QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

ANNUAL INSTITUTIONALQUALITY REPORT (BRIDGING)

E104-MORGANG

Contents

1. QA Management, Governance and Public Information 4
2. External Environment and Other Factors Impacting on Quality 11
3. Quality Assurance Activities 13
4. Access, Transfer and Progression and the National Framework of Qualifications 20
5. Collaborative Provision 23
6. Significant Developments, Achievements, Successes and Issues Since Last Institutional Review 24
7. Suggested Items for Inclusion in the Planned Annual Institutional Quality Report 26

Appendix 1: Collaborative Provision 27
Appendix 2: DkIT Programmatic Review and Programme Validation Panels 2013/2014 28
Appendix 3 –Recommendations and Actions arising from Programmatic Review by School 41
Appendix 4: External Examiner Feedback 46
Appendix 5: Statistical Profile of External Examiners 49
Appendix 7: New Programmes 2014/2015 59

Institution Name:

Dundalk Institute of Technology

Registrar Name:

Ms Ann Campbell

Signature:

Ann M Campbell

Date:

23 February 2015

1. QA Management, Governance and Public Information

Governance - setting the scene for the QA governance context and overview as appropriate

Any appropriate background information on governance - basic information such as links to Institutional QA policy and any documents informing Governance procedures and responsibilities (e.g. structures and procedures for management and governance of policy) for example, Academic Council structures and legal responsibilities (informing stakeholders of the legal context within an IOT as appropriate).

Governance

The Academic Council at DkIT is established in accordance with the Regional Technical Colleges Act, 1992 and any subsequent amendments. The Council assists the Governing Body in the planning, co-ordination, development and oversight of the educational work of the Institute and protects, maintains and develops the academic standards of the programmes and activities of the Institute. The Academic Council is accordingly, the primary statutory body with direct responsibility for academic quality. The President and Registrar are respectively, Chairman and Secretary of the Council.

The membership consists of ex-officio and elected members with the maximum membership currently standing at 52. See the Constitution of the Academic Council at https://www.dkit.ie/registrars-office/quality-assurance/academic-council

Once adopted, the minutes of all Academic Council meetings are tabled at Governing Body meetings. Where urgent matters arise, these are brought to the attention of the Governing Body by way of a special motion to facilitate Governing Body approval prior to the formal adoption of the minutes.

The Academic Council has the following sub-committee structure:

- Standing Committee
- Programme Evaluation Sub-Committee
- Academic Quality Sub-Committee
- Teaching and Learning Sub-Committee
- Research Sub-Committee

All of the above committees contribute to the development and implementation of quality assurance policy and procedures at Institute level.

1.1. QA Activities Looking Back:

A brief description of any QA events/activities (validations, research accreditation/validations, programme reviews, programmatic reviews, research reviews) including:

Name of event/activity
Panel composition/profile
Insert links to relevant reports
Governance, other aspects considered by the Institute

Refer also to any outcomes and impacts arising from the above.
Include results on evaluating External Examining (statistical profile of examiners, overview and a summary of follow-up - institutional activities)

1.1.1 Programmatic Review

Programmatic review is a quinquennial quality review process which gives all Schools in the Institute an opportunity to conduct a critical evaluation and review of its programmes and to plan for the next five years. Such review is a mandatory for the Institute under Section 28(2) of the Qualifications (Education and Training) Act, 1999 (No. 26). The programmatic review process is transparent and inclusive and takes place in a mutually supportive environment. The ensuing five year plan for the School aligns with the Institute's Strategic Plan which is itself informed by the National Strategy on Higher Education to 2030 (Hunt, 2011).

1.1.1.1 Objectives of Programmatic Review

HETAC (2010a) sets out the objectives of a programmatic review as follows:

> …to review the development of programmes over the previous five years, with particular emphasis on the achievement and improvement of educational quality. The focus is principally on the evaluation of quality and the flexibility of the programmes' responses to changing needs…..

The specific objectives of a programmatic review are to:

- Analyse the effectiveness and efficiency of each validated programme, including details of learner numbers, retention rates and success rates;
- Review the development of the programmes in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments;
- Evaluate the response of the provider/school/department to market requirements and educational developments;
- Evaluate the feedback mechanisms for learners and the processes for acting on this feedback;
- Evaluate the physical facilities and resources provided for the provision of the programme(s);
- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes;
- Evaluate feedback from employers of the programmes' graduates and from those graduates;
- Review any research activities in the field of learning under review and their impact on teaching and learning;

> Evaluate projections for the following five years in the programme(s)/field of learning under review.
>
> (HETAC, 2010a, p.12)

Schools may wish to, and are encouraged to add special considerations of their own to this list of objectives.

Programmes are examined through external peer review to ensure that the appropriate learning outcomes meet the needs of learners and stakeholders. Modules may be updated or discontinued as part of this process. Ideas for new programmes may be generated.

In 2013/14, DkIT completed Programmatic Reviews in the School of Business and Humanities; the School of Informatics and Creative Arts and the School of Engineering. Through this process, each School undertook a self-evaluation process with inputs from staff, learners, and other internal and external stakeholders. Each review referenced the national strategy for higher education and its role in delivering to the needs of society and the economy. The process involved programme board deliberation including programme evaluation, modification and (re)-design; SWOT and data analysis; evaluation and planning. Consultation with internal and external stakeholders, including employers, learners, staff and peers was integral to the process. Each School published a self-evaluation report (SER), which was designed to demonstrate a critical evaluation of all aspects of each programme being reviewed: its strategy, learning outcomes, modules, assessment, resources etc. in keeping with current best practice.

The programmatic review process was agreed by the Academic Council and published in a Programmatic Review Handbook. See: https://www.dkit.ie/registrar/policies/programmatic-review-handbook. Consequently the process was the same for each School. An external Programmatic Review Panel received the School's Self Evaluation Report (SER) in advance of a two-to-three day site visit. During the site visit, the Panel evaluated the SER in a constructive and supportive dialogue with the School management; staff; learners and stakeholders in the first phase of the review process. During this phase, the Panel clarified and verified the details in the SER and considered how well the identified aims and objectives of the School were being met.

Under phase 2 of the process, a number of additional discipline experts joined the Panel as required to ensure sufficient expertise was available to adequately consider each programme. This extended Panel considered the programme changes in the context of all the information provided and considered the quality assurance arrangements affecting the programmes.

Phases 1 and 2 ran on consecutive days. The duration of the site visit(s) depended on the number of programmes under review, but in all cases lasted for a minimum of two days.

The Panels presented their findings at the end of their visits and in each case prepared a written report for the School within the following month. The reports addressed the quality of the provision and made recommendations for improvement, and/or change, based on a combination of the SER itself, the Panel's findings during the site visit and meetings with relevant stakeholders. The reports also included recommendations and/or conditions in respect of the continuing validation of the programmes which were the subject of the review.

The Schools provided a response to their reports. The programmatic review reports including the Self Evaluation Reports and the individual programme reports for all schools are available at: https://www.dkit.ie/registrar/quality-assurance/periodic-review-quality/programmatic-review

Follow up actions were undertaken in all three Schools and additionally in the School of Health and Science which completed its Programmatic Review in June 2013.

See Appendix 2 for panel composition and profile in relation to Programmatic Review Panels and Programme Validation Panels in 2013/14. See also Appendix 3 for summary of the Programmatic Review recommendations in 2013/14 and follow up actions.

1.1.2 Programme Validation

All existing programmes in the Schools of Business and Humanities, Engineering, and Informatics and Creative Arts were re-validated through the programmatic review process in 2013/14. The existing programmes in the School of Health and Science were re-validated in the programmatic review process in June 2013.

In addition, the following new programmes were validated in 2013/14:

- Bachelor of Science (Hons) in Environmental Bioscience;
- Bachelor of Science in Environmental Bioscience;
- Bachelor of Science (Hons) in Food and Agri-Business;
- Diploma in Food Supply Chain Management;
- Diploma in Food and Agri-Business Excellence;
- Certificate in Food and Agri-Business Excellence;
- Bachelor of Arts in Early Childhood Studies;
- Certificate in Contemporary Mental Health Practice (PMAV);
- Certificate in the Assessment and Management of the Acutely Ill Adult in the Emergency Department;
- Higher Certificate in Engineering.

The validation reports for the above programmes are available at:

https://www.dkit.ie/registrar/quality-assurance/programme-validation

1.1.3 External Examiners Reports

(Include results on evaluating External Examining, overview and a summary of follow-up - institutional activities)

External Examining is a quality assurance mechanism for learner assessment to monitor and ensure the standard and consistency of assessment. External Examining supports public confidence in academic qualifications. External Examiners are approved by Academic Council with a term of office of three years, which may be extended by one year in exceptional circumstances. External Examiners report to the Registrar. Copies of external examiners reports are then circulated to the relevant programme boards for their consideration, action and feedback.

The Registrar reported to the Academic Council in September 2014 that 60% of the external examiners for DkIT had returned their 2013-2014 reports by that date. (Outstanding reports continued to arrive until December 2014). Highlighting that external examiner reports are one of the main indicators of quality assurance, the Registrar noted with satisfaction, that the vast majority of external examiner reports received for 2013-14 are extremely positive; are complimentary of the commitment of lecturing staff, and endorse the high standards achieved by DkIT graduates.

A concern was raised in some reports regarding a lack of clarity, or presence (in some instances) of a marking scheme. The Centre for Learning and Teaching organised staff training in relation to the development of marking schemes / marking criteria in November 2014. The Academic Council has requested departments to ensure that marking schemes are sent to external examiners with all examination scripts.

External examiner reports commented on a range of issues relating to individual modules which have been considered by the relevant programme boards and addressed. Follow up actions have been forwarded to the Registrar.

A schematic detailing sample external examiner comments from the 2013-14 reports is available in Appendix 4 to this report.

A profile of current external examiners is presented in Appendix 5 to this report.

1.2 QA Activities Looking Forward:

A brief description of any upcoming QA events/activities (validations, research accreditation/validations, programme reviews, programmatic reviews, research reviews) including:

Name of event/activity
Planned date
Planned panel composition/profile

Programme Validations planned for 2014/15 are as follows:

- Master of Science in Agricultural Biotechnology
- Bachelor of Science (Honours) in Agriculture
- Certificate in Hospitality Operations (Special-Purpose)
- Certificate in Contemporary Palliative Care Practice (Special-Purpose)
- Bachelor of Arts in Theatre and Film Practice
- Certificate in 2D and 3D Digital Animation Production
- Certificate in 3D for Games

Programme Validations (Differential):

Change in delivery (blended learning)

- Certificate in Food & Agri-Business Excellence
- Diploma in Food & Agri-Business Excellence
- Certificate in Food Supply Chain Management
- Diploma in Food Supply Chain Management
- Bachelor of Science (Honours) in Multimedia Web Development (Change in title only)

Other programmes under consideration:

- BSc in the Professional Management of Aggression and Violence

- Bachelor of Business (Honours) for part time delivery
- Certificate in International Sales
- Certificate in Understanding Domestic Violence
- Certificate in Early Childhood Studies
- Certificate in Psychosocial intervention

Panel composition is not usually finalised until close to validation date. The requirements for panel membership are as already outlined under 2.2.2 above. Where validations have occurred at the time of writing, the panel composition is set out in Appendix 6.

External Accreditation

- The BSc in Veterinary Nursing programme shall undergo an accreditation review by the Veterinary Council of Ireland in autumn 2015.

1.3 Management, Monitoring and Ensuring of Consistency:

For example, a description of the mechanisms employed by the Institute to ensure/monitor consistency of internal review.

The Academic Council has overall responsibility for academic quality assurance. It is supported in this work by the **Registrar's Office** and in particular by the Assistant Registrar who has operational responsibility for Academic Quality Assurance.

The implementation, monitoring and review of policy is a shared responsibility of the academic community but is formally overseen by the **Academic Management and Planning Committee (AMPC)** and by **Programme Boards.**

The **AMPC** has as its terms of reference to address and manage operational issues where required and this includes the implementation of academic quality policies and procedures. Membership of the AMPC consists of the President or his nominee, the Registrar, Heads of School, Heads of Department, Academic Affairs and Student Services Manager, Librarian, IT Services Manager, Head of Lifelong Learning, Schools Liaison Officer and Senior School Administrators. The AMPC meets five times per year.

Programme Boards operate for each programme at local level and:

- are focused on critical self-reflection in relation to the delivery, relevance and effectiveness of the programme ;
- make decisions based on the facts derived from the operation of the programme in the preceding period, including quantitative data relating to, for example, enrolment, retention, examination performance;
- identify issues which have been critical in the delivery of the programme that year, in particular any operational issues which are significant and/or unresolved;
- review the programme assessment strategy and demonstrate how any issues raised by external examiners or by other external bodies have been addressed;
- propose changes to module descriptors or programme schedules as necessary;

- review the operation of quality assurance procedures;
- identify mechanisms by which student feedback has been gathered, addressed; and communicated back to students (or if not addressed, the reason why)
- facilitate input from external stakeholders/employers etc., as appropriate
- report on the outcome of actions undertaken as a result of previous reports;
- provide an action plan for the future, as appropriate.

