses/LC285/default.aspx">http://www.lit.ie/Courses/LC285/default.aspx</a>

<b>Date of last review or accreditation</b>	19-11-2013
<b>Next review year</b>	2018
<b>Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies</b>	Third Set of Records
<b>Type of Arrangement</b>	PRSB
<b>Name of the Body</b>	Engineers Ireland
<b>Programme Titles and Links to Publications</b>	B.Sc. (Hons) in Sustainable Electrical Power Systems: <a href="http://www.lit.ie/Courses/A8278/default.aspx">http://www.lit.ie/Courses/A8278/default.aspx</a>
<b>Date of last review or accreditation</b>	19-11-2013
<b>Next review year</b>	2018
<b>Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies</b>	Fourth Set of Records
<b>Type of Arrangement</b>	PRSB
<b>Name of the Body</b>	Society of Chartered Surveyors Ireland
<b>Programme Titles and Links to Publications</b>	B.Sc. (Hons) in Quantity Surveying: <a href="http://www.lit.ie/Courses/LC243/default.aspx">http://www.lit.ie/Courses/LC243/default.aspx</a>
<b>Date of last review or accreditation</b>	24-11-2016
<b>Next review year</b>	2018
<b>Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies</b>	Fifth Set of Records
<b>Type of Arrangement</b>	PRSB
<b>Name of the Body</b>	Association of Chartered Certified Accounts (ACCA)

<b>Programme Titles and Links to Publications</b>	B.Sc. in Business Computing: <a href="http://www.lit.ie/Courses/A8232/default.aspx">http://www.lit.ie/Courses/A8232/default.aspx</a>
<b>Date of last review or accreditation</b>	15-06-2016
<b>Next review year</b>	2021
<b>Joint research degrees</b>	0
<b>Joint/double/multiple awards</b>	0
<b>Collaborative programmes</b>	0
<b>Franchise programmes</b>	0
<b>Linked providers (DABs only)</b>	1
<b>Section: Collaborative Provision</b>	First Set of Records
<b>Type of arrangement:</b>	Linked providers (DABs only)
<b>Name of the Body (Bodies)</b>	University of Limerick
<b>Programme Titles and Links to Publications</b>	Level 10 Doctoral Programmes:
<b>Date of last review</b>	24-3-2017
<b>Next review year</b>	2020
<b>Articulation Agreements</b>	28
<b>Section: 1 Articulation Agreements</b>	First Set of Records
<b>Name of the Body</b>	Canadore College, Canada
<b>Name of the Programme and Links to Publications</b>	B.Sc. In Sports Strength & Conditioning (Level 7): <a href="http://www.lit.ie/Courses/LC423/default.aspx">http://www.lit.ie/Courses/LC423/default.aspx</a>
<b>Date of last review of arrangement/agreement</b>	25-5-2016
<b>Next Review Year</b>	2018

<b>Section: Articulation Agreements</b>	Second Set of Records
<b>Name of the Body</b>	St Lawrence College, Canada
<b>Name of the Programme and Links to Publications</b>	B.Sc. (Hons) In Games Design and Development: <a href="http://www.lit.ie/Courses/LC418/default.aspx">http://www.lit.ie/Courses/LC418/default.aspx</a>
<b>Date of last review of arrangement/agreement</b>	25-6-2016
<b>Review year for agreements</b>	2018
<b>Section: Articulation Agreements</b>	Third Set of Records
<b>Name of the Body</b>	Durham College
<b>Name of the Programme and Links to Publications</b>	B.Sc. In Culinary Arts: <a href="http://www.lit.ie/Courses/A7298/default.aspx">http://www.lit.ie/Courses/A7298/default.aspx</a>
<b>Date of last review of arrangement/agreement</b>	14-10-2017
<b>Review year for agreements</b>	2018
<b>Do you wish to make a final submission?</b>	Yes, this is my final submission
<b>On behalf of the President/Provost/CEO I confirm that the information submitted in this AIQR is accurate and correct.</b>	Confirmed
<b>Overview of internal governance, policies and procedures (Word Template).</b>	Confirmed
<b>Arrangements with PRSBs, Awarding Bodies, QA Bodies.</b>	Confirmed
<b>Collaborative Provision.</b>	Confirmed
<b>Articulation Agreements.</b>	Confirmed





## 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).

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#### 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'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 to be overseen by Quality and Qualifications Ireland (QQI). Staff are aware of national and international best practice in academia and in the profession. As a next step in the development of QA, LIT will engage in Institutional benchmarking with one or more international partners. ([LIT Vision and Strategy to 2020](#), p. 9).

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 annually reviewed, updated, and approved by Academic Council. As a consequence, specific 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.

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 *LIT Quality Policy Statement* is included in the *LIT Quality Assurance Handbook*. The [Quality Policy Statement 2016-2019](#) was last revised and approved by Academic Council in October 2015.

LIT agreed a *Mission-Based Performance Compact*, for the three year period 2013/014 to 2015/2016, with the Higher Education Authority (HEA) that dovetailed with *LIT's Strategy and Vision 2020*. The Compact identified a number of quantitative and qualitative performance objectives and metrics which directly contributed to the enhancement of quality in LIT's strategic, tactical and operational planning. LIT reported annually to the HEA on these metrics. The key HEA performance objectives, and related metric categories, related to:

- LIT students;
- LIT teaching;
- LIT student supports;
- LIT knowledge transfer – Research;
- LIT knowledge transfer – Enterprise Development;
- LIT staff;
- LIT places;
- LIT funds.

While there has been a break in the Compact for the reporting period 2016/2017, LIT continued to be aware of the importance of the performance objectives and has sought to build on them in the intervening period cognisant that a new HEA System Performance Framework will come into operation for the period 2018 to 2010.

LIT has been deemed as a “self-aware, reflective and mature Institution (HEA comment on LIT's Compact, March 2014). LIT has been externally assessed as having a “highly effective” quality system, that is, it has uniquely achieved a score of 5 out of 5 under the Institutional Review process (HETAC/QQI).