Membership of the Programme Board consists of the Head of School, Head of Department, Programme Directors, Academic Staff involved in all stages of the programme, Learner Representatives, the First-Year Convenor and the Placement Officer, where appropriate. Learner representatives are invited to add items to the agenda. However, they are asked to leave during the meeting when individual learners are discussed.

The Programme Board may make appropriate recommendations on issues within its remit. The Programme Board reports to the Academic Council specifically on the following matters:

- Enrolment
- Retention
- Examination performance and external examiners' reports
- Recommendations from the previous annual programme report and actions taken
- Key Issues regarding the programme delivery and programme development plan for the coming academic year
- Staff and student feedback
- Staff and physical resources
- Research and scholarship
- Any other matters which require the attention of the Academic Council

Note any recent significant changes to QA procedures, implementation of new procedures or new pilots of QA procedures (e.g. new approach to external examiners).

The following academic quality policies were revised and updated within the last academic year:

- Quality Enhancement Framework & Policy Framework
- Review of Marks and Standards;
- Review of Academic Integrity;
- Amendment to Approval, Monitoring and Periodic Review of Programmes and Awards Policy (Differential Validation amendment);
- Development of Procedures for RPEL applications;
- Student Voice Policy.

Additionally the following programmes were validated:

- Bachelor of Science (Hons) in Environmental Bioscience;
- Bachelor of Science in Environmental Bioscience;
- Bachelor of Science (Hons) in Food and Agri-Business;
- Diploma in Food Supply Chain Management;
- Diploma in Food and Agri-Business Excellence;
- Certificate in Food and Agri-Business Excellence;

- Bachelor of Arts in Early Childhood Studies;
- Certificate in Contemporary Mental Health Practice (PMAV);
- Certificate in the Assessment and Management of the Acutely Ill Adult in the Emergency Department;
- Higher Certificate in Engineering.

The validation reports are available at: https://www.dkit.ie/registrar/quality-assurance/programme-validation

1.4 Public Information (covered by a separate section of the legislation):

An overview of the institutional policy and approach towards publication and accessibility of reports with links to any examples.

The Institute undertakes to provide detailed, up-to-date, impartial and objective information on its programmes and awards to the public and publishes a very wide range of information at www.dkit.ie. In relation to programmes and awards, the Institute specifically publishes the following:

- Detailed programme information including award type, admission criteria and module descriptors at http://courses.dkit.ie/ and at http://www.dkit.ie/thinkdkit and at https://www.dkit.ie/courses-fulltime
- Quality Policies at https://www.dkit.ie/registrar/policies
- Validation Reports at https://www.dkit.ie/registrar/quality-assurance/programme-validation/
- Programmatic Review Reports at https://www.dkit.ie/registrar/quality-assurance/periodic-review-quality/programmatic-review
- Academic Council Minutes at https://www.dkit.ie/academic-council/minutes
- Graduate Research information at http://www.dkit.ie/research-office/graduates

2. External Environment and Other Factors Impacting on Quality

Update on recent and planned accreditations by other bodies.

Engineering Programmes

The BSc (Hons) in Building Surveying offered at DkIT had its rolling five-year accreditation confirmed by the Society of Chartered Surveyors of Ireland (SCSI), following a meeting of the Society's Surveying Courses Accreditation Committee in January 2015. This is a prestigious acknowledgement of this B.Sc. programme and a badge that is recognised world-wide through the Society's affiliation with the Royal Institute of Chartered Surveyors.

To maintain accreditation the Department of Construction and Surveying submits an annual report to the SCSI. The SCSI visits the Institute annually to review the report and the programme, meet with staff and students and discuss ongoing issues. Accreditation is granted for a rolling five-year period. On conclusion of each successful annual partnership meeting, that rolling accreditation is pushed forward for other five years. The most recent partnership meeting took place on November 5th 2014.

The School of Engineering commences the re-accreditation process with Engineers Ireland in 2015 relation to the following level-7 programmes:

- BEng in Electrical and Electronic Systems - Associate Engineer (AEng) recognition
- BEng in Mechanical Engineering - Associate Engineer (AEng) recognition
- BEng in Civil Engineering - Associate Engineer (AEng) recognition

These programmes were last accredited by E.I. in the 2009/10 academic year for the graduating classes of 2010, 2011, 2012, 2013 and 2014.

The process will most likely not conclude until the autumn of 2015 or spring of 2016. The Institute will seek retrospective accreditation for the graduating class of 2015.

Nursing and Midwifery Programmes

The undergraduate nursing and midwifery programmes are subject to the requirements and standards set down by the NMBI and annual reports are sent to this body.

External influences that are having an impact on the QA underpinning the quality of programmes and standards of awards being provided

The Institute is conscious of the change implications arising from the Qualifications and Quality Assurance (Education and Training) Act 2012 and welcomes opportunities to engage with QQI through consultative and reporting processes to enhance quality assurance in all aspects of programme provision.

The Institute looks forward to re-engaging formally with QQI in 2015 with view to having DkIT's Quality Assurance policies and procedures re-approved under the 2012 Act. The Institute intends to apply for the International Education Mark as part of this process so as to demonstrate its compliance with the Code of Practice for Providers of Programmes of Education and Training to International Learners.

The Institute looks forward to the publication of guidelines for the establishment of procedures for quality assurance and the Academic Council will work to ensure alignment of the Institute's policies to these guidelines in advance of re-engagement.

DkIT has become a linked provider of Dublin City University (DCU) and together both institutions established the DCU-DkIT Graduate School in September 2014 allowing DkIT students to register for DCU research degrees at levels 9 and 10. The Institute is currently collaborating with DCU to agree QA policy and procedures for research degrees as part of the QA approval process for linked

providers. It should be noted that at the time of writing, DCU makes awards at DkIT only in respect of research awards.

Other factors which have a potential impact on the QA underpinning the quality of programmes and standards of awards being provided include resource constraints. DkIT, like other higher education institutions has seen its budget decrease over the last several years. The Institute is committed to maintaining a quality culture and continues to review and enhance its policies and procedures. However, were resources available to maintain an institutional research function on a full-time basis, the measurement of the effectiveness of its policies particularly in relation to learning and teaching, retention and progression could be enhanced.

3. Quality Assurance Activities

3.1 Overview:

Provide an overview of any quality enhancement activities; reports; initiatives that were initiated by the institute.

Following the 2009 Institutional Review, the Institute published a scheduled Quality Review Cycle which was agreed with HETAC and published in the Institute's Academic Quality Manual. The Institute did not formally publish the outcomes of such reviews or the rationale for changes to policies arising from planned environmental scanning exercises. Instead policies were updated throughout the cycle as intended and/or when necessary revision was identified through ongoing monitoring of policies by the Academic Management and Planning Committee and programme boards.

It was recognised in 2013 that the quality review cycle was less dynamic than anticipated and accordingly a Gap Analysis Review of the Quality Assurance Policy and Procedures in DkIT was commissioned in autumn 2013. The analysis was completed by Dr Dermot Douglas as a stock-taking exercise four years on from the 2009 Institutional Review. A special meeting of the Academic Council was held in April 2014 following the submission of Dr Douglas' report to the Executive Board. The meeting was addressed by Dr Douglas and Dr Michael Mulvey, Director, Academic Affairs & Registrar, Dublin Institute of Technology. Separately the Executive Board was addressed by Mr David Denieffe, Registrar, IT Carlow, who had been involved in a similar review and who outlined to colleagues how IT Carlow had applied a Quality Improvement Plan.

The broad terms of reference of the review were:

1. To examine the extent to which the Institute's published QA policies and procedures address the ENQA Standards and Guidelines and to identify gaps in policy or procedure that need to be filled by the Institute and
2. To assess the nature and level of improvement since the Institutional Review Process in 2009.

The gap analysis was conducted through desk-review only and was based solely on publically available documentation. The author approached the analysis from the point of view of

transparency, accountability, enhancement and consistency. The analysis found that DkIT has a comprehensive set of quality assurance policies and procedures. It noted however an inconsistency in relation to publication with some policies available on multiple locations on the Institute website. The report recommended moving to a 'virtual manual' consisting of a detailed table of contents with hyperlinks to relevant policy and accompanying procedures, accompanied by a revision/version history. The analysis also highlighted the need for a published, consistent, scheduled and clearly articulated review and quality improvement cycle as otherwise changes to policy might appear to be sporadic and uncoordinated. The Institute has taken this advice on board and is currently addressing the matter of cyclical review on a policy by policy basis. A template has now been agreed by the Academic Quality Sub-Committee for the presentation and publication of all academic quality policies on-line as recommended by the gap analysis and the re-publication of the Institute's QA policies and procedures according to this template is currently underway. See: https://www.dkit.ie/registrar/policies

See also Appendix 6 for the current academic quality review schedule.

Towards the end of the 2013-14 academic year, a colleague was seconded from the School of Engineering to the Registrar's Office to assist in the work of addressing the issues identified in the gap analysis.

3.1.1 ACELS Accreditation

DkIT has a high proportion of international students and has been providing a Foundation Programme to international students for over a decade. The Institute was delighted to receive ACELS accreditation in August 2014 and is the only Institute of Technology to hold this accreditation. This accreditation is recognition of the high standard of ELT provision and pastoral care provided by DkIT to international students.

Please provide the same for any QA enhancement activities planned for the future period.

See 3.1 above for detail on planned on-line re-publication of quality policies and procedures.

See also 2 above in relation to the Institute's plans to re-engage with QQI in 2015.

3.2 Student Engagement:

A brief description of student engagement activity that has taken place or any proposed planned activities or innovations. Include any summary of feedback on existing student engagement mechanisms discussed or considered by the QA governance. Experience of the national student survey and local surveys could also feature here in addition to any additional approaches to student engagement or empowerment.

Dundalk Institute of Technology is committed to the enhancement of the student experience and the Institute's quality assurance and enhancement mechanisms place a significant emphasis on the voice of the student. The Institute recognises that students have a major contribution to make

through review and feedback on their experience in college and also as an input to curriculum design.

In the academic year 2013/2014 an institutional student feedback review was implemented to analyse current student feedback practices. This review resulted in a subsequent prioritisation and consolidation of the following student feedback mechanisms:

- 1st Semester Experience survey
- Irish Survey of Student Engagement (ISSE) Survey
- QA Forms (QA1 and QA3)
- Student Services Survey

The data collected by these surveys, and subsequent analysis, enables the Institute to monitor and continuously enhance the student experience along both academic and non-academic dimensions. The feedback is considered by programme boards in each Department and continuous improvement plans are then formulated. These action plans form a constituent part of annual programme board reports. The programme board reports are subsequently considered by the Academic Quality sub-committee of Academic Council.

The student feedback review culminated in the approval at Academic Council in December 2014 of a *Student Voice Policy* (available at: *https://www.dkit.ie/registrar/policies/student-voice-policy*. The policy development was co-ordinated by the Registrar's Office and the Centre for Excellence in Learning and Teaching (CELT) with input from academic and non-academic units as appropriate.

The Institute participated in the Irish Survey of Student Engagement (ISSE) Survey in 2014**.** The survey of first-year, final year and taught postgraduate programmes commenced at DkIT on Monday 10th March 2014 and ended on 30th March 2014.

DkIT's response rate in the academic year 2013/2014 was 15%, and was up on the previous year's participation rate in the national pilot survey. The response rate was comparable to the overall response rate of 15.6% nationally and to the combined IoT response rate of 15.6%. A community based incentive initiative was put in place at DkIT to promote the completion of the survey by students, with €1.00 per completed survey paid by the Institute into the DkIT Student Hardship Fund.

An analysis of the results was conducted by the Institute with input from relevant academic and non-academic units and was reported to the Academic Council. Follow-up meetings took place at programme board level to formulate action plans based on the feedback. These action plans were then disseminated to the Student's Union for wider communication to the DkIT student body.

Fieldwork for the academic year 2014/2015 will take place from Monday 9th March 2015 to Friday 27th March 2015.

3.3 Teaching and Learning:

Outline any recent developments and future plans for the enhancement of teaching and learning. This section may consider the impact of quality policies and procedures on teaching, learning and research and on the outcomes of internal and external quality reviews considered by the Institute.

At DkIT, the development of excellence in learning and teaching is led by the Centre for Excellence in Learning and Teaching (CELT) and the Student Learning and Development Centre. An essential element in enhancing learning and teaching has been the establishment of a professional development pathway through the Institute's Master of Arts in Learning and Teaching. Since 2010, over 75 staff members have participated in this programme, with a further 20 commencing in February 2015, thus contributing to the development of a community and culture of good practice, which, in turn, enhances students' experience. The programme, in which reflective practice grounded in scholarship is a key component, consists of five modules. In the final module, participants produce a piece of research in the form of a journal paper. This has significantly increased the level of research activity and engagement with scholarship in the area of learning and teaching within the Institute. Also, in 2015 for the first time a group of colleagues from second level and further education in the North East are undertaking the first two modules of the programme which comprise the Certificate in Learning and Teaching, with the possibility of progressing to the Masters.

Describe how initiatives to enhance teaching practice are shared internally, and across institutions, in order to enhance the experience of students, teachers and researchers. Identify trends and issues regarding successful student participation, retention, progression and completion are monitored and any measures taken to address issues identified.

Comment on specific engagements with the National Forum for the Enhancement of Teaching and Learning Forum.

CELT also organises regular learning and teaching master classes and workshops for academic staff. Recent events have included topics such as the Ethics of Scholarship of Teaching and Learning (SOTL), writing assessment criteria, writing for publication as well as a suite of workshops in the area of technology-enhanced learning. The Centre offers training to programme teams and supports colleagues in attending external CPD events. Colleagues are also supported in applying for and organising seminars in conjunction with the National Forum for the Enhancement of Teaching and Learning. The Centre publishes on-line resources for staff which are available at: https://www.dkit.ie/celt

The Centre conducted a Survey on Technology-Enhanced Learning throughout the Institute in 2014 as part of the implementation of DkIT's e-Learning Policy and a draft report has already been produced. The survey gathered data on the extent to which technology is being used within the Institute to enhance the student-learning experience. It is intended to use the survey data to data to

assist CELT in identifying Continuing Professional Development requirements for academic staff in the area of Technology Enhanced Learning.

DkIT has actively engaged with the National Forum for the Enhancement of Learning and Teaching (NFELT) since its establishment. DkIT staff were well represented at the Sectoral Dialogues. As with all institutions, there are two 'Designated Contacts': the Head of Learning and Teaching and the Head of the Department of Applied Sciences. This has proven to beo be a very effective method of communication between the institution and the Forum.

The designated contacts have been active in encouraging staff to engage with the Forum's activities. To date, DkIT staff have been successful in securing National Forum funding to run 3 national seminars. The Institute recognises the importance of the NFELT's national seminar series as a valuable CPD resource. This is promoted internally and funding is available to support staff to attend these events. Two DkIT lecturers, Ms Paula Mullen and Ms Marese McCabe received NFELT 'Teaching Hero' awards in 2014.

3.4 External Engagement with Quality Assurance:

Provide information on engagements with QQI and other quality assurance bodies, and other relevant agencies.

DkIT has always actively engaged with HETAC in the past and enjoys equally good relations with QQI.

In 2013/14, the Institute applied for ACELS accreditation through QQI and was successful in that endeavour. During the same period, the Institute proposed a level 5 programme designed for international students to QQI and has just been advised that this programme has been accredited.

Academic Council members are circulated with QQI's White Papers as these are published and invited to respond through the Registrar's Office to the consultation process.

The Institute offered QQI research degrees in approved areas within the Schools of Health and Science, Informatics and Creative Arts and Business and Humanities until August 2014. From September 2014, students pursing research degrees at levels 9 and 10 will register with the DCU-DkIT Graduate School as discussed to under 2.1 above.

In February 2015, DkIT had its first institutional dialogue with QQI. The Institute welcomes the opportunity to meet with senior staff at QQI on a regular basis both as a reporting mechanism and an opportunity to provide updates on quality assurance matters.

See 3.2.2. above in relation to engagement with the Society of Chartered Surveyors of Ireland (SCSI) and Engineers Ireland.

Comment on engagement activities on Clusters, Alliances and Mergers in the context of impact on quality assurance.

3.4.2 Engagement activities: Clusters and Alliances

Comment on engagement activities on Clusters, Alliances and Mergers in the context of impact on quality assurance.

3.4.2.1 Engagement activities: DkIT- DCU Strategic Alliance

In July 2012 DCU and DkIT signed a Memorandum of Understanding (MOU) outlining the framework for a Strategic Alliance.

DCU and DkIT have placed service to Irish society and its economy at the core of their missions since their foundation. This goal unifies both institutions. Through national and global engagement, both deliver on this mission using the key drivers of teaching, research, knowledge transfer and enterprise and innovation to all of the citizens that they serve. Their shared outlook and history of mutual co-operation is further developed through this enhanced strategic alliance. This alliance will ensure greater access and progression opportunities for all learners, from all backgrounds, with more flexibility and efficiency of delivery as key features. Combined, the two institutions will support enterprise and innovation in the economy in a manner that both operating independently could not achieve.

The resulting synergies in the strategic co-development of higher education needs along the Eastern Corridor and North East Region align strongly with the National Strategy for Regional Clusters, as articulated in the HEA Landscape Document. In keeping with national policies, inclusion of Northern Ireland will be a key part in producing a coherent and cost effective education and research strategy for the Eastern Corridor in future.

A high-level Steering Group is in place for the governance of the Strategic Alliance comprising of the Presidents, the Registrars and other senior staff drawn from both institutions. The Alliance has already overseen the establishment of the DCU-DkIT Graduate School, which sees DkIT becoming a linked provider of DCU for research awards.

3.4.2 Engagement activities: Cluster

Dundalk Institute of Technology, Dublin City University, Athlone Institute of Technology and Maynooth University (DkIT, DCU, AIT, and MU) form the Dublin-Leinster Pillar II cluster as envisaged by the Higher Education Authority and the Department of Education and Skills. The partner institutions are strongly committed to the concept and practice of regional clustering, and the collaborative relationships that underpin the cluster pre-date the formal establishment of clusters by the HEA. These include the formation of strong bilateral relationships between DCU and DkIT and MU and AIT, as well as the establishment of the 3U Partnership which supports equally strong collaboration between DCU, MU and RCSI. It should be noted that these bilateral partnerships are as, or more important in achieving the overall aims of coherence and co-operation as 'whole-of-cluster' activities.

The management structure for the cluster is multi-tiered, as follows:

- The Cluster Board comprises the Presidents and Registrars/Deputy Presidents of each institution plus the Vice-President for Strategy and Quality at Maynooth University. The Board meets 3-4 times per year, and is chaired on a rotation basis by one of the Presidents. It is currently chaired by Professor Philip Nolan of Maynooth University. The Chair rotates at the end of each academic session, in the sequence MU, DkIT, DCU, AIT;
- The Cluster Steering Group comprises the Registrars/Deputy Presidents of the institutions, and meets more frequently to advance operational issues. It has met approximately bi-monthly throughout the year, and reports to the Cluster Board;
- Working Groups are formed for specific tasks. Such groups were formed for each of the SIDF funded activities. These groups are formed from the appropriate people in each institution, and report to the Registrars group on a regular basis.

The four partner institutions have advanced the development of the cluster in line with the common objectives and targets set out in their Mission-based Performance Compacts as agreed with the Higher Education Authority (HEA).

The ultimate goal, as stated in each Mission-Based Performance Compact, is to *"develop a regional approach to access, transfer and progression"* and the interim objective for 2014 was to "*complete an inventory of current options and mechanisms for ATP [access transfer and progression] into or between cluster institutions and from Further to Higher Education at programme and institutional level."* This has been completed and with the support of the Strategic Innovation Development Fund (SIDF), the partners have begun work to enhance the opportunities for non-standard progression to higher education. This work has involved three main components:

a) Development of a network of Higher Education and Further Education providers in the cluster.
b) Development of an online portal and mapping which allows easy access to information on progression options.
c) Examination of the potential for development of a bridging programme to facilitate transition.

A working group was established to develop protocols which would enable collaborative programmes, and enhanced transfer between institutions. The group has:

- Developed a protocol for joint programmes, which identifies the administrative structures needed to enable a joint programme. This work was informed by the experience gained from the provision of 3U joint academic programmes.
- Examined the key data held in student records systems, which would have to be shared in the event of student transfer.

A Working Group was established to review the range of programmes currently provided and the enrolment patterns of each of the cluster partners. The group reviewed trends in demand for places over recent years. The very strong demographic context of the cluster HEIs along with the responsiveness of the institutions in providing new programmes has resulted in an expansion of full-time undergraduate enrolments at a faster rate than in the system as a whole. The working group compiled an initial mapping of full-time and part-time enrolments by NFQ levels for each partner and the cluster as a whole and used the data to identify how the cluster is positioned in the entire

higher education system and to demonstrate the scope of higher education provision in the region by the cluster partners.

The cluster anticipates continued collaboration in 2015. The immediate areas for collaboration are:

a) Further development of the network linking Higher and Further Education providers, and deepening of collaboration in this area.
b) Ongoing collaboration in the provision of student supports, including sharing of materials and expertise.
c) Extended work on joint enrolment planning, which will enable completion of the mapping of provision and development of a shared plan for CAO entry routes post 2015.

4. Access, Transfer and Progression and the National Framework of Qualifications

Outline any recent changes to procedures for aligning programmes to NFQ levels.

Note issues relating to credit, RPL, ATP generally or specifically arising from QA reports or other feedback including feedback on national standards supporting the QA of programme development.

(Any Completion rates in the context of QA initiatives could also be mentioned here in addition to links schemes and FET connections).

4.1 Access

All DkIT Awards are aligned to the National Framework of Qualifications. Admission criteria defined at https://www.dkit.ie/publications for:

- Standard Applicants;
- Non-Standard Applicants;
- Students with Disabilities/Specific Learning Difficulties;
- Mature Students;
- Students from Northern Ireland;
- EU and non-EU Applicants

4.1.2 Recognition of Prior Learning

The Institute's Policy on Recognition of Prior Learning (RPL) is available at: https://www.dkit.ie/registrar/policies/recognition-prior-learning-rpl-policy-practice

The Institute has always facilitated progression through the recognition of prior certified learning. Requests for admission onto programmes through the recognition of prior experiential learning have been few in the past, but demand has increased especially among applicants for Springboard programmes. The Academic Planning and Management Committee is currently reviewing procedures to implement the Institute's RPL policy in relation to the recognition of prior experiential

learning. Colleagues are conscious of the large volume of work involved in mapping experiential learning outcomes to module and programme learning outcomes. Colleagues note also that experiential learning and certified learning do not necessarily deliver to precisely the same learning outcomes at module level. This should not impede progression however. The Institute looks forward to engaging with QQI and other institutions in the sector to identify best practice in this regard.

4.1.3 Applicants from Northern Ireland

The entry criteria for programmes in the Republic of Ireland have long discriminated against applicants from Northern Ireland through the points' allocation for A-levels. Typically students in the Republic of Ireland take six subjects for their Leaving Certificate whereas their peers in Northern Ireland typically take 3 A-Levels or a combination of A-Level, AS-Level and BTEC subjects. Under the prevailing points system in the Republic, the top A-star grade at A-level is worth 150 points, whereas the top A1 grade in a Leaving Certificate subject is worth 100 points. AS-Levels and BTEC awards are not graded. Therefore a student getting six top grades at Leaving Certificate level will get 600 points, whereas a student getting top grades in three A-levels can only achieve 450 points. Recognising this issue, the Academic Council at DkIT agreed to accept and score the following qualifications from Northern Ireland applicants for admission to its programmes:

- A-Levels
- AS Levels
- BTEC Qualifications.

Working collaboratively with the CAO, the Institute will score applicants' qualifications from 2015 onwards to allow offers to be made to Northern Irish applicants at the same time as offers are made to applicants from the Republic.

4.2 Transfer and Progression

All DkIT awards are linked to the National Framework of Qualifications thus facilitating transfer and progression through the European Credit Transfer System (ECTS).

4.2.1 North East Further and Higher Education Alliance (NEFHEA)

The North East Further & Higher Education Alliance (NEFHEA) is a major regional higher and further education initiative involving higher and further education colleges in the North East.

The alliance involves DkIT, Drogheda Institute of Further Education, Monaghan Institute of Further Education and Training, Cavan Institute, Dunboyne College and O' Fiaich College, Dundalk The Alliance was formed in 2007 and is under-pinned by a Memorandum of Understanding. The alliance works to enhance progression of students from further to higher education, collaborate on course design and development relevant to regional needs and share expertise and resources.

The NEFHEA Alliance has been working to enable more students from Further Education Colleges to join DkIT academic programmes. Colleagues collaborate to identify and map progression routes from NEFHEA partners to DkIT. In general these progression arrangements enable students from Further Education Colleges who have successfully completed their programmes to join the second year of specific DkIT programmes.

The Alliance also shares expertise and hosts conferences from time to time to disseminate best practice. The most recent such conference, held in May 2013 centred on best practice in technology enhanced learning and was over-subscribed.

NEFHEA was used as a model for the development of the larger HE/FE Network by the Dublin-Leinster Pillar II cluster described under 3.4.2 above.

4.2.2 Enhanced access, transfer and progression

As discussed under 3.4.2 above, the Dublin-Leinster Pillar II Cluster of which DkIT is a member has as its ultimate goal is to *"develop a regional approach to access, transfer and progression."* The initiatives funded under the SIDF project are targeted towards this goal, which will work through enhanced collaboration both among cluster partners and between the cluster and FE partners and designated communication pathways to learners.

5. Collaborative Provision

A spreadsheet template is attached (Appendix 1) for inclusion of details of partnerships including responsibilities for QA support (depts., schools etc.).

Dundalk Institute of Technology has collaborated with Teagasc through Ballyhaise College for the provision of undergraduate programmes in Agriculture for just over a decade.

Teagasc is the Agriculture and Food Development Authority in Ireland. Its mission is to support science-based innovation in the agri-food sector and the broader bio-economy that will underpin profitability, competitiveness and sustainability. Teagasc provides integrated research, advisory and training services to the agriculture and food industry and rural communities. It was established in September 1988 under the Agriculture (Research, Training and Advice) Act, 1988.

As the current agreement is due for renewal and in accordance with the Institute's Policy on Collaborative Provision, Transnational Provision and Joint Awards[1], the Institute undertook due diligence in respect of Teagasc and Ballyhaise College in November 2014.