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

Academic Council approved changes to a number of documents during the 2016/2017 academic year, including the following:

<b>Documents Approved/Revised/Reviewed</b>	<b>Date</b>
Summary Guide to Quality Assurance Handbook	Approved by Academic Council 07.10.16
Introduction	Approved by Academic Council 07.10.16
Academic Council Documentation 2014 – 2016	Revised by Academic Council 11.03.16
Academic Council Regulations & Procedures for Taught Programmes Parts 1&2 2016-2017	Approved by Academic Council 17.6.16
New Programme Guidelines 2016-2017	Approved by Academic Council 17.6.16
External Examiners Policy & Procedures Jan 2014 – Sept 2017	Reviewed Academic Council 06.05.16
LIT Ethics Policy for Researchers	Approved by Academic Council 07.10.16
Guideline Procedures on the Provision of References for Graduates of Major Awards at Limerick Institute of Technology (LIT) 2016 – 2019	Approved by Academic Council 11.03.16
Industrial Liaison Advisory Policy October 2016 – October 2019	Approved by Academic Council 07.10.16
LIT Erasmus Policy	Approved by Academic Council 11.03.16
Definition of Desired Attributes of LIT Graduates	Approved by Academic Council 11.03.16
Computer Services Acceptable Usage Policy	Approved by Governing Body June 2016
Write it Right: A guide to the Harvard ('Author-Date') Referencing System – December 2011	Approved Academic Council May 2016
<b>New Documents</b>	<b>Date</b>
Data Governance Policy	Approved by Governing Body June 2016
IT Security Policy	Approved by Governing Body June 2016
Mobile Device Policy	Approved by Governing Body June 2016
Social Media Management Policy	Approved by Governing Body June 2016
LIT Pathways Programme Guide 2014	Approved by Governing Body June 2016

The Institute also conducted three programmatic reviews and six new programme validations in the 2016/2017 reporting period.

**Institute Reviews:**

**Programmatic Reviews 2016/2017:**

Faculty of Applied Science, Engineering and Technology

Date	Department
April 2017	Electrical and Electronic Engineering
April 2017	Department of Mechanical and Automobile Engineering

School of Art and Design

Date	Department
May 2017	School of Art and Design

**New Programme Validations 2016/2017:**

Faculty of Applied Science, Engineering and Technology

Date	Department	Title
May 2017	Applied Science	Operating Department Practice

Faculty of Business and Humanities

Date	Department	Title
October 2016	Applied Social Sciences	MA in Games & Digital Media in Global Youth Work
March 2017	Applied Social Sciences	MA in Leadership & Management in the Community and Voluntary Sector
May 2017	Food and Tourism	HDip & BA (Hons) in Food Management and Innovation
June 2017	Sport and Finance	BA in Sports & Community Development
June 2017	Food and Tourism	BA in Business Studies with Beauty and Spa Management

The Academic Council also received and reviewed the Annual Reports from the various faculties within the Institute.

**1.3 The schedule of QA governance meetings.**

**GOVERNING BODY MEETING DATES 2016/17 ACADEMIC YEAR**

	<u>Meeting Dates and Times</u>
Governing Body Meeting	Tuesday, 27 <sup>th</sup> September 2016, 3.15pm
Governing Body Meeting	Tuesday, 10 <sup>th</sup> November 2016, 3.45pm
Governing Body Meeting	Tuesday, 6 <sup>th</sup> December 2016, 4.00pm
Governing Body Meeting	Tuesday, 21 <sup>st</sup> February 2017, 3.00pm
Governing Body Meeting	Tuesday, 28 <sup>th</sup> March 2017, 4.00pm
Governing Body Meeting	Tuesday, 9 <sup>th</sup> May 2017, 4.00pm
Governing Body Meeting	Tuesday, 27 <sup>th</sup> June 2017, 4.00pm

**ACADEMIC COUNCIL MEETING DATES 2016/17 ACADEMIC YEAR**

	<u>Meeting Dates and Times</u>
Academic Council Meeting	Friday, 7 <sup>th</sup> October 2016, 2.00pm
Academic Council Meeting	Monday, 5 <sup>th</sup> December 2016, 10.00am
Inaugural Academic Council Meeting	Friday, 10 <sup>th</sup> March 2017, 2.00pm
Academic Council Meeting	Friday, 5 <sup>th</sup> May 2017, 2.00pm
Academic Council Meeting	Friday, 16 <sup>th</sup> June 2017, 2.30pm

**ACADEMIC COUNCIL SUB-COMMITTEES MEETING DATES 2016/17 ACADEMIC YEAR**

<u>Sub-committee</u>	<u>Meeting Dates and Times</u>
Research & Development	Wednesday, 14 <sup>th</sup> September 2016, 11.00am
Admissions, Academic Progress & Student Retention	Thursday, 15 <sup>th</sup> September 2016, 11.00am
Academic Reviews	Thursday, 15 <sup>th</sup> September 2016, 2.00pm
Academic Quality	Monday, 19 <sup>th</sup> September 2016, 11.00am
Student Support, Access & Equality Issues	Wednesday, 19 <sup>th</sup> October 2016, 11.00am
Admissions, Academic Progress & Student Retention	Thursday, 20 <sup>th</sup> October 2016, 11.00am
Internationalisation	Thursday, 27 <sup>th</sup> October 2016, 11.00am

Academic Quality	Thursday, 27 <sup>th</sup> October 2016, 2.00pm
Teaching & Active Learning	Thursday, 10 <sup>th</sup> November 2016, 2.00pm
Research & Development	Monday, 14 <sup>th</sup> November 2016, 11.00am
Academic Reviews	Monday, 14 <sup>th</sup> November 2016, 2.00pm
Apprenticeship	Wednesday, 16 <sup>th</sup> November 2016, 2.00pm
Academic Council Subcommittees (Newly Constituted *)	
Academic Reviews	Monday, 24 <sup>th</sup> April 2017, 10.00am
Quality, Teaching and Learning	Monday, 24 <sup>th</sup> April 2017, 12.00noon
Admissions and Academic Progress	Friday, 28 <sup>th</sup> April 2017, 11.00am
Research and Postgraduate Matters	Wednesday, 3 <sup>rd</sup> May 2017, 11.00am
Apprenticeship	Wednesday, 3 <sup>rd</sup> May 2017, 2.00pm
Student Support and Retention	Friday, 5 <sup>th</sup> May 2017, 10.00am
Admissions and Academic Progress	Monday, 15 <sup>th</sup> May 2017, 11.00am
Academic Reviews	Monday, 15 <sup>th</sup> May 2017, 2.00pm
Quality, Teaching and Learning	Wednesday, 24 <sup>th</sup> May 2017, 2.00pm
Research and Postgraduate Matters	Thursday, 25 <sup>th</sup> May 2017, 11.00am
Admissions and Academic Progress	Friday, 16 <sup>th</sup> June 2017, 2.30pm

**Section 2: Reviews in the reporting period**

**2.1 Internal reviews that were completed in the reporting period.**

Changes to LIT's Academic Council Regulations and Procedures (ACRP), following reviews in the reporting period 2016/2017, and approved by Academic Council included the following:

Sectional Changes	Date
Revision of Section 4.2 Requirements for Progression with the inclusion of two new bullet points	Academic Council 04/12/2015
Revision to Section 3.2.10 with the inclusion of details of the composition of Internal Review Panel	Academic Council 11/03/2016
Revision of Section 3.2 Development & Validation of Major Awards and inclusion of new section, Section 3.2.12 Special Provision for the Validation of Ab-Initio programmes based on existing validated programme(s)	Academic Council 11/03/2016
Revision of Section 3.3.1 Composition of External Validation Panel and new sentence regarding the delineation of time line between role as External Examiner and External Validation Membership	Academic Council 11/03/2016
Revision of Section 3.2.5 New Programme Proposals by inclusion of timeline for the lifespan of the proposal	Academic Council 11/03/2016
Revision of Section 4.1.6: Section 4 Marginal Fail Compensation by including additional semester credits outline	Academic Council 06/05/2016
Revision of Section 6.2: Policy on Embedded (Exit Awards) to include Special Purpose Exit award at Level 9 (Postgraduate Certificate)	Academic Council 06/05/2016
Revision of Section of Section 4.3 Standards for Award at Different Classifications and inclusion of new section, Section 4.3.10 Failed Assessment Component	Academic Council 17/06/2016

Changes in the other documentation are recorded in the minutes of the Academic Council as quoted earlier.

**PROGRAMMATIC REVIEWS 2016/2017:**

In April 2017, the Faculty of Applied Science, Engineering and Technology (ASET) held the Department of Electrical and Electronic Engineering programmatic review. The review was conducted in line with QQI regulations and procedures and included the following programmes:

<b>Department of Electrical and Electronic Engineering:</b>	
<b>Title</b>	<b>Level</b>
Bachelor of Science (Honours) in Electrical Systems	Level 8 - existing
Bachelor of Engineering (Honours) in Electrical Engineering	Level 8 - Ab-initio - proposed
Bachelor of Engineering in Industrial Electrical Engineering	Level 7 - existing
Bachelor of Engineering in Electrical Engineering	Level 7- Embedded award - proposed
Higher Certificate in Electrical Installation Practice	Level 6 - Embedded award - existing
Higher Certificate in Electrical Engineering	Level 6 - proposed
Bachelor of Science in Sustainable Electrical Power Systems	Level 8 - Add-on - existing
Bachelor of Engineering (Honours) in Renewable & Electrical Energy Engineering	Level 8 - Ab-initio - proposed
Bachelor of Science in Electrical Systems	Level 8 - Ab-initio - <b>new programme</b>
Bachelor of Science in Sustainable Electrical Power Systems	Level 7 -Add-on - existing
Bachelor of Engineering in Renewable & Electrical Energy Engineering	Level 7 - Ab-initio - proposed
Bachelor of Engineering in Electrical Technology	Level 7
Bachelor of Engineering in Manufacturing Technology	Level 7
Bachelor of Science (Honours) in Electronic Systems	Level 8 - Add-on - existing
Bachelor of Engineering (Honours) in Electronic Engineering	Level 8 - Ab-initio - proposed
Bachelor of Engineering Electronic Engineering	Level 7 - embedded award
Higher Certificate in Electronic Engineering	Level 6 - embedded award
Bachelor of Science in Electronic Systems	Level 8 - Add-on – existing
Bachelor of Engineering (Honours) in Industrial Automation and Robotic Systems	Level 8 - Ab-initio - proposed
Bachelor of Engineering in Industrial Automation and Robotic Systems	Level 7 - embedded award
Higher Certificate in Industrial Automation and Robotic Systems	Level 6 - embedded award
Bachelor of Science (Honours) in Audio and Video Production	Level 8 - Add-on - existing
Bachelor of Science (Honours) in Creative Broadcast & Film Production	Level 8 - Ab-initio - proposed
Bachelor of Science in Video and Sound	Level 7 - Add-on - existing
Bachelor of Science in Creative Broadcast & Film Production	Level 7 - embedded - proposed
Higher Certificate in Video and Sound Technology	Level 6 - existing
Higher Certificate in Creative Broadcast & Film Production	Level 6 - embedded - proposed
Bachelor of Science (Honours) in Music Production	Level 8 - Ab-initio
Bachelor of Science (Honours) in Music Technology & Production	Level 8 - Ab-initio - proposed
Bachelor of Science in Music Technology and Production	Level 7 - Ab-initio



**The External Programmatic Review Panel of Expert Assessors included:**

<b>Name</b>	<b>Industry</b>
Mr. Brendan Goggin - Chairperson	Cork Institute of Technology (formerly)
Prof. John Ringwood	NUI, Maynooth
Dr. Seán Crosson	National University of Ireland, Galway
Mr. Kieran Burke	ON Semiconductor
Ms. Lisa Ní Choisdealbha	Independent Broadcaster of Ireland
Mr. Tony Commins	Athlone Institute of Technology, Athlone
Ms. Valerie Dolan	Dolan's Music Venue, Limerick
Mr. Mark Graham	Waterford Institute of Technology, Waterford
Mr. James Hicks	Student Representative
Mr. Des Minihan	Analog Devices, Limerick

In April 2017, the Faculty of Applied Science, Engineering and Technology held the Department of Mechanical and Automobile Engineering programmatic review. This review was conducted in line with QQI regulations and procedures and included the following programmes:

**Department of Mechanical and Automobile Engineering:**

<b>Title</b>	<b>Level</b>
Higher Certificate in Engineering in Mechanical Engineering	
Bachelor of Engineering in Mechanical Engineering	
Bachelor of Engineering (Honours) in Mechanical Engineering	Facilities – Add-on
Bachelor of Engineering (Honours) in Mechanical Engineering	Facilities – Ab-initio
Bachelor of Science (Honours) in Process & Engineering Management	Add-on
Higher Certificate in Precision Engineering	
Bachelor of Engineering in Precision Engineering	Level 8 – Ab-initio
Bachelor of Engineering in Precision Engineering	Add-on
Higher Certificate in Agricultural Mechanisation	
Higher Certificate in Engineering in Automobile Engineering	
Bachelor of Engineering in Road Transport Technology and Management	

**Special Purpose Awards:**

- Certificate in Aviation
- Certificate in Aircraft Records Technician
- Certificate in Transport Safety Management

**The External Programmatic Review Panel of Expert Assessors included:**

<b>Name</b>	<b>Industry</b>
Mr. Damien Courtney - Chairperson	Fellow Emeritus, Cork Institute of Technology
Mr. Michael Holton	Schivogroup & Prodieco, Dublin
Dr. Maura Kelleher	School of Mechanical and Design Engineering, Dublin Institute of Technology
Dr. Donnacha Lowney	Head of Department of Aerospace, Mechanical & Electrical Engineering, IT Carlow

Mr. Denis McFadden	Head of School of Engineering, Letterkenny Institute of Technology
Mr. Michael Moroney	Chief Executive, The Association of Farm and Forestry Contractors in Ireland
Mr. Seamus Ryan	Transport Safety Consultant
Mr. James Hicks	Student Representative

In May 2017, the School of Art and Design held its programmatic review. This review was conducted in line with QQI regulations and procedures and included the following programmes:

#### **School of Art and Design:**

<b>Title</b>	<b>Level</b>
Bachelor of Arts (Honours) in Fine Art Painting	Level 8
Bachelor of Arts in Fine Art Painting	Level 7 – embedded
Higher Certificate in Fine Art Painting	Level 6 – embedded
Bachelor of Arts (Honours) in Fine Art Photography, Film, Video	Level 8
Bachelor of Arts in Fine Art Photography, Film, Video	Level 7 – embedded
Higher Certificate in Fine Art Photography, Film, Video	Level 6 – embedded
Bachelor of Arts (Honours) in Fine Art Print Contemporary Practice	Level 8
Bachelor of Arts in Fine Art Print Contemporary Practice	Level 7 embedded
Higher Certificate in Fine Art Print Contemporary Practice	Level 6 – embedded
Bachelor of Arts (Honours) in Fine Art Sculpture and Combined Media	Level 8
Bachelor of Arts in Fine Art Sculpture and Combined Media	Level 7 – embedded
Higher Certificate in Fine Art Sculpture and Combined Media	Level 6 – embedded
Bachelor of Arts (Honours) in Design Animation and Motion Design	Level 8
Bachelor of Arts in Design Animation and Motion Design	Level 7 - embedded
Higher Certificate in Design Animation and Motion Design	Level 6 - embedded
Bachelor of Arts (Honours) in Design Ceramics	Level 8
Bachelor of Arts in Design Ceramics	Level 7 - embedded
Higher Certificate in Design Ceramics	Level 6 - embedded
Bachelor of Arts (Honours) in Design Fashion Design	Level 8
Bachelor of Arts in Design Fashion Design	Level 7 - embedded
Higher Certificate in Design Fashion Design	Level 6 - embedded
Bachelor of Arts (Honours) in Design Graphic Design Communication	Level 8
Bachelor of Arts in Design Graphic Design Communication	Level 7 - embedded
Higher Certificate in Design Graphic Design Communication	Level 6 - embedded
Bachelor of Arts (Honours) in Design Fashion and Textiles for Product and Costume	Level 8
Bachelor of Arts in Design Fashion and Textiles for Product and Costume	Level 7 - embedded
Higher Certificate in Design Fashion and Textiles for Product and Costume	Level 6 - embedded
Bachelor Science (Honours) in Creative Multimedia	Level 8

Bachelor of Science in Creative Multimedia	Level 7 - embedded
Higher Certificate in Science in Creative Multimedia	Level 6 - embedded
Bachelor Science (Honours) in Digital Animation Production	Level 8
Bachelor of Science in Digital Animation Production	Level 7 - embedded
Higher Certificate in Science in Digital Animation Production	Level 6 - embedded
Bachelor Science (Honours) in Game Art & Design	Level 8
Bachelor of Science in Game Art & Design	Level 7 - embedded
Higher Certificate in Science in in Game Art & Design	Level 6 - embedded
Master of Arts in Art and Design Education	Level 9
Master of Arts/Master of Fine Art in Social Practice and the Creative Environment	Level 9

**The External Programmatic Review Panel of Expert Assessors included:**

Name	Industry
Dr. David Ryan - Chairperson	Assistant Registrar IT Carlow
Professor Olwen Mosley	Cardiff Metropolitan University, Wales
Dr. Varsha Gupta	National Institute of Fashion Technology, India
Dr. Aoife McNamara	Simon Fraser University, Vancouver, Canada
Ms. Una Burke	Fashion Designer, London, UK
Mr. Gary Granville	Former Head of Education NCAD, Dublin
Mr. Pdraic Lynch	Letterkenny Institute of Technology, Donegal
Ms. Mary McCarthy	National Sculpture Factory, Cork
Mr. Paul McKeivitt	Ulster University, Northern Ireland
Mr. Frank Rafter	Student Representative, Thurles, Tipperary

**NEW PROGRAMME VALIDATIONS 2016/2017:**

In total there were six new programme validations during the 2016/2017 reporting period; five new programme validations took place in the Faculty of Business and Humanities, and one new programme validation took place in the Faculty of Applied Science, Engineering and Technology, in line with QQI regulations and procedures.

1. In October 2016 the following new programme validations were conducted:

**Department of Applied Social Sciences:**

Title	Level
• MA in Games and Digital Media in Global Youth Work	Level 9
• PG Diploma in Games and Digital Media in Global Youth	embedded
• PG Certificate in Games for Youth Engagement	embedded
• PG Certificate in Global Youth Work and Development	embedded
• PG Certificate in Arts in Technology Enhanced Youth	embedded

**The External Programmatic Review Panel of Expert Assessors included:**

Name	Industry
Mr. Damien Courtney - Chairperson	Fellow Emeritus, Cork Institute of Technology
Mr. Robert Graham	Limerick Youth Service
Mr. Michael Tobin	Athlone Institute of Technology
Mr. Jim Walsh	Cork Institute of Technology

2. In March 2017 the following new programme validations were conducted:

**Department of Applied Social Sciences:**

Title	Level
MA in Leadership and Management in the Community and Voluntary Sector	Level 9

**The External Programmatic Review Panel of Expert Assessors included:**

Name	Industry
Prof. Colette Henry - Chairperson	Dundalk Institute of Technology
Ms. Claire Gallery	University of Limerick
Mr. Jim Walsh	Cork Institute of Technology
Ms. Julie White	Spafield Family Resource Centre

3. In May 2017 the following new programme validations were conducted:

**Department of Applied Sciences:**

Title	Level
Bachelor of Science (Honours) in Operating Department Practice	Level 8
Bachelor of Science in Operating Department Practice	Level 7

**The External Programmatic Review Panel of Expert Assessors included:**

Name	Industry
Mr. Damien Courtney - Chairperson	Fellow Emeritus Cork Institute of Technology
Mr. Denis A. Dartée	Consultant Orthopaedic Surgeon
Mr. Don Faller	Athlone Institute of Technology
Ms. Sinéad Hanley	The Galway Clinic
Ms. Jill Morduant	Aintree University Hospital NHS Foundation Trust