The due diligence exercise was carried out in the late 2014. The exercise consisted of a desk review and a site visit to the Ballyhaise College on 12th November 2014. The due diligence report concluded that:

- Teagasc is legally entitled to enter into this collaborative arrangement;
- The learning environment at Ballyhaise College is of sufficient quality to support the requirements of the collaborative programmes. Learners attend DkIT each week, thus allowing comparable access to DkIT facilities and services to other learners;
- The quality assurance and standards of the collaborative programmes fall under the remit of the Academic Council at DkIT. Staff members from Ballyhaise College are members of Programme Boards and of Examination Boards, thus working collaboratively with DkIT to ensure quality assurance and standards;
- Teagasc fosters an open, intellectual academic community and support continual professional development of staff;
- Staff at Ballyhaise College are appropriately qualified;
- Policies are in place in both DkIT and at Ballyhaise College to support access, transfer and progression in conformance with the National Framework of Qualifications and records confirm that these polices are effective;
- Exernal Examiners are appointed by the DkIT and oversee the quality and standard of assessment;
- The consortium agreement is governed by and construed in accordance with Irish law;
- Arrangement for the settlement of disputes, mediation, and sharing of liabilities is to be defined in the Consortium agreement;
- Given the nature of the funding sources that exist in Teagasc, the financial standing does not appear to warrant concern.

[1] https://www.dkit.ie/registrar/policies/collaborative-provision-transnational-provision-joint-awards

6. Significant Developments, Achievements, Successes and Issues Since Last Institutional Review

Provide a brief summary of any items that the Institute considers to be relevant.

6.1 Significant achievements in learning and teaching since 2009.

The period since the last institutional review has seen very significant achievements in learning and teaching within the Institute, as already discussed under 3.3 above.

6.2 Learning and Teaching Initiatives

The MA Learning & Teaching (MALT) was launched in 2009 and has had over 70 participants to date. Since then, there have been 28 MA awards, three Postgraduate Diplomas and five Postgraduate Certificates awarded. This programme has had a transformational effect on the learning and teaching culture within DkIT. This is reflected in positive responses by students to the 2014 Irish Survey of Student Engagement, particularly in the area of feedback.

The e-Learning Development Unit and post of eLearning Co-ordinator were established in 2009. The Student Learning and Development Centre (SLDC) established in 2010. This represents a significant addition to the academic support offered to students in the key areas of academic writing and IT. There Centre has two tutors: a writing specialist and an IT tutor. SIDF funding allowed additional support through the appointment of an additional tutor specifically for those with English as an additional language for 2014-15.

6.3 Enhanced first-year experience.

Significant improvements were made to the induction of new students in 2011. These included provision of a dedicated induction week for first-year students, a structured induction programme delivered by the academic schools and CELT working in partnership. The need for ongoing support for first-year students led to the creation of 'First-Year Convenors' for each programme. These are lecturers who have specific responsibility to provide academic support for the first-year students as a first point of contact and also lead induction. Evidence from a 2013 analysis of retention suggests that this initiative (and increased student support) have been successful. Stage 1 progression rates increased from 68% in 2010/11 to 74% in 2011/12 and 77% in 2012/13.

6.4 Academic practices

Assessment schedules are compiled and considered by Programme Boards to ensure balanced assessment workloads.

All Schools and programmes have articulated Teaching and Learning and Assessment strategies by individual programme. All programmes now embed the strategic themes of Entrepreneurship, Sustainability and National and International Engagement.

6.5 Collaboration and Scholarship

Collaboration with NEFHEA partners in the area of learning and teaching culminated in a conference in May 2014, referred to above, which in led to the launch of a collaborative e-zine, entitled 'Net-works' as a forum for teachers in HE and FE to share good practice.

CELT offers a wide range of Continuous Professional Development (CPD) opportunities in learning and teaching, typically two master classes and up to 10 additional sessions per semester. These are now also open to NEFHEA partners.

The impact of MALT and the increased support for, and recognition of the importance of excellence in learning and teaching practice has led to a growth in activity in the area of the scholarship of learning and teaching (SOTL), so much so that this has been recognised as an emerging research area in the Institute's 2014 Research Strategy.

Two DkIT lecturers were recipients of 'Teaching Hero' awards from the National Forum for the Enhancement of Learning and Teaching.

At the institutional level, DkiT is a partner in three major projects funded under the NFELT's Teaching and Learning Enhancement fund (Building digital Capacity). These projects are:

- Supporting Transition: Enhancing Feedback in First Year Using Digital Technologies (with Maynooth University (lead), AIT and DCU); total funding is € 274,000;
- Student Success Toolbox for flexible learners: Supporting transitions from thinking about study to the first weeks (with DCU (lead), Maynooth University and IT Sligo), total funding is € 274,000;
- Assessment for Learning Resources for First Year Undergraduate Mathematics Modules (with Maynooth University (lead), AIT and DCU), total funding is € 263,000.

6.6 Local and International Engagement

The Institute has committed to the development of three strategic themes in its undergraduate programmes: Entrepreneurship, Internationalisation and Engagement. These themes are embedded in all programmes following Programmatic Review. Just one example of the implementation of this strategy is illustrated by the following activity in the Section of Music at DkIT:

2013/2014 Academic Year was a significant one for the Section of Music, marking ten years from the first intake of students onto the BA (Hons) Applied Music programme. The excellence of the programme was recognised through the establishment of three new international partnerships, placing the Section of Music at DkIT at the forefront of international best practice. Staff and students from both undergraduate programmes participated in an Erasmus Intensive Programme IP CREAL with partners in Norway and Belgium. Staff and students also engaged in a tour of North America with lectures and recitals at Molloy College, New York and Baker University, Kansas. Performers from the Section of Music were also selected as Ireland's representatives at the International Society for Music Education World Conference in Porto Alegre, Brazil, in July 2014. A student from the programme earned an internship with Milwaukee Irish Festival in July 2014.

Students were encouraged to enter national and international competitions and festivals. For example, a final year student from the BA (Hons) Applied Music was an award winner in the Eighth Annual Council of Heads of Music in Higher Education (CHMHE) Undergraduate Musicology Competition.

Greater links were also developed with the Students Union to facilitate promotion and involvement across campus. Complementing the suite of programmes on offer, the *Ceol Oirghialla* masterclass series continued facilitating lectures, performances and workshops with industry leaders in a variety

of areas that related to and expanded upon areas covered in our programmes. Both the performances and masterclass series fulfil campus and community outreach goals, enriching the lives of communities and stakeholders through participation in the arts.

7. Suggested Items for Inclusion in the Planned Annual Institutional Quality Report

Include here any issues that should be included in the above report which are not listed in the template.

The Institute considers the current format of the report to be comprehensive.

Appendix 1: Collaborative Provision

Spreadsheet to include details of Programme Title, Location of Provision, Award awarded by and a brief description of the agreement and programme.

Collaborative provision: where two or more higher education providers (which may include an awarding body) are involved, by formal agreement, in the provision of a programme of higher education and training.

Programme Title, Award type and NFQ level	Locations of provision	Name and website of Partner Institution (insert hyperlinks)	Type of Partner Institution	Awarded by	Description
Higher Certificate in Agriculture Level 6	DkIT & Ballyhaise College, Cavan	Ballyhaise College: http://www.teagasc.ie/training/colleges/ballyhaise/index.asp	Collaborative	Own Institution	Joint delivery by DkIT and Ballyhaise College. DkIT Quality Assurance policies and procedures apply and are managed by the Programme Board who reports annually to the DkIT Academic Council.
Bachelor of Science in Agriculture Level 7	DkIT & Ballyhaise College, Cavan	Ballyhaise College: http://www.teagasc.ie/training/colleges/ballyhaise/index.asp	Collaborative	Own Institution	Joint delivery by DkIT and Ballyhaise College. DkIT Quality Assurance policies and procedures apply and are managed by the Programme Board who reports annually to the DkIT Academic Council.
Bachelor of Science (Honours) in Sustainable Agriculture Level 8	DkIT & Ballyhaise College, Cavan	Ballyhaise College: http://www.teagasc.ie/training/colleges/ballyhaise/index.asp	Collaborative	Own Institution	. Joint delivery by DkIT and Ballyhaise College. DkIT Quality Assurance policies and procedures apply and are managed by the Programme Board who reports annually to the DkIT Academic Council.

Appendix 2: DkIT Programmatic Review and Programme Validation Panels 2013/2014

Programmatic Review 2013/2014 School of Engineering				
Date	**Programme Title**	**Panel Role**	**Name**	**Position**
25/03/2014	Bachelor of Engineering in Civil Engineering	**Chair**	Ms Maria Kyne	Head of Faculty, Applied Science, Engineering and Technology, LIT
25/03/2014	Higher Certificate in Engineering in Civil Engineering	**Secretary to Panel**	Ms Ann Campbell	Registrar, DkIT
25/03/2014	Bachelor of Science (Hons) in Civil Engineering	**Panel Member**	Dr P.J. Purcell	Academic, Senior Lecturer in Civil Engineering ,University College Dublin
25/03/2014	Bachelor of Science (Hons) in Engineering Entrepreneurship	**Panel Member**	Mr Des Walsh	Academic, Head of Department of Civil, Structural and Environmental Engineering, CIT
25/03/2014	Certificate in Technology Entrepreneurship	**Panel Member**	Ms Clare McKeown	Academic, Senior Lecturer, School of the Built Environment, University of Ulster (UU)
		Panel Member	Mr Gerry Carty	Industry, Managing Director, RPS Galway
24/03/2014	**Bachelor of Science (Honours) in Building Surveying**	**Chair**	Ms Maria Kyne	Head of Faculty, Applied Science, Engineering and Technology, LIT
24/03/2014	Bachelor of Science in Construction Surveying	**Secretary to Panel**	Ms Ann Campbell	Registrar, DkIT
24/03/2014	Higher Certificate in Science in Construction Surveying	**Panel Member**	Dr P.J. Purcell	Academic, Senior Lecturer in Civil Engineering, University College Dublin
		Panel Member	Mr Des Walsh	Academic, Head of Department of Civil, Structural and Environmental Engineering, CIT
		Panel Member	Mr Gerry Carty	Industry, Managing Director, RPS Galway
		Panel Member	Ms Clare McKeown	Academic, Senior Lecturer, School of the Built Environment, University of Ulster (UU)
		Panel Member	Mr Glenn Fitzpatrick	Student Representative, Student Union President, DIT
25/03/2014	Bachelor of Engineering in Mechanical Engineering	**Chair**	Mr David Denieffe	Registrar, Carlow Institute of Technology
25/03/2014	Higher Certificate in Engineering in Mechanical Engineering	**Secretary to Panel**	Dr Brendan Ryder	Assistant Registrar, DkIT
25/03/2014	Bachelor of Engineering in Electrical and Electronic Systems	**Panel Member**	Mr Pascal Meehan	Academic, Head of the Faculty of Applied Science, Engineering and Technology, LIT
25/03/2014	Higher Certificate in Engineering in Electrical and Electronic Systems	**Panel Member**	Dr Joseph Stokes	Academic, Head of School of Mechanical and Manufacturing Engineering, DCU
25/03/2014	Bachelor of Engineering (Honours) in Sustainable Design Engineering	**Panel Member**	Mr Neil Anderson	Industry, Technical Advisor, National Transport Authority

		Panel Member	Mr Glenn Fitzpatrick	Student Representative, Student Union President, DIT

25/03/2014	Master of Science in Renewable Energy Systems	Chair	Mr David Denieffe	Registrar, Carlow Institute of Technology
25/03/2014	Postgraduate Diploma in Science in Renewable Energy Systems	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
25/03/2014	Certificate in Wind Energy	Panel Member	Dr Joseph Stokes	Academic, Head of School of Mechanical and Manufacturing Engineering, DCU
25/03/2014	Certificate in Ocean Energy	Panel Member	Dr Justin Quinn	Academic, Director Centre for Engineering and Renewable Energy, University of Ulster (UU)
25/03/2014	Certificate in Solar Energy	Panel Member	Mr Mick Sherlock	Industry, Asset Management Services, ESB International
25/03/2014	Certificate in Bio Energy			
25/03/2014	Certificate in Renewable Energy			
25/03/2014	Certificate in Sustainable Plumbing and Heating Installation			
25/03/2014	Certificate in Home Energy Consultancy			
24/03/2014	Bachelor of Science in Construction Technology	Chair	Ms Maria Kyne	Head of Faculty, Applied Science, Engineering and Technology, LIT
24/03/2014	Higher Certificate in Science in Construction Technology	Secretary to Panel	Ms Ann Campbell	Registrar, DkIT
		Panel Member	Dr P.J. Purcell	Academic, Senior Lecturer in Civil Engineering ,University College Dublin
		Panel Member	Mr Des Walsh	Academic, Head of Department of Civil, Structural and Environmental Engineering, CIT
		Panel Member	Ms Clare McKeown	Academic, Senior Lecturer, School of the Built Environment, University of Ulster (UU)
		Panel Member	Mr Gerry Carty	Industry, Managing Director, RPS Galway