4. Again in May 2017 the following new programme validations were conducted:

**Department of Food and Tourism:**

Title	Level
Bachelor of Arts (Honours) in Food Management & Innovation	Level 8, Add-on
Higher Diploma in Arts in Food Management & Innovation	Level 8

**The External Programmatic Review Panel of Expert Assessors included:**

Name	Industry
Ms. Cait Noone -Chairperson	Galway Mayo Institute of Technology
Mr. John O'Hara	Formerly of Athlone Institute of Technology
Mr. Lloyd Harnett	Adare Manor, Limerick
Ms. Eva Hegarty	Burren Free Range Pork, Clare
Ms. Allison McNamara	Absolute Hotel, Limerick

5. In June 2017 the following new programme validations were conducted:

**Department of Sport and Finance:**

Title	Level
Bachelor of Arts (Honours) in Sports and Community Development	Level 7 - Ab-Initio
Bachelor of Arts in Sports & Community Development	Level 7 - Add-on

**The External Programmatic Review Panel of Expert Assessors included:**

Name	Industry
Mr. Damien Courtney - Chairperson	Fellow Emeritus Cork Institute of Technology
Dr. Michael Barrett	Institute of Technology, Sligo
Mr. Ed Daly	Munster Rugby/Student Representative
Mr. Brian King	Kingfisher Club
Ms. Paula Rankin	Institute of Technology, Carlow

**Department of Sport and Finance:**

Title	Level
Bachelor of Arts (Honours) in Sports and Community Development	Level 7 - Ab-Initio
Bachelor of Arts in Sports & Community Development	Level 7 - Add-on

**The External Programmatic Review Panel of Expert Assessors included:**

Name	Industry
Mr. Damien Courtney - Chairperson	Fellow Emeritus Cork Institute of Technology
Dr. Michael Barrett	Institute of Technology, Sligo
Mr. Ed Daly	Munster Rugby/Student Representative
Mr. Brian King	Kingfisher Club
Ms. Paula Rankin	Institute of Technology, Carlow

6. In June 2017 the following new programme validation was conducted:

**Department of Food and Tourism:**

Title	Level
Bachelor of Arts (Honours) in Business Studies with Beauty and Spa Management	Level 8
Bachelor of Arts in Business Studies with Beauty and Spa Services	Level 7 - embedded
Higher Certificate in Arts in Business Studies with Beauty and Spa Services	Level 6

**The External Programmatic Review Panel of Expert Assessors included:**

Name	Industry
Mr. Damien Courtney - Chairperson	Fellow Emeritus Cork Institute of Technology
Dr. David Irwin	TU4, Dublin
Ms. Debbie Devine	Urban Day Spa
Ms. Gina Groves	Ballygarry House Hotel and Spa
Ms. Mary Rose Stafford	Institute of Technology Tralee

**SPECIAL PURPOSE AWARDS (MINOR) – PROPOSALS – GRANTED BY ACADEMIC COUNCIL (2016/2017):*****Certificate in Biopharmaceutical Science***

Academic Council granted approval to the Faculty of Applied Science and Technology – Department of Applied Science for the development of the Certificate in Biopharmaceutical Science as a Level 8, 30 Credit Special Purpose Award. (07.10.16)

*Certificate in Finance for Non-Financial Managers*

Academic Council granted approval to the Faculty of Business and Humanities – Department of Business for the development of the Certificate in Finance for Non-Financial Managers as a Level 7, 10 Credit Special Purpose Award. (05.12.16)

*Certificate in Technology Engaged Communities*

Academic Council granted approval to the Faculty of Business and Humanities – Department of Flexible Learning for the development of the Certificate in Technology Engaged Communities as a Level 6, 10 Credit Special Purpose Award. (05.12.16)

*Certificate in Engineering Technology*

Academic Council granted approval to the Faculty of Applied Science and Technology – Department of Mechanical and Automobile Engineering for the development of the Certificate in Engineering Technology as a Level 6, 60 Credit Minor Award. (05.12.16)

*Certificate in BIM with Revit MEP*

Academic Council granted approval to the Faculty of Applied Science and Technology – Department of Built Environment for the development of the Certificate in BIM with Revit MEP Special Purpose Award. (10.03.17)

*Certificate in Air Worthiness Design*

Academic Council granted approval to the Faculty of Applied Science and Technology – Department of Mechanical and Automobile Engineering for the development of the Certificate in Air Worthiness Design to Validation stage Special Purpose Award. (05.05.17)

*Certificate in Arts in the Art of Barbecue 1*

Academic Council granted approval to the Faculty of Business & Humanities – Department of Food and Tourism for the development of the Certificate in the Art of Barbecue 1 to document stage Special Purpose Award. (05.05.17)

*Certificate in Accounting and Finance Management*

Academic Council granted approval to the Faculty of Business and Humanities – Department of Business for the development of the Certificate in Accounting and Finance Management Special Purpose Award. (05.05.17)

*Certificate in LEADER Programme Management*

Academic Council granted approval to the Faculty of Business and Humanities – Department of Flexible Learning for the development of the Certificate in LEADER Programme Management as a Level 8, 15 Credit Special Purpose Award. (16.06.17)

*Certificate in Coding and Computational Thinking for Teachers*

Academic Council granted approval to the Faculty of Business and Humanities – Department of Flexible Learning for the development of the Certificate in Coding and Computational Thinking for Teachers as a Level 9, 10 Credit Special Purpose Award. (16.06.17)

**CHANGES TO APPROVED PROGRAMME SCHEDULES**

Changes to the Approved Programme Schedules for the following programmes were allowed post their implementation review, and approved by the Sub-Committee of Academic Reviews and Academic Council:

**Sub Committee:** Academic Council Sub Committee on Academic Reviews

Date	Programme	Changes
14/11/2016	Faculty of Business and Humanities Department of Business Business with Marketing and Management	Amendments to Year 1 and 2 Add a German language elective Level 6 & Level 8
24/04/2017	Faculty of Applied Science, Engineering and Technology Department of Information Technology: Bachelor of Business Honours in: Business Computing Business Technology Business Management Systems	Amendment is the same for each programme: switching the module status from Mandatory (M) to Elective (E) for Information Systems Management and for Computers in Operations Management Level 8
24/04/2017	Faculty of Applied Science, Engineering and Technology Department of Applied Science: Bachelor of Science in Medical Technology	Amendments to Stage 1 and Stage 2 Assessment schedules.
15/05/2017	Faculty of Business and Humanities Department of Applied Social Sciences: BA (Honours) in Social Care Work	Semester 3 Year 2: Professional Development 1 – ‘Preparation for Placement’ – 80% attendance requirement. Semester 6 Year 3: Professional Development 2 – ‘The Reflective Practitioner’ – 80% attendance requirement. Elective ‘Working with Older People’ to have 100% continuous assessment.
15/05/2017	Faculty of Applied Science, Engineering and Technology Department of Electrical & Electronic Engineering Electrical Systems Ab-initio	Change APS for years 1 & 2 to match changes made to Electrical Engineering Level 7 programmatic review.
15/05/2017	Faculty of Applied Science, Engineering and Technology Department of Applied Science Medical Technology	Replace the two current 5 credit modules Automation for Med. Tech and PLC Control Systems with a new 10 credit module: Automation and Information Systems for Healthcare.

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

Number of <b>New Programme Validations/Programme Approvals</b> completed in the reporting year	17
Number of <b>Programmatic Reviews</b> completed in the reporting year	3
Number of <b>Research Reviews</b> completed in the reporting year	0
Number of <b>School/Department/Faculty Reviews</b> completed in the reporting year	3
Number of <b>Service Unit Reviews</b> completed in the reporting year	0
Number of <b>Reviews of Arrangements with partner organisations</b> 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 Validation Panels.**

<b>Composition of Panels</b>	<b>%</b>
Internal	0%
National	82%
UK	8%
EU	0%
Student	6%
Other	4%

<b>Chair Profile</b>	<b>%</b>
Internal	0%
Similar Institution	100%
Different Institution	0%
International	0%

**Panel Members (Industrial versus academic percentages):**

During the academic year 2016/2017 statistics for external panel members have shown the following:

<b>External Panel Members</b>	<b>%</b>
Industry	44%
Academia	50%
Student Representatives	6%

LIT Academic Council Regulations and Procedures (ACRP) provides for enrolled or formally enrolled learners in programme validation and programmatic review panels.



### Section 3: Other Implementation Factors

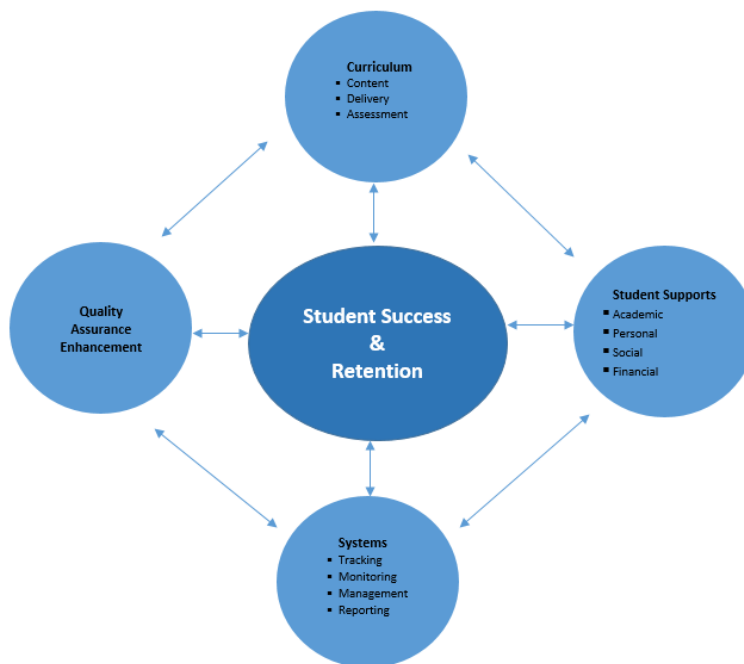
**3.1** A description of how data is used to support quality assurance and the management of the student learning experience.

#### **3.1.1 LIT Completion and Retention Statistics for 2016/17:**

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 enables LIT to judge whether it is successful in achieving its ambitions in relation to student retention and completion are reflected in meeting the targets agreed in the Mission-based Performance Compact between LIT and the Higher Education Authority (HEA). 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 targets, and achievements, for the reporting periods of the HEA compact are summarised below. While there was no Compact in place for the 2016/2017 reporting period LIT used the 2015/2016 as a baseline target and continued to improve on this.

	Target	Actual Achieved
<b>Interim target, end 2015:</b>		<b>2014/15:</b>
(a) Institute overall completion rate	(a) 84.15%	(a) 81.81%
(b) Year 1 completion rate	(b) 80.00%	(b) 78.60% <sup>NOTE 1</sup>
<b>Interim target, end 2016:</b>		<b>2015/16:</b>
(a) Institute overall completion rate	(c) 84.35%	(c) 77.78% <sup>NOTE 1</sup>
(b) Year 1 completion rate	(d) 80.25%	(d) 74.77% <sup>NOTE 1</sup>
<b>Interim target, end 2017:</b>		<b>2016/17:</b>
(c) Institute overall completion rate	(e) 84.35%	(e) 85.27% <sup>NOTE 1</sup>
(d) Year 1 completion rate	(f) 80.25%	(f) 81.22% <sup>NOTE 1</sup>

**NOTE 1** 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 2016/17 reached an overall high of 82.84%. The rates across academic years 2014, 2015, 2016 and 2017 are highlighted in the table below:

Actual Achieved Rates	2013/2014	2014/2015	2015/2016	2016/2017
a. Institute overall completion rate	81.48%	81.81%	77.78%	85.27%
b. Year 1 completion rate	75.46%	78.60%	74.77%	81.22%

### 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 summary, LIT has 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.

Its relative position on the following 'learning engagement' indices: (i) work integrated learning; (ii) use of online learning; and (iii) international experience are lower than the national and Institutes of Technology (IoT) average. The results on these 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. For example, the use of semesterisation in the structure of programmes will be investigated during programmatic reviews to enable, where appropriate, work placement and/or outbound Erasmus, and hence international experiences, for students.

### **3.2 Factors that have impacted on quality and quality assurance in the reporting period.**

The Technological Higher Education quality Framework (THEQF) was published in April 2017. This is a principles-based framework (not regulatory) that supports and recognises the established culture of quality and enhancement within Technological Higher Education Institutions. It sets out a set of principles for Internal Quality Assurance and Enhancement. It dovetails with policy and strategy publications from European and National Organisations, including QQI in recognising a greater role for quality enhancement within the overall quality assurance system. LIT recognises and endorses this approach and is actively expanding the quality assurance role. The establishment of a Department of Quality, Teaching and Learning during the reporting period is an important element of this process and the department will further streamline and integrate the quality assurance and enhancement roles.