Programmatic Review 2013/2014 School of Informatics and Creative Arts				
Date	Programme Title	Panel Role	Name	Position
11/03/2014	Bachelor of Science (Hons) in Computing	Chair	Dr. Barry Feeney	Head of Department of Computing, Institute of Technology Tallaght
11/03/2014	Bachelor of Science in Computing	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
11/03/2014	Higher Certificate in Science in Computing	Panel Member	Prof. Fionn Murtagh	Academic, Head of School of Computer Science &Informatics, De Montfort University, Leicester
11/03/2014	Bachelor of Science (Hons) in Computing with English Language	Panel Member	Mr. Kieran Deegan	Industry, IBM Smart Cloud Performance Manager
11/03/2014	Bachelor of Science in Computing with English Language	Panel Member	Ms Ustane Probst	Student Representative, BSc(Hons) in Systems & Networking, Graduate Sligo IT

11/03/2014	Higher Certificate in Science with English Language	Chair	Dr. Barry Feeney	Head of Department of Computing, Institute of Technology Tallaght
11/03/2014	Bachelor of Science (Honours) in Computing with French	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
11/03/2014	Bachelor of Science in Computing with French	Panel Member	Prof. Fionn Murtagh	Academic, Head of School of Computer Science &Informatics, De Montfort University, Leicester
11/03/2014	Higher Certificate in Science with French	Panel Member	Mr. Kieran Deegan	Industry, IBM Smart Cloud Performance Manager
11/03/2014	Bachelor of Science (Hons) in Computing in Commercial Computing			
11/03/2014	Bachelor of Science (Hons) in Computing in Information Technology Management			
12/03/2014	Bachelor of Science (Hons) in Computing in Games Development	Chair	Dr. Barry Feeney	Head of Department of Computing, Institute of Technology Tallaght
12/03/2014	Bachelor of Science in Computing in Games Development	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
12/03/2014	Higher Certificate in Science in Games Development	Panel Member	Prof. Fionn Murtagh	Academic, Head of School of Computer Science &Informatics, De Montfort University, Leicester
12/03/2014	Master of Science in Computing	Panel Member	Mr. Kieran Deegan	Industry, IBM Smart Cloud Performance Manager
12/03/2014	Postgraduate Diploma in Computing	Panel Member	Ms Ustane Probst	Student Representative, BSc(Hons) in Systems & Networking, Graduate Sligo IT
12/03/2014	Higher Diploma in Science in Computing			
11/03/2014	Bachelor of Arts (Honours) in Communications in Creative Multimedia	Chair	Mr. Michael Hannon	Registrar, Galway-Mayo Institute of Technology (GMIT)
11/03/2014	Bachelor of Science (Honours) in Video and Film Production	Secretary to Panel	Mr. Pat McCormick	Head of Department of Civil and Environmental Engineering, DkIT
		Panel Member	Professor Marie Redmond	Academic, Centre for Creative Technologies, Trinity College Dublin
		Panel Member	Dr. Brian Vaughan	Academic, Head of Department Film and Media IADT
		Panel Member	Mr. Donal Taylor Black	Academic, Digital Media Centre, DIT
		Panel Member	Mr. Kevin Cummins	Industry, Television Executive Producer/Director, RTE
11/03/2014	Bachelor of Science (Honours) in Interactive Applications Design and Development	Chair	Mr. Michael Hannon	Registrar, Galway-Mayo Institute of Technology (GMIT)
11/03/2014	Bachelor of Science in Interactive Applications Design and Development	Secretary to Panel	Mr. Pat McCormick	Head of Department of Civil and Environmental Engineering, DkIT
11/03/2014	Higher Certificate in Science n Interactive Applications Design	Panel Member	Professor Marie Redmond	Academic, Centre for Creative Technologies, Trinity College Dublin

	and Development			
		Panel Member	Ms Sue Reardon	Academic, Programme Co-ordinator, IADT
		Panel Member	Mr. Donal Taylor Black	Academic, Digital Media Centre, DIT
		Panel Member	Mr Simon Cowan	Industry , Prometric
11/03/2014	Bachelor of Arts (Hons) in Applied Music	Chair	Dr. Gordon Munro	Head of Music, DIT
11/03/2014	Bachelor of Arts in Applied Music	Secretary to Panel	Ms Ann Campbell	Registrar, Dundalk Institute of Technology
11/03/2014	Higher Certificate in Arts in Applied Music	Panel Member	Mr. Hugh McCarthy	Academic, Course Co-ordinator MA Music &Technology, CIT
		Panel Member	Dr. Brian Bridges	Academic, Lecturer in Creative Arts/Creative Technology, University of Ulster (UU)
		Panel Member	Ms. Siobhan NíChonaráin	Industry
11/03/2014	Master of Arts/Master of Science in Music Technology	Chair	Dr. Gordon Munro	Head of Music, DIT
11/03/2014	Postgraduate Diploma in Arts in Music Technology	Secretary to Panel	Ms Ann Campbell	Registrar, Dundalk Institute of Technology
11/03/2014	Postgraduate Certificate in Arts in Music Technology	Panel Member	Mr. Hugh McCarthy	Academic, Course Co-ordinator MA Music &Technology, CIT
		Panel Member	Dr. Brian Bridges	Academic, Lecturer in Creative Arts/Creative Technology, University of Ulster (UU)
		Panel Member	Mr. Joe McGrath	Industry, Hellfire Studios
11/03/2014	Master of Arts in Traditional Music Studies	Chair	Dr. Gordon Munro	Head of Music, DIT
11/03/2014	Postgraduate Diploma in Arts in Traditional Music Studies	Secretary to Panel	Ms Ann Campbell	Registrar, Dundalk Institute of Technology
		Panel Member	Dr Martin Dowling	Academic, Lecturer in Traditional Irish Music, Queens University
		Panel Member	Ms. Siobhan NíChonaráin	Industry
		Panel Member	Ms Ustane Probst	Student Representative, BSc(Hons) in Systems & Networking, Graduate Sligo IT
Programmatic Review 2013/2014 Centre of Excellence in Learning and Teaching (CELT)				
Date	Programme Title	Panel Role	Name	Position
25/06/2014	Master of Arts in Learning and Learning	Chair	Dr Marian O'Sullivan	Registrar, Dun Laoghaire Institute of Art, Design and Technology (IADT
25/06/2014	Postgraduate Diploma in Arts in Learning and Teaching	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT

25/06/2014	Certificate in Arts in Learning and Teaching	**Panel Member**	Dr Marian McCarthy	Academic, Teaching and Learning Centre, University College Cork (UCC)
		Panel Member	Ms Linda Carey	Academic, Head of the Centre for Educational Development, Queens University Belfast (QUB)
		Panel Member	Professor Linda Clarke	Academic, Professor of Education, Institute for Research in Social Sciences, School of Education, University of Ulster
New Programmes 2013/2014 School of Health and Science				
Date	**Programme Title**	**Panel Role**	**Name**	**Position**
18/12/2013	Bachelor of Arts in Applied Early Childhood Studies	**Chair**	Dr. Brendan McCormack	Registrar, Sligo Institute of Technology (Sligo IT)
		Secretary to Panel	Ms Ann Campbell	Registrar, Dundalk Institute of Technology
		Panel Member	Dr. Judith Butler	Academic, Lecturer, Department of Sport, Leisure and Childhood Studies, Cork Institute of Technology (CIT)
		Panel Member	Dr. Mary Moloney	Academic, Lecturer in Early Childhood Care and Education, Mary Immaculate College, UL
		Panel Member	Dr. Carmel Brennan	Academic, Head of Practice, Early Childhood Ireland
		Panel Member		
02/04/2014	Certificate in Contemporary Mental Health Practice (PMAV)	**Chair**	Mr Billy Bennett	Registrar, Letterkenny Institute of Technology (LYIT)
		Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
		Panel Member	Mr. Jim Maguire	Academic, Lecturer in Mental Health and Research, Department of Nursing and Health Science, AIT
		Panel Member	Ms. Patricia Gilheaney	Academic, Chief Executive, Mental Health Commission
		Panel Member	Mr. John Murphy	External Discipline Expert, Service User Representative
02/04/2014	Certificate in the Assessment and Management of the Acutely Ill Adult in the Emergency Department	**Chair**	Mr. David Denieffe	Registrar, Carlow Institute of Technology
		Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
		Panel Member	Dr Felicity Johnson	Academic, School of Nursing, Midwifery and Health Systems, Health Sciences Centre, UCD
		Panel Member	Ms. Emily Bury	Clinical Facilitator Accident and Emergency (A&E), St Vincent's Hospital, Elm Park, Dublin 4

15/05/2014	Bachelor of Science (Hons) in Environmental Bioscience	Chair	Mr Billy Bennett	Registrar, Letterkenny Institute of Technology (LYIT)
15/05/2014	Bachelor of Science in Environmental Bioscience	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar ,DkIT
		Panel Member	Professor Thomas Bolger	Academic, Professor of Zoology, School of Biology and Environmental Science, UCD
		Panel Member	Dr Tom O'Dwyer	Academic, Senior Lecturer, Environment Science and Technology, Faculty of Science and Engineering, University of Limerick (UL).
		Panel Member	Dr Maria Hayes	Research Officer, Teagasc Food Research Centre, Ashtown, Dublin.

New Programmes 2013/2014 School of Engineering				
Date	Programme Title	Panel Role	Name	Position
18/06/2014	Higher Certificate in Engineering in Applied Engineering	Chair	Mr John Vickery	Registrar, Institute of Technology Tallaght
18/06/2014	Certificate in Industrial Skills and Work Practice	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
		Panel Member	Mr Denis McFadden	Academic, Head of School of Engineering, LyIT
		Panel Member	Dr Thomas Roche	Academic, Lecturer, Department of Mechanical /Industrial Engineering, Galway-Mayo Institute of Technology (GMIT)
		Panel Member	Mr Val O'Brien	Industry, Chartered Surveyor , Val O'Brien and Associates
New Programmes 2013/2014 School of Informatics and Creative Arts				
Date	Programme Title	Panel Role	Name	Position
05/09/2014	Certificate in 2D and 3D Digital Animation Production	Chair	Dr Derek O'Byrne	Registrar, Waterford Institute of Technology (WIT)
05/09/2014	Certificate in 3D for Games	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
		Panel Member	Mr John Hannafin	Academic, Programme Leader, Digital Animation Production, Limerick Institute of Technology
		Panel Member	Mr Alan Hook	Academic, Lecturer in Interactive Media, University of Ulster
		Panel Member	Mr Stephen Fagan	Industry, Interactive Content, Treehouse Republic
04/04/2014	Bachelor of Science in Computing	Chair	Mr Richard Gallery	Registrar (Acting) , Blanchardstown Institute of Technology (ITB)
04/04/2014	Higher Certificate in Science in Computing	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar ,DkIT
		Panel Member	Mr Thomas Dowling	Academic, Head of Department of Computing, Letterkenny Institute of

				Technology
		Panel Member	Mr Jim O'Dwyer	Academic, Head of Department of Computing, Cork Institute of Technology (CIT)
		Panel Member	Mr Martin McKinney	Academic, Head of School of Computing and Information Engineering, University of Ulster
		Panel Member	Mr Robert Byrne	Industry, Software Development Manager, ABB Dundalk
02/04/2014	Bachelor of Arts (Honours) in Film and Television Production	Chair	Mr. Billy Bennett	Registrar, Letterkenny Institute of Technology (LYIT)
02/04/2014	Bachelor of Arts in Film and Television Production	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
02/04/2014	Higher Certificate in Arts in Film and Television Production	Panel Member	Mr. Paul Freaney	Academic, Course Co-ordinator for MA in Screenwriting and Lecturer, IADT
02/04/2014	Certificate in Writing for Transmedia	Panel Member	Ms. Stella Downey	Academic, Head of Department of Creative Media(acting) at Dublin Institute of Technology
02/04/2014	Certificate in Digital Video Post Production	Panel Member	Mr. Ciaran Cissane	Industry, Broadcasting Authority of Ireland
Date	**Programme Title**	**Panel Role**	**Name**	**Position**
03/04/2014	Bachelor of Arts (Honours) in Communications in Creative Media	Chair	Dr Brendan McCormack	Registrar, Sligo Institute of Technology
03/04/2014	Bachelor of Arts in Communications in Creative Media	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
03/04/2014	Higher Certificate in Arts in Communications in Creative Media	Panel Member	Mr Adrian Hickey	Academic, Course Director, BA(Hons) Interactive Media Arts, Faculty of Arts ,University of Ulster
03/04/2014	Bachelor of Arts in Media Arts and Technologies	Panel Member	Ms Nicky Gogan	Industry, Darklight Digital Film Festival
03/04/2014	Higher Certificate in Arts in Media Arts and Technologies	Panel Member	Ms Sinead Woods	Industry, Baboom Animation
13/06/2014	Bachelor of Arts (Hons) in the Production of Music and Audio	Chair	Dr Joseph Ryan	Registrar, Athlone Institute of Technology (AIT)
13/06/2014	Bachelor of Arts in the Production of Music and Audio	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar ,DkIT
13/06/2014	Higher Certificate in Arts in the Production of Music and Audio	Panel Member	Mr Chris Corrigan	Academic, Queens University Belfast
		Panel Member	Dr Gordon Delap	Academic, Lecturer of Music, NUI Maynooth
		Panel Member	Mr Kieran Lynch	Industry, Smalltone Production
Differential Validation 2014/2015 School of Informatics and Creative Arts				