**3.3 A description of other implementation issues.**

**Careers Service**

During the academic year 2016/2017 LIT saw some exciting new developments for the Careers Service, where the aim was focused on responding to the increasing students' demands. These included a major investment in a new CRM system for the Careers Service called "Careers Connect", the rollout of a new HEA Graduate Outcomes Survey and the introduction of a revenue stream from the annual Careers Fair.

**New Developments**

The implementation of a new Careers Service CRM system "Careers Connect". In January the Career's office went live with the student self-service side of the system which allows students to book appointments and interact directly with MS Outlook. This has taken away a considerable amount of administration in terms of student appointments.

In March 2017 LIT moved to the second stage of implementation of this system and that was to move to the vacancy management system. This allows employers to upload and manage job opportunities directly, again removing considerable administration. The next phase is to implement the event management function and this is planned for the 2017/18 academic year.

## 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.**

### 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 is reflected in the nature, breadth, depth, and rigour of its targeted QA activities, as reported through internal and external channels, including:

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

Sample evidence of the effectiveness of these is provided 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 2016/17 period, External Examiner reports were received from 82% of LITs External Examiners. There was a total of 158 External Examiners with 129 reports submitted. Follow up activity was initiated with External Examiner who did not report formally in the period.

A department by department breakdown of the external examiner reports is as follows:

Department	Total External Examiner Reports Received	Total External Examiners
Art & Design	14	18
Built Environment	17	19
Business	13	17
Electrical & Electronic Engineering	18	19
Flexible Learning	0	0
Food & Tourism	9	10
Information Technology	11	13
Mechanical Engineering	9	13
Applied Science	9	12
Applied Social Sciences	16	21
Sports & Finance	13	16
<b>Total</b>	<b>129</b>	<b>158</b>

## 2.2 New Programme Validations Panels:

LITs 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 2016/17 period, new postgraduate and undergraduate programmes were presented and successfully validated in the following LIT Departments:

Department	Programme Title
Applied Social Sciences	MA in Games & Digital Media in Global Youth Work
Applied Social Sciences	MA in Leadership and Management in the Community and Voluntary Sector
Applied Science	Bachelor of Science (Hons) in Operating Department Practice
Food and Tourism	BA (Honours) in Food Management Innovation
Sport and Finance	Bachelor of Arts in Sports & Community Development
Food and Tourism	BA (Honours) in Business Studies with Beauty & Spa Management

## 2.3 Programmatic Review External Panels:

In the 2016/17 period, programmatic reviews were conducted in the Faculty of Applied Science Electrical and Technology. Undergraduate and postgraduate programmes were presented and successfully re-validated in the Departments of the Electrical and Electronic Engineering and the Departments of Mechanical and Automobile Engineering. Programmatic reviews were conducted in the School of Art and Design and successfully re-validated in the Department of Art and Design.

The number of programmes reviewed during this period were as follows:

Department	Quantity
Department of Electrical and Electronic Engineering	30 Undergraduate programmes
Department of Mechanical and Automobile Engineering	11 Undergraduate programmes
School of Art and Design	36 Undergraduate programmes, 2 Post graduate programmes

Official responses by LIT to any conditions and recommendations made by the External panels that respectively reviewed programmes were documented and reviewed by the Academic Reviews subcommittee of Academic Council and by the Academic Council.

#### 2.4 Academic Policies and Procedures:

A comprehensive review of governing regulations, strategies and procedures relating to the following areas commenced in 2016/17:

- 2 Admissions Office Policies and Procedures
- 3 Teaching and Learning Strategies
- 4 Student Retention Strategy and Work plan
- 5 Research Ethics Guidelines for Under-Graduate and Taught Masters Programmes

Established working groups conducted reviews of the respective areas above. These working groups comprised of academics and academic affairs staff. Each of the respective working groups met on a number of occasions over the 2016/17 academic year to review the respective policies.

#### 2.5 Academic Council:

In the 2016/17 period, four Academic Council meetings and one inaugural Academic Council meeting were held. 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 2.1).

All eight 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. During the year, following the newly constituted Academic Council, the sub-committees reformed which saw a renaming of the committees and resulted in only seven sub-committees being formed.

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 were presented in 2016/17 to Academic Council, such as data related to the *Irish Survey of Student Engagement*. The consequential impacts of such results on LIT's activities were also reviewed and reported to Academic Council.

## 2.6 Sub-Committees of Academic Council:

A comprehensive set of quality assured policies, practices, initiatives, and reviews were implemented by the work of the sub-committees of Academic Council during the 2016/17 year. The following table indicates the number of times each of these sub-committee met during the year:

Sub-Committee	Number of Meetings
Academic Reviews	4
Admissions, Academic Progress and Student Retention	5
Academic Quality	4
Research and Development	4
Internationalisation	1
Student Support, Access and Equality Issues	2
Teaching and Active Learning	2
Apprenticeship	2

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

## 2.7 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
<b>Admissions, Academic Progress and Student Retention</b>	<p><u>Student Retention</u></p> <p>The working group to review issues relating to Student Retention was conducted under the auspices of the Sub-Committee of Admissions, Academic Progress and Student Retention. The working group met on one occasion during the year and discussed matters regarding the Student Connect Programme, the CETL-MSOR (Continuing Excellence in the Teaching &amp; Learning of Maths, Stats &amp; OR), and Work Plans for student retention.</p>
<b>Admissions, Academic Progress and Student Retention</b>	<p><u>Admissions Office Policies &amp; Procedures</u></p> <p>The working group on Admissions Office Policies and Procedures met on three occasions during the academic year. The work included a review of the Policy and Procedures for the Student Handbook, in particular reviewing direct entry processes and admission processes for international students. The amended Mature Student Admissions policy was developed by the Working Group.</p>



<b>Academic Quality</b>	<u>Programmatic Review Process</u>  This working group identified four main areas for review including communication, training, external reports, and programmatic review guidelines. The working group met on three occasions and carried out work under these areas of importance. As a result amendments to Section 3.8 of ACRP, Programmatic Review of Programme Awards were proposed and approved through Academic Council.
<b>Student Support, Access and Equality Issues</b>	<u>Promotion of the Irish Language</u>  The working group met on two occasions during the academic year with a defined purpose to promote the Irish Language at LIT. A well planned and delivered 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.

**2.8 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 on, and reviewed by the programme board to ensure their 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.

### 3. Themes

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

#### 3.3.1 Thematic analysis of key conditions, recommendations and commendations.

The programmatic review panels in general commended the detailed and high quality programmatic review documentation provided to panels and the strong and open engagement of programme teams in discussions. The strong local and regional engagement and close links of faculty and staff with industry was referenced.