Date	Programme Title	Panel Role	Name	Position
17/11/2014	Bachelor of Science (Honours) in Multimedia Web Development	Chair	Dr Brian Nolan	Head of School of Informatics and Engineering, Institute of Technology Blanchardstown
17/11/2014	Bachelor of Science in Multimedia Web Development	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
17/11/2014	Higher Certificate in Science in Multimedia Web Development	Panel Member	Dr. Barry Feeney	Academic, Head of Department of Computing, Institute of Technology Tallaght
		Panel Member	Ms Irene Murtagh	Academic, Lecturter, Department of Informatics, Institute of Technology Tallaght
New Programmes 2013/2014 School of Business and Humanities				
13/06/2014	Bachelor of Arts (Hons) in Hospitality Management	Chair	Mr. Terry Twomey	Vice-President, Limerick Institute of Technology (LIT)
13/06/2014	Bachelor of Arts (Hons) in Event Management	Secretary to Panel	Dr Brendan Ryder	Assistant Registrar, DkIT
13/06/2014	Bachelor of Arts in Event Management	Panel Member	Mr. John O'Hara	Academic, Head of Department of Hospitality, Tourism and Leisure, Athlone Institute of Technology (AIT
13/06/2014	Higher Certificate in Arts in Event Studies	Panel Member	Mr. Adrian Gregan	Academic, Head of Department of Tourism and Hospitality Studies, Cork Institute of Technology (CIT)
13/06/2014	Bachelor of Arts in Culinary Arts	Panel Member	Mr. Michael Dalton	Industry, Groups and Incentives Manager, Moloney and Kelly Travel
13/06/2014	Higher Certificate in Arts in Culinary Skills	Panel Member	Ms. Karen Devine	Industry, WhiteLight Consulting
13/06/2014	Bachelor of Arts in Hospitality Management			
13/06/2014	Higher Certificate in Arts in Hospitality Skills			
09/05/2013	Bachelor of Arts (Honours) in Digital Humanities	Chair	Ms. Marian Coy	Higher Education Consultant (Former President of GMIT)
		Secretary to Panel	Dr Brendan Ryder	Assistant Registrar,DkIT
		Panel Member	Dr. Marian Fitzgibbon	Academic, Athlone Institute of Technology (AIT
		Panel Member	Dr. Liam Doona	Academic,IADT
		Panel Member	Dr. Edward Coleman	Academic, University College Dublin (UCD)
		Panel Member	Dr. Lionel Pilkington	Academic,NUI Galway

Programmatic Review 2013/2014 School of Business and Humanities				
Date	**Programme Title**	**Panel Role**	**Name**	**Position**
09/05/2013	Master of Business in Entrepreneurship and Marketing	**Chair**	Dr. Oliver Haag	Director of Corporate Law, Hochschule Konstanz
09/05/2013	Postgraduate Diploma in Business in Entrepreneurship and Marketing	**Secretary to Panel**	Ms Ann Campbell	Registrar, Dundalk Institute of Technology
		Panel Member	Mr. Aidan Payne	Academic, Institute of Technology Tallaght (ITT)
		Panel Member	Ms. Edel Griffin	Academic, International Business, University of Ulster (UU)
		Panel Member	Mr. Ray Bowe	Industry, IDA Ireland
			Mr. Tony McQuillan	Industry, Site Director, Xerox
08/05/2013	Master of Business in Business Administration	**Chair**	Dr. Derek O'Byrne	Registrar, Waterford Institute of Technology (WIT)
		Secretary to Panel	Ms Ann Campbell	Registrar, Dundalk Institute of Technology
		Panel Member	Dr. Oliver Haag	Director of Corporate Law, Hochschule Konstanz
		Panel Member	Mr. Michael Gannon	Academic, Dublin City University (DCU)
		Panel Member	Mr. Mark Lowth	Industry, Vecor Aerospace
08/05/2013	Higher Diploma in Business in Enterprise Development	**Chair**	Ms. Maebh Maher	Head of School of Business and Humanities, Institute of Technology Carlow
		Secretary to Panel	Dr. William Lyons	Lecturer, School of Engineering, DkIT
		Panel Member	Mr. Aidan Payne	Academic, Institute of Technology Tallaght (ITT)
		Panel Member	Mr. Don O'Kane	Industry, Xerox
		Panel Member	Prof Colm O'Gorman	Academic, Dublin City University
08/05/2013	Bachelor of Business in Business and Management	**Chair**	Ms. Maebh Maher	Head of School of Business and Humanities, Institute of Technology Carlow
08/05/2013	Higher Certificate in Business in Business and Management	**Secretary to Panel**	Ms. Caroline O'Sullivan	Senior Lecturer, Section of Creative Media, DkIT
08/05/2013	Bachelor of Business in Business and Technology	**Panel Member**	Ms. Anne Burke	Academic, Lecturer of Accountancy Letterkenny Institute of Technology (LyIT)
08/05/2013	Higher Certificate in Business and Technology	**Panel Member**	Ms Edel Griffin	Academic, International Business, University of Ulster (UU)

		Panel Member	Mr. Ray Bowe	Industry, IDA Ireland
09/05/2013	Certificate in Business in Internationalisation	Chair	Ms. Maebh Maher	Head of School of Business and Humanities, Institute of Technology Carlow
09/05/2013	Higher Diploma in Business in Business and Marketing	Secretary to Panel	Dr. William Lyons	Lecturer, School of Engineering, DkIT
09/05/2013	Certificate in Digital Marketing and Digital Media Management	Panel Member	Mr. Aidan Payne	Academic, Institute of Technology Tallaght (ITT)
09/05/2013	Certificate in Sales and Marketing	Panel Member	Mr. Don O'Kane	Industry, Xerox
09/05/2013	Certificate in Website Content Development	Panel Member		
09/05/2013	Certificate in Lean Six Sigma (Green Belt)	Chair	Ms. Maebh Maher	Head of School of Business and Humanities, Institute of Technology Carlow
		Secretary to Panel	Dr. William Lyons	Lecturer, School of Engineering, DkIT
		Panel Member	Mr. Aidan Payne	Academic, Institute of Technology Tallaght (ITT)
		Panel Member	Mr. Don O'Kane	Industry, Xerox
		Panel Member	Prof Colm O'Gorman	Academic, Dublin City University
08/05/2013	Master of Arts in Accounting	Chair	Ms. Maebh Maher	Head of School of Business and Humanities, Institute of Technology Carlow
		Secretary to Panel	Mr. Gerry Gallagher	Centre for Excellence in Learning and Learning DkIT
		Panel Member	Mr. Alan Wilson	Academic, Department of Accounting, University of Ulster (UU)
		Panel Member	Ms. Anne Burke	Academic, Lecturer of Accounting, Letterkenny Institute of Technology (LyIT)
		Panel Member	Ms. Karen Coulter	Industry, FPM Chartered Accountants
08/05/2013	Bachelor of Arts (Honours) in Public Relations and Online Communication	Chair	Dr. Oliver Haag	Director of Corporate Law, Hochschule Konstanz
08/05/2013	Bachelor of Arts in Public Relations and Online	Secretary to	Mr. Gerry Gallagher	Centre for Excellence in Learning and Learning DkIT

	Communication	Panel		
		Panel Member	Dr Debbie Ging	Academic, Dublin City University (DCU)
		Panel Member	Dr John Gallagher	Academic, Public Relations Academic, DIT
		Panel Member	Mr. Tony McQuillan	Industry, Site Director, Xerox
08/05/2013	Bachelor of Business (Honours)	Chair	Dr. Oliver Haag	Director of Corporate Law, Hochschule Konstanz
		Secretary to Panel	Mr. Gerry Gallagher	Centre for Excellence in Learning and Learning DkIT
		Panel Member	Ms. Anne Burke	Academic, Lecturer of Accountancy Letterkenny Institute of Technology (LyIT)
		Panel Member	Ms. Karen Coulter	Industry, FPM, Chartered Accountants
		Panel Member	Mr. Tony McQuillan	Industry, Site Director, Xerox
08/05/2013	Bachelor of Business (Honours) in Marketing	Chair	Dr. Derek O'Byrne	Registrar, Waterford Institute of Technology
		Secretary to Panel	Ms Ann Campbell	Registrar, Dundalk Institute of Technology
		Panel Member	Dr. Oliver Haag	Director of Corporate Law, Hochschule Konstanz
		Panel Member	Mr. Michael Gannon	Industry, Dublin City University (DCU)
		Panel Member	Mr. Mark Lowth	Industry, Vecor Aerospace
		Panel Member	Ms Breffni Gorman	Union of Students of Ireland (USI)
08/05/2013	Bachelor of Business (Honours) in Business Studies	Chair	Dr. Oliver Haag	Director of Corporate Law, Hochschule Konstanz
		Secretary to Panel	Mr. Gerry Gallagher	Centre for Excellence in Learning and Learning DkIT
		Panel Member	Ms. Anne Burke	Academic, Lecturer of Accountancy Letterkenny Institute of Technology (LyIT)
		Panel Member	Mr. Tony McQuillan	Industry, Site Director, Xerox
		Panel Member	Ms. Karen Coulter	Industry, FPM Chartered Accountants
08/05/2013	Bachelor of Arts (Honours) in Accounting and Finance	Chair	Ms. Maebh Maher	Head of School of Business and Humanities, Institute of Technology Carlow
		Secretary to Panel	Mr. Gerry Gallagher	Centre for Excellence in Learning and Learning DkIT

		Panel Member	Mr. Alan Wilson	Academic, Department of Accounting, University of Ulster (UU)
		Panel Member	Ms. Anne Burke	Academic, Lecturer of Accounting, Letterkenny Institute of Technology (LyIT)
08/05/2013	Bachelor of Arts (Honours) in Community Sports Leadership	Chair	Dr Marion Fitzgibbon	Head of School of Humanities, Athlone Institute of Technology (AIT)
		Secretary to Panel	Ms Ann Campbell	Registrar, Dundalk Institute of Technology
		Panel Member	Dr John Shuttleworth	Academic, Centre for Sports Studies, UCD
		Panel Member	Mr Rob Hartnett	Industry, CEO Sports for Business
		Panel Member	Dr Jean Mc Ardle	Academic, Dept of Health, Sport and Exercise Science Waterford Institute of Technology

08/05/2013	Bachelor of Arts (Honours) in Youth Work	Chair	Dr Marion Fitzgibbon	Head of School of Humanities, Athlone Institute of Technology (AIT)
08/05/2013	Bachelor of Arts in Community Youth Work	Secretary to Panel	Ms Ann Campbell	Registrar, Dundalk Institute of Technology
08/05/2013	Higher Certificate in Arts in Youth Studies	Panel Member	Dr. Perry Share	Academic, Institute of Technology, Sligo
		Panel Member	Dr. Hilda Loughran	Academic, Director of Social Work, University College Dublin (UCD)
		Panel Member	Ms. Louise Fitzpatrick	Industry, Youth Work Professional
			Ms Breffni Gorman	Union of Students of Ireland (USI)
08/05/2013	Bachelor of Arts (Honours) in Social Care	Chair	Dr Marion Fitzgibbon	Head of School of Humanities, Athlone Institute of Technology (AIT)
08/05/2013	Bachelor of Arts in Social Care	Secretary to Panel	Ms. Caroline O'Sullivan	Senior Lecturer, Section of Creative Media, Dundalk Institute of Technology (DkIT)
08/05/2013	Higher Certificate in Arts in Social Care	Panel Member	Dr. Perry Share	Academic, Institute of Technology, Sligo
		Panel Member	Dr. Hilda Loughran	Academic, Director of Social Work, University College Dublin (UCD)
		Panel Member	Ms. Margy Dyas	industry, Principle Social Worker, Health Service Executive (HSE
08/05/2013	Bachelor of Arts (Honours) in Sport, Exercise and Enterprise	Chair	Dr Marion Fitzgibbon	Head of School of Humanities, Athlone Institute of Technology (AIT)
08/05/2013	Bachelor of Arts in Sport, Exercise and Enterprise	Secretary to Panel	Ms Ann Campbell	Registrar, Dundalk Institute of Technology
08/05/2013	Higher Certificate in Arts in Sport, Exercise and Enterprise	Panel Member	Dr John Shuttleworth	Academic, Centre for Sports Studies, UCD
		Panel Member	Mr Rob Hartnett	Industry, CEO Sports for Business
		Panel Member	Dr Jean Mc Ardle	Academic, Dept of Health, Sport and Exercise Science Waterford Institute of Technology

09/05/2013	Bachelor of Arts in Performing Arts	Chair	Dr Marion Fitzgibbon	Head of School of Humanities, Athlone Institute of Technology (AIT)
		Secretary to Panel	Dr Brendan Ryder	Assistant Registrar ,DkIT
		Panel Member	Dr. Liam Doona	Academic, IADT
		Panel Member	Dr. Lionel Pilkington	Academic, NUI Galway
		Panel Member	Ms Marion Coy	Academic, Higher Education Consultant (Former President of GMIT)
			Ms Breffni Gorman	Union of Students of Ireland (USI)
09/05/2013	Certificate in English Language and Western Society and Culture	Chair	Ms Marion Coy	Higher Education Consultant (Former President of GMIT)
		Secretary to Panel	Dr Brendan Ryder	Assistant Registrar ,DkIT
		Panel Member	Ms. Deborah Wark	Academic, University of Ulster (UU)
		Panel Member	Mr. David O'Grady	Industry, CEO, Marketing in English

Appendix 3 –Recommendations and Actions arising from Programmatic Review by School

School of Health and Science	Actions Taken
The Panel recommends that a blended learning implementation plan at both School and programme level should be formulated and monitored accordingly. The plan should focus on how the School plans to implement the Institute's strategy in relation to blended and flexible learning over the next five years and should address academic development (e.g. CPD activities), student supports and technical infrastructure	A number of part time programmes including a Level 7 degree and a number of special purpose awards are being delivered using blended learning modes of delivery. An MSc programme is currently under development that will also be delivered in this fashion and introduced in an incremental manner. Evaluation of the student and staff experiences of this blended learning mode of the delivery is currently ongoing. This will help to inform the development of the blended learning implementation plan for the School over the current academic year.
The Panel would advise that annual surveys of employers should focus more specifically on those employing DkIT graduates. This would be particularly useful to the Dept. of Applied Sciences and could inform their provision particularly in relation to life-long learning.	The School in collaboration with the Regional Development Centre held an Industry Engagement event in Nov 2014 targeting a number of employers of DkIT graduates. A further event shall be held in April 2015 which will link in with an increased number of employers.
The Panel recommends that the School reviews its mechanisms for reaching graduates and that annual graduate surveys be conducted to inform programme development. Service users should also be surveyed and included at all stages of programme delivery. It is also important to engage with policy makers.	The School has formed a School Board consisting of staff and student reps and the issue of communication mechanisms with current students and graduates has been discussed. Increased use of social media is currently being explored. Service Users have where appropriate been included as panel members during programme validation. External stakeholders are included on all programme development teams within the School.
The Panel understands that additional space might be made available through an institute-wide system of resource sharing and would strongly recommend that such opportunities be fully	The Management Team continues to make representation for increased resources for the school in terms of space and staffing, discussions ongoing. Wi-fi has been extended in the Department of Applied Sciences, some areas

exploited. Learners reported difficulties accessing wi-fi in some areas within the School and the Panel recommends that options to extend wi-fi access are explored. This would allow greater use of mobile devices by learners.	are still under development.
School of Business and Humanities Programmatic Review Recommendations	**Actions Taken to Date**
Detail how the School intends to progress the themes and pillars detailed in the Institute's Strategic Plan using SMART objectives and perhaps to report periodically on progress to the Institute	Done through Strategic Compact
The School might benefit from having more frequent contact with its stakeholders, both internal and external, as well as from continued evaluation of stakeholder feedback	The School has now engaged in two Industry Days where faculty members met with industry representatives and outlined research and training potential collaborations.
In order to maintain public confidence in its awards, the Institute might consider strengthening the policy and procedures under which external examiners operate. Most external examiners (p.61) submit comments to the Head of Department. It would be better to have consistent practice. The analysis of the comments/recommendations of external examiners was helpful but lacked specifics for each Department. The Panel welcomes recent developments in the School in this respect with the introduction of a feedback form to be completed for all external examiner reports	Ongoing Marks and Standards Review
Consider the centrality of the student role in the mission and future strategy of the School.	Student Voice Policy
The School has a large number of international students and is conscious of the need for additional support for some of these students and the Institute should consider providing such support. In addition, the School is conscious of the declining number of outgoing Erasmus students. Some consideration should be given to both supporting the School financially to increase its outgoing numbers and to rationalizing the incoming	CELT is located in the School building and provides one-on –one support to students experiencing academic difficulties with any aspect of their programme. A rationalisation of incoming Erasmus students has taken place in 2014 which will assist in redressing the balance. Financial support is sought through Erasmus + and cultural exchanges occur on a continuing basis e.g.

numbers to achieve a more appropriate balance.	A. This is the 6th year of the International student exchange DkIT and IUT Le Havre on Level 7 BBus in Business Management. Irish students visit sister college and present Dkit and Ireland in French to students followed by an Intercultural workshop. French students visit DkIT and similarly present in English. B. The Global Project in BA Hons in Marketing – where DkIT students work online with students in Kirkwood Community School, IOWA and RMIT Australia to complete a project.
This revised document does not clarify the structure and management of Life-Long Learning and the process for academic oversight and quality assurance in that section. Overall this section of the revised report is the weakest. The Panel considers that the development of life-long learning would benefit, were its priorities to be articulated and codified.	Strategic Review of location of Services in 2015
School of Engineering	**Actions taken**
Structures within the School should be examined	School management are currently examining the structure of the school and expects to put new arrangements for its departments in place during the period leading to the next Programmatic Review.
Inter-departmental communities of practice should be established to focus on specific challenges facing the School, for example: engagement with second level schools, marketing, mathematics support, industrial placements. Such cross-School activity would assist in the sharing of best practice; develop inter-disciplinary co-operation and help to maximise resources;	A cross-school committee has been established to progress marketing and promotion of programmes. Industrial placement is being rolled out across a number of programmes. The School engages with the Institute's Placement Office and is represented on the Placement Office Steering Committee. In time all placements will be coordinated and supported through the Placement Office. On that basis a school-wide committee to coordinate the same function is redundant.
Class-contact hours should be reduced particularly as learners progress through the programme stages	Addressed to complete programme validation
Where 'year-long' modules are offered on a programme, learning should be supported between semesters;	The implementation of this condition is problematic given that it impinges on decisions of the Academic Council in relation to Learning Teaching and Assessment. This matter will be brought to the attention of Academic Council.

	In due course should Council amend the relevant policies and procedures, the Programme Boards will comply accordingly.
Assessment and re-assessment strategies should be reviewed to ensure that all learners have an opportunity to remediate their performance where necessary in time for consideration by the Autumn Examination Board	In accordance with current Institute policy on Continuous assessment, repeat opportunities will be provided for students to resubmit CA exercises. Candidates will also be given an opportunity to avail of Institute facilities e.g. workshops, laboratories etc. subject to appropriate supervision and safe work practices, in the periods between (a) the end of the Winter Semester Examinations and commencement of Spring Semester and (b) between the Examination Board meetings in early June and the termination of the academic year, in order to complete or augment CA.
To ensure parity of oversight and to support public confidence in the assessment system, the role of the external examiner in approving major assignments for modules which are 100% continuously assessed should be mandatory;	This condition impinges on decisions of the Academic Council in relation to the agreed Roles and Duties of External Examiners. This matter will be brought to the attention of Academic Council. In due course should Council amend the relevant policies and procedures, the School will comply accordingly.
Where stakeholder feedback is requested and received, responses should be determined and actioned accordingly to close the quality loop.	Student Voice Policy
Work placement should be included on programmes where possible and should be substantial, meaningful and relevant	The School is continuing to examine the introduction of work placement across its programmes as appropriate and looks forward to a time when employers in the built environment sector will be in a better position to support such modules.
It is recommended that the School continues to support CPD activities for staff and in particular in relation to the attainment of further qualifications in engineering. Training for project supervision is also recommended	Staff participation in MALT
The Institute should facilitate training and induction for newly appointed external examiners	Planned for Summer 2015
The Institute should support training for class representatives to allow them to participate with confidence at programme board meetings and on other relevant committees in the School.	Referred to Student Services for action

The annual programme board meeting which reviews programme should explicitly include the learner perspective	Learners are by definition a part of Programme Boards and are invited to all meetings, including any meeting that reviews the performance of a programme in the preceding year. The annual Programme Board report template will be reviewed and amendments brought forward to ensure that input from learner representatives is explicitly included.

Appendix 4: External Examiner Feedback

I wish to compliment the staff on their professionalism

The quality of the work is very high by national standards

I had adequate time to read and comment on scripts

I continue to be impressed by the constructive atmosphere at the Examination Board meeting.

Overall, the programme offers a large number of modules, including a number of option modules which are sometimes taken by no more than three students. Given the large teaching load staff have to carry it might be worth considering whether some of them could be merged or dropped, particularly if a certain minimum number of students do not sign up to them.

Very happy with quality of documentation received

The scripts were mainly of a high standard, which reflected the student cohort, as well as the teaching input to their programme.

The process is valid and reliable and eminently fair. Judgement is in favour of the student in borderline cases

The level of student engagement ….demonstrates the depth of commitment given by staff to these programmes

I wish to commend management within the School and Dept. for facilitating a constructive productive discussion between faculty and myself about the programme, individual modules, assessment strategy and learning achievement. I wish to commend the staff for their willingness to participate in such a discussion and for their openness to my proposals. Throughout my engagement with faculty and the School, I have been very encouraged by their deeply learner-centred approach, their very strong commitment to quality and their enthusiasm for innovation

Due care was taken to assure the balance between student group work and individual input was fairly and appropriately rewarded.

There were a number of final-year dissertations of a very high quality achieving 65% and 76% grades …. Their quality genuinely deserved those grades.

The diversity of assessment types was impressive and the extent of marking and student feedback was vast and must be extremely time-consuming from a lecturer perspective…. The enthusiasm of the lecturers and the commitment was clearly evident.

Any questions that arose were answered as needed

Students receive v. constructive and regular feedback form lecturers and tutors.

The modes of assessment for all modules assessed modules' learning outcomes and were aligned to programme learning outcomes.

It would be helpful to be given more notice around the time of the exam boards to ensure that I can attend.
Any questions that arose were answered as needed
In terms of distribution of marks, this year a concern was identified in some of the modules that the number of students awarded very high first class grades was higher than generally speaking would be expected in an Honours degree programme
There was access to sufficient material to enable any decision that needed to be made
The quality of students' work was v. high indeed.
The distribution of final honours appeared to be high with over 40% achieving a distinction …. There was a valid explanation for the high standard of performance. It would be helpful if the distribution of marks including the percentage of students achieving respective grades could be available for all years.
In some cases, the assessment strategy has been modified slightly from the description in the module syllabus…. I suggest the syllabi be updated accordingly
There was good consistency of marking
Transparent marking schemes (are) in place.
Feedback is provided after the majority of assessments (and is) constructive and comprehensive and is of great benefit to the students' learning experience Staff are to be commended.
I had not received a copy of the module descriptors so this made some assessments more difficult.
A large amount of material was supplied to me. It would be helpful if there was a one pager with that like a checklist of the main procedures.
Innovative and creative assessment strategies utilised. This is very impressive and commendable.
Some papers had excellent marking schemes, i.e., clearly setting out how every mark was to be allocated and model answers provided. However other marking schemes provided little more than that shown on the examination paper itself. It should be possible for the external examiner to mark any script using the marking scheme provided. For this to be possible each marking scheme should include models answers and definitions where relevant.
The overall module assessment criteria for some modules were not supplied. I requested this to be supplied in future when returned comments after viewing Jan. samples.
In terms of distribution of marks, this year a concern was identified in some of the modules that the number of students awarded very high first class grades was higher than generally speaking would be expected in an Honours degree programme. In comparison to the other academic institutions in which I am currently teaching, some of the marks seemed excessively high. Work of a comparable standard in these other institutions would not be awarded such high marks.
This is one of the outstanding programmes of its kind that I have encountered.

Use the full range of marks available; I recommend using the full marking band.

I did not receive material for some modules.

(It) required some time on my part to understand how marks were arrived at.

(I expressed a) wish for feedback in respect of remarks made in earlier reports. It should be noted, that this practice is now expected to be standard to all quality assurance procedures.

It was not explained (how marks were arrived at) but I worked it out from the book of modules and the summary marking sheets.

Inconsistency in respect of marking schemes

In some instances the marks awarded are too high

I would recommend the use of a grading grid as a feedback tool for students.

The quality of the work that I saw was consistent with the level expected for the standard of the programme

In comparison to the other academic institutions in which I am currently teaching, some of the marks awarded seemed excessively high, and were marked down (see full details below). Work of a comparable standard in these other institutions would not be awarded such high marks.

There was a large variation in the number of scripts made available for inspection ranging from 5/39 to 15/39. A minimum of 6 should be presented.