The management of work placement through a coordinated Placement Officer was a consideration in recommendations and LIT has now employed a central placement coordinator. Panels also noted the opportunities for offering individual modules or groups of modules as stand-alone Special Purpose Awards offering further opportunities for life-long learning.

As a result of conditions and recommendations a number of institutional and/or programme specific initiatives were implemented by LIT. These included in summary:

- department staff were issued with hard copies of the *Writing and Usage of Learning Outcomes: A Guide for Academics 2014-2017* to assist them in writing appropriate learning outcomes.
- a working group was set up to review the Admissions Office Policies and Procedures.
- a work placement co-ordinator has been recruited by LIT.

#### 3.3.2 Benchmarking

LIT active involvement in the *Irish Survey of Student Engagement (ISSE)* has provided rich data annually. Such data has been translated to ensure the ongoing improvements of the institute's activities, in consultation with the student council. Specifically, these include the quality and effectiveness of LIT's: (i) student-faculty interactions; (ii) teaching and learning practices; (iii) the provision of a supportive learning environment (iv) accessibility and flexibility of learning; and, (v) further developing the institute management collaborative relationship with the students union.

#### 3.3.3 Academic Standards

The conduct of ongoing programme development and programmatic reviews has provided both internal and external stakeholder feedback on the quality and adequacy of LIT's academic provision. Such annual activity has provided for double-loop learning for LIT in the design, delivery and implementation of quality offerings in the academic and learning space at undergraduate and postgraduate levels.

External examiners provide feedback on the assessment of each individual through the annual External Examiner Report system. Each programme board and the Head of Department responds formally to the external examiner report and these are in turn reviewed by the Academic Reviews Subcommittee of Academic Council and by Academic Council with subsequent follow up communicated to Department and Programme Boards.

## Part 4: Quality Enhancement

**Part 4 provides information which 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, impacting on quality or quality assurance, that took place in the reporting period.

The integration of the Head of Quality role with that of Teaching and Learning was referenced in Section 3.2. This is innovative and reflects the increasing national and international recognition that Quality is more than just an auditing function around policies and procedures. Rather, it is increasingly seen that the Quality Enhancement function is of critical importance in mediating continuous process improvement.

The twin purposes of accountability and enhancement (continuous improvement) are linked in this model and this linking supports 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. Therefore, this linking provides opportunities 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).

The New Department of Quality Teaching and Learning will bring together in a more structured way LIT's commitment to continuous improvement of the student experience and the supports available to academic staff. The *Yerevan Communique* was issued after the May 2015 European Higher Education Area (EHEA) area ministerial conference. This communique refers to the collective ambition of the EHEA countries to pursue a number of important goals, the first of which refers to "Enhancing the Quality and Relevance of *Learning and Teaching*". Given that the linking of Teaching and Learning to Quality is new in LIT, it requires strategic planning around it in a manner that integrates with overall Institute strategic planning and goals.

Central to this planning will be:

1. continuous review and development of the suite of Quality Assurance and Enhancement policies and procedures.
2. an audit of implementation with particular focus on the closing of feed-back loops that maximise opportunities for continuous process improvement.
3. the increased use of data and analytics to inform policy and strategy.

4. the 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. a 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. the establishment of a *Centre for Teaching & Learning Innovation* 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.

#### **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.

LIT ensures that it continues to comply with relevant ESG and QQI requirements. In the context of the issue of revised QQI Assessment Regulations, LIT implemented a review of its Academic Council Regulations and Procedures: Section 4: Assessment Regulations for Taught Programmes to ensure its ongoing compliance with any revised or new assessment requirements. A working group was established in 2014/15 to complete a 'root and branch' review. This group reported in 2015/16. Changes resulting from this review to existing policies and regulations were presented to relevant Sub-Committees of Academic Council and they were adopted post approval by Academic Council. These revised regulations became operational in the reporting period 2016/17.

LIT continued to develop the collegiate academic culture of the institute through its participative academic structures and by increasing the emphasis on academic staff development from one dedicated staff development day per year to three staff development days. These staff development days are used to close feedback loops through response to themes emerging through the operation of the quality assurance system and through other feedback such as through the ISSE survey results. During 2016/17 a particular focus was placed on themes linked to assessment and feedback during these staff development days.

## 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 2017 – 31 August 2018).

### 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 2017/2018. Particular focus will be given to the updating of documentation relating to core functions linked to Institution strategic objectives. This will include the completion of a new Teaching and Learning strategy and an interlinked policy document suite related to Blended and Online Learning.

A targeted review of the following will take place in 2017/2018.

- Academic Council Documentation
- Academic Council Regulations and Procedures (ACRP) Part 1
- Academic Council Regulations and Procedures (ACRP) Part 2
- Research Degree Regulations
- Student Retention Strategy
- Teaching & Learning Strategy
- Blended & Online Learning Policy
- External Examination Policies and Procedures
- Admissions Office Policies and Procedures
- Student Charter
- Placement Guidelines
- Guide to Writing a Final Year Project
- Student Death Protocol

#### Programmatic Reviews:

Scheduled Programmatic Reviews 2017/2018:

Faculty of Applied Science, Engineering and Technology

- Department of Applied Science

### 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 has completed the current phase of programmatic review with the Department of Applied Science in October 2017. There are no reviews within the next reporting period with commencement of the next cycle 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

### 5.3 Other Plans

- Examinations Management System**  
 LIT will pilot a new examinations management system called GURU in 2017/18.
- Development of an Institute wide Information Management System for the Academic Record.**  
 LIT will establish a digital repository of the Academic record associated with academic governance, programme administration, programme validation and re-validation.

## 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 is implemented.

This is complemented with the ongoing development of an Institute-wide Information Management System creating 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 2017/18 period LIT will further initiate 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 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.

### **6.3 Themes**

Developmental themes of importance to the institution which will be relevant to periodic review.

The integrated role of Quality with Teaching and Learning will facilitate the development of a strategic approach to Quality enhancement in line with Institutional Strategic objectives. This will involve 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 central to this.

LIT has recruited a Retention Officer and an Education Technologist that report directly to the Head, of Quality, Teaching and Learning. This will have a significant impact on the Quality enhancement function.



The position of the Retention Officer will be strategically deployed to allow a more comprehensive utilisation of data analytics in support of the Quality Assurance system. The Education Technologist will be reporting under the Teaching and Learning Function and will function as a significant enabler of enhanced teaching and learning through the promotion of Technology Enhanced and Blended Learning across the programme suite. This will allow for a deepening of student centred learning, contribute to the life-long learning agenda, improve programme access opportunities and facilitate the emergence of new pedagogies aligned with the needs of the learner of today. These themes are of central importance to the strategic goals and objectives of the Institution.