A meeting for a new external examiner would be useful at the start of the term of office

Consider review of learning outcomes as language is not necessarily appropriate

Appendix 5: Statistical Profile of External Examiners

The statistical profile of external examiners is provided as follows:

- By Gender
- By Gender (School)
- By Gender (School, Department)
- By HE Category
- By Qualification

Statistical Profile of External Examiners - By Gender

Gender	Number
Female	46
Male	73
Grand Total	**119**

Statistical Profile of External Examiners - By Gender (School)

School	Gender	Number
Business & Humanities	**Female**	21
	Male	19
Engineering	**Female**	1
	Male	20
Health & Science	**Female**	20
	Male	19
Informatics & Creative Arts	**Female**	3
	Male	14
Life Long Learning	**Female**	1
	Male	1
Grand Total		**119**

Statistical Profile of External Examiners - By Gender (School, Department)

School	Dept	Gender	Number
Business & Humanities	**Department of Business Studies**	Female	6
		Male	3

	Department of Humanities	Female	7
		Male	7
	Department of Management & Financial Studies	Female	5
		Male	8
	Section of Hospitality Studies	Female	3
		Male	1
Business & Humanities Total			**40**
Engineering	**Department of Civil & Environmental Engineering**	Male	6
	Department of Construction & Surveying	Male	4
	Department of Electronic & Mechanical Engineering	Female	1
		Male	10
Engineering Total			**21**
Health & Science	**Department of Applied Sciences**	Female	8
		Male	11
	Department of Nursing, Midwifery & Health Studies	Female	12
		Male	8
Health & Science Total			**39**
Informatics & Creative Arts	**Department of Computing & Mathematics**	Male	5
	Department of Music & Creative Media	Female	3
		Male	9
Informatics & Creative Arts Total			**17**

Life Long Learning	**Centre for Learning & Teaching**	Female	1
		Male	1
Life Long Learning Total			**2**
Grand Total			**119**

Statistical Profile of External Examiners - By Qualification

School	Title	Number
Business & Humanities	**Dr**	15
	Mr	13
	Mrs	1
	Ms	11
Business & Humanities Total		**40**
Engineering	**Dr**	5
	Mr	15
	Ms	1
Engineering Total		**21**
Health & Science	**Dr**	25

	Mr	7
	Ms	7
Health & Science Total		**39**
Informatics & Creative Arts	**Dr**	10
	Mr	6
	Ms	1
Informatics & Creative Arts Total		**17**
Life Long Learning	**Mr**	1
	Ms	1
Life Long Learning Total		**2**
Grand Total		**119**

Statistical Profile of External Examiners - By HE Category (School)

School	HE Category	Count of No
Business & Humanities	**Further Education Provider**	1
	Industry	4
	Institute of Technology (IoT)	21
	Professional Organisation	2
	University - Ireland	8
	University - UK	4
Business & Humanities Total		**40**
Engineering	**Industry**	6
	Institute of Technology (IoT)	11
	University - Ireland	2
	University - UK	2
Engineering Total		**21**
Health & Science	**Industry**	7
	Institute of Technology (IoT)	11
	Other HE Provider	2
	University - Ireland	16
	University - UK	3

Health & Science Total		**39**
Informatics & Creative Arts	**Industry**	2
	Institute of Technology (IoT)	7
	University - Ireland	6
	University - UK	2
Informatics & Creative Arts Total		**17**
Life Long Learning	**University - UK**	2
Life Long Learning Total		**2**
Grand Total		**119**

Statistical Profile of External Examiners - By HE Category (School, Department)

School	Dept	HE Category	Count of No
Business & Humanities	**Department of Business Studies**	Industry	2
		Institute of Technology (IoT)	3
		University - Ireland	2
		University - UK	2
	Department of Humanities	Industry	1
		Institute of Technology (IoT)	6
		Professional Organisation	2

		University - Ireland	4
		University - UK	1
	Department of Management & Financial Studies	Industry	1
		Institute of Technology (IoT)	9
		University - Ireland	2
		University - UK	1
	Section of Hospitality Studies	Further Education Provider	1
		Institute of Technology (IoT)	3
Business & Humanities Total			**40**
Engineering	**Department of Civil & Environmental Engineering**	Industry	2
		Institute of Technology (IoT)	3
		University - UK	1
	Department of Construction & Surveying	Industry	2
		Institute of Technology (IoT)	1
		University - UK	1
	Department of Electronic & Mechanical Engineering	Industry	2
		Institute of Technology (IoT)	7
		University - Ireland	2
Engineering Total			**21**
Health & Science	**Department of Applied Sciences**	Industry	7
		Institute of Technology (IoT)	4

		Other HE Provider	1
		University - Ireland	7
	Department of Nursing, Midwifery & Health Studies	Institute of Technology (IoT)	7
		Other HE Provider	1
		University - Ireland	9
		University - UK	3
Health & Science Total			**39**
Informatics & Creative Arts	**Department of Computing & Mathematics**	Institute of Technology (IoT)	3
		University - Ireland	1
		University - UK	1
	Department of Music & Creative Media	Industry	2
		Institute of Technology (IoT)	4
		University - Ireland	5
		University - UK	1
Informatics & Creative Arts Total			**17**
Life Long Learning	**Centre for Learning & Teaching**	University - UK	2
Life Long Learning Total			**2**
Grand Total			**119**

Appendix 6: Policy Review Schedule

Dundalk Institute of Technology-Registrar's Office

Policy Review Schedule

Category	Type	Title	Approval By	Responsibility	Approval Date	Effective Date	Review Date
Admission, Progression, Recognition and Certification	**Policy**	*Admissions (EU Applicants) Policy*	Academic Council	Registrar, Admissions Officer, Heads of School			
Admission, Progression, Recognition and Certification	**Policy**	*Admissions (FETAC Linked Programmes) Policy*	Academic Council	Registrar, Admissions Officer, Heads of School			
Admission, Progression, Recognition and Certification	**Policy**	*Admissions (Mature Students) Policy*	Academic Council	Registrar, Admissions Officer, Heads of School			
Admission, Progression, Recognition and Certification	**Policy**	*Admissions (Non-Standard Applicants Entrance) Policy*	Academic Council	Registrar, Admissions Officer, Heads of School			
Admission, Progression, Recognition and Certification	**Policy**	*Admissions (Northern Ireland/UK) Policy*	Academic Council	Registrar, Admissions Officer, Heads of School			
Admission, Progression, Recognition and Certification	**Policy**	*Admissions (Standard Applicants Entrance) Policy*	Academic Council	Registrar, Admissions Officer, Heads of School			
Admission, Progression, Recognition and Certification	**Policy**	*Admissions (Students with Disabilities) Policy*	Academic Council	Registrar, Admissions Officer, Heads of School			
Admission, Progression, Recognition and Certification	**Policy**	*President's Prizes for Conferring Policy*	Academic Council	Registrar, Assistant Registrar	23-May-14	23-May-14	23-May-17
Admission, Progression, Recognition and Certification	**Policy**	*Progression Policy (Higher Diploma in Midwifery Students)*	Academic Council	Registrar, Admissions Officer, Heads of Health and Science	01-Sep-13	01-Sep-13	01-Sep-16
Admission, Progression, Recognition and Certification	**Policy**	*Progression Policy (Marks and Standards Policy, Section B: General Marks and Standards)*	Academic Council	Registrar, Admissions Officer, Heads of School	28-Feb-14	28-Feb-14	28-Feb-17
Admission, Progression, Recognition and Certification	**Policy**	*Progression Policy (Student Nurses)*	Academic Council	Registrar, Admissions Officer, Heads of Health and Science	01-May-10	01-May-10	03-Mar-15
Admission, Progression, Recognition and Certification	**Policy**	*Recognised Prior Learning (RPL) Policy*	Academic Council	Registrar, Heads of School	01-Sep-14	01-Sep-14	01-Sep-17
Design and Approval of Programmes	**Policy**	*Approval, Monitoring and Periodic Review of Programmes and Awards Policy*	Academic Council	Registrar, Chair of Academic Quality Sub-committee	19-Sep-14	19-Sep-14	19-Sep-17
Design and Approval of Programmes	**Policy**	*Collaborative Provision and Transnational Provision and Joint Awards Policy*	Academic Council	Registrar, Chair of Academic Quality Sub-committee	20-Jun-13	20-Jun-13	20-Jun-16
Design and Approval of Programmes	**Policy**	*Exit Awards Policy*	Academic Council	Registrar, Chair of Academic Quality Sub-committee	09-Dec-11	09-Dec-11	31-Mar-15
Design and Approval of Programmes	**Procedure**	*External Examiners Duties and Procedures*	Academic Council	Registrar, Chair of Academic Quality Sub-committee	28-Feb-14	28-Feb-14	28-Feb-17
Design and Approval of Programmes	**Guideline**	*Programmatic Review Handbook*	Academic Council	Registrar, Chair of Academic Quality Sub-committee	20-Jun-13	01-Jul-13	31-Mar-15
Learning Resources and Student Support	**Procedure**	*Comment and Complaints (Staff) Procedure*	Academic Council	Human Resource Manager, Head of Student Services	31-Jan-11	31-Jan-11	31-Mar-15
Learning Resources and Student Support	**Procedure**	*Comment and Complaints (Students) Procedure*	Academic Council	Human Resource Manager, Head of Student Services	01-Sep-07	01-Sep-07	31-Mar-15
Learning Resources and Student Support	**Policy**	*Equal Access and Participation Policy*	Academic Council	Access Officer, Head of Student Services, Heads of School	01-Jan-07	01-Jan-07	01-Feb-15
Public Information	**Policy**	*Public Information Policy (Quality Manual, Section 7: Public Information)*	Academic Council	Registrar, Heads of School	???	???	???
Research and Research Training	**Regulation**	*Academic Regulations for Postgraduate Degress by Research and Thesis*	Academic Council	Head of Research	20-Jun-12	20-Jun-12	Sep-15
Research and Research Training	**Policy**	*Ethics Policy*	Academic Council	Chair of Ethics Committee	04-Mar-11	04-Mar-11	31-Mar-15
Research and Research Training	**Policy**	*Intellectual Property Policy*	Academic Council	Head of Research	01-Jan-07	01-Jan-07	31-Mar-15
Student-Centred Learning, Teaching and Assessment	**Guideline**	*A Teaching Standards Framework for Effective Teaching*	Academic Council	Head of Teaching and Learning	???	???	???
Student-Centred Learning, Teaching and Assessment	**Policy**	*Academic Integrity Policy*	Academic Council	Registrar, Heads of School	29-Sep-14	29-Sep-14	29-Sep-17
Student-Centred Learning, Teaching and Assessment	**Policy**	*Assessment and Learning Policy*	Academic Council	Teaching and Learning Sub-Committee	10-Dec-10	10-Dec-10	31-Mar-15
Student-Centred Learning, Teaching and Assessment	**Policy**	*Child Protection Policy*	Academic Council	Human Resource Manager	15-Dec-11	15-Dec-11	31-Mar-15
Student-Centred Learning, Teaching and Assessment	**Policy**	*Continuous Assessment Policy and Procedures*	Academic Council	Registrar, Head of Teaching and Learning, Heads of School	03-Mar-14	03-Mar-14	Mar-17
Student-Centred Learning, Teaching and Assessment	**Procedure**	*Garda/Police Vetting Procedures*	Academic Council	Human Resource Manager	01-Jun-13	01-Jun-13	01-Jun-16
Student-Centred Learning, Teaching and Assessment	**Policy**	*Marks and Standards Policy*	Academic Council	Registrar, Head of Teaching and Learning, Heads of School	26-Sep-14	26-Sep-14	26-Sep-17
Student-Centred Learning, Teaching and Assessment	**Policy**	*Social Networking Policy*	Academic Council	Registrar, Heads of School	28-Apr-14	28-Apr-14	28-Apr-17
Student-Centred Learning, Teaching and Assessment	**Policy**	*Student Voice Policy*	Academic Council	Teaching and Learning Sub-Committee	05-Dec-14	05-Dec-14	05-Dec-17
Student-Centred Learning, Teaching and Assessment	**Policy**	*Transforming Learning Through Technology Policy*	Academic Council	Head of Teachign and Learning, e-Learning Co-ordinator	20-Jun-14	20-Jun-14	20-Jun-17
Student-Centred Learning, Teaching and Assessment	**Policy**	*Work Placement Code Of Conduct (Vet Nursing)*	Academic Council	Head of School of Health and Science	31-Jan-08	31-Jan-08	31-Mar-15
Working at the Institute	**Policy**	*Bullying and Haressment (Dignity at Work) Policy*	Academic Council	Human Resources	01-Jun-11	01-Jun-11	31-Mar-15
Working at the Institute	**Policy**	*Staff Training and Development Policy*	Academic Council	Human Resources	01-Sep-14	01-Sep-14	01-Sep-17

Appendix 7: New Programmes 2014/2015

School of Health and Science				
Date	**Programme Title**	**Panel Role**	**Name**	**Position**
12/12/2014	Certificate in Contemporary Palliative Care Practice	**Chair**	Mr Billy Bennett	Registrar, Letterkenny Institute of Technology (LYIT)
		Secretary to Panel	Dr Brendan Ryder	Assistant Registrar ,DkIT
		Panel Member	Dr Suzanne Denieffe	External Discipline Expert, Waterford Institute of Technology (WIT)
		Panel Member	Dr Kevin Connaire	External Discipline Expert, Director of Education, St. Francis Hospice
Differential Validation 2014/2015 School of Informatics and Creative Arts				
Date	**Programme Title**	**Panel Role**	**Name**	**Position**
17/11/2014	Bachelor of Science (Honours) in Multimedia Web Development	**Chair**	Dr Brian Nolan	Head of School of Informatics and Engineering, Institute of Technology Blanchardstown
17/11/2014	Bachelor of Science in Multimedia Web Development	**Secretary to Panel**	Dr Brendan Ryder	Assistant Registrar, DkIT
17/11/2014	Higher Certificate in Science in Multimedia Web Development	**Panel Member**	Dr. Barry Feeney	Academic, Head of Department of Computing, Institute of Technology Tallaght
		Panel Member	Ms Irene Murtagh	Academic, Lecturter, Department of Informatics, Institute of Technology Tallaght