



Institute of Technology Tallaght
Appendix Document

Institutional Review 2003 - 2008

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APPENDIX 1

Profile of Taught Programmes and Research Degrees Offered

Portfolio of Full-time Taught Programmes 2008-09

School of Engineering	
Higher Certificates (Level 6)	Higher Certificate in Engineering in Electronic Engineering
	Higher Certificate in Engineering in Electro-Mechanical Engineering
	Higher Certificate in Engineering in Mechanical Engineering
Bachelor Degrees (Level 7)	Add-on
	Bachelor of Engineering in Electronic Engineering
	Bachelor of Engineering in Electro-Mechanical Systems
	Bachelor of Engineering in Mechanical Technology
Honours Bachelor Degrees (Level 8)	Two years Add-on
	Bachelor of Engineering (Honours) in Manufacturing Engineering
	Bachelor of Engineering (Honours) in Mechanical Engineering

School of Business and Humanities	
Higher Certificates (Level 6)	Higher Certificate in Business Accounting
	Higher Certificate in Marketing
	Higher Certificate in Business Administration
	Higher Certificate in Audio Visual Communications
Bachelor Degrees (Level 7)	Add-on
	Bachelor of Business in Accounting
	Bachelor of Business in Marketing
	Bachelor of Business in Management
	Bachelor of Business in Management Technology
	Bachelor of Arts in Audio Visual Media
	Ab-initio Bachelor Degree
Bachelor of Business in Bar Management	
Honours Bachelor Degrees (Level 8)	Add-on
	Bachelor of Business (Honours) in Accounting
	Bachelor of Business (Honours) in Marketing
	Bachelor of Business (Honours) in Management
	Bachelor of Arts (Honours) in Audio Visual Media
	Bachelors of Science (Honours) in Management Technology
	Ab-intio
	Bachelor of Arts (Honours) in Applied Languages
Bachelor of Arts (Honours) in European Studies	

School of Science and Computing	
Higher Certificates (Level 6)	Higher Certificate in Science in Applied Biology
	Higher Certificate in Science in Applied Chemistry
	Higher Certificate in Science in Good Manufacturing Practice & Technology
	Higher Certificate in Science in Computing - Information Systems

Bachelor Degrees (Level 7)	Add-on
	Bachelor of Science in Bioanalysis
	Bachelor of Science in Chemical Analysis
	Bachelor of Science in Bio Analysis and Chemical Analysis
	Bachelor of Science in Pharmaceutical Technology
	Bachelor of Science in Information Technology Management
	Bachelor of Science in Computing - Information Systems
Honours Bachelor Degrees (Level 8)	Add-on
	Bachelor of Science (Honours) in Bioanalytical Science
	Bachelor of Science (Honours) in Applied Chemistry
	Bachelor of Science (Honours) in Computing - Information Systems
	Ab initio
	Bachelor of Science (Honours) in Pharmaceutical Science

Portfolio of Part-time Taught Programmes 2008-09

School of Engineering	
Higher Certificates (Level 6)	Higher Certificate in Engineering in Electronic Engineering
	Higher Certificate in Engineering in Electro-Mechanical Engineering
	Higher Certificate in Engineering in Maintenance Technology
	Higher Certificate in Engineering in Mechanical Engineering
Bachelor Degrees (Level 7)	Add-on
	Bachelor of Engineering in Electronic Engineering
	Bachelor of Engineering in Manufacturing Engineering
Honours Bachelor Degrees (Level 8)	Two years Add-on
	Bachelor of Engineering (Honours) in Manufacturing Engineering
	Bachelor of Engineering (Honours) in Electronic Engineering

School of Business and Humanities	
Higher Certificates (Level 6)	Higher Certificate in Business Accounting
	Higher Certificate in Marketing
	Higher Certificate in Business Administration
	Higher Certificate in Primary School Modern Language Teaching (Spanish)
Bachelor Degrees (Level 7)	Add-On
	Bachelor of Business in Accounting
	Bachelor of Business in Marketing
	Bachelor of Business in Management
	Bachelor of Business in Technology Management
	Bachelor of Arts in Audio Visual Media
	Ab-initio Bachelor Degree
Bachelor of Business in Bar Management	
Honours Bachelor Degrees (Level 8)	Add-on
	Bachelor of Business (Honours) in Accounting
	Bachelor of Business (Honours) in Marketing
	Bachelor of Business (Honours) in Management
	Bachelors of Science (Honours) in Technology Management
	Ab-intio

Masters Degree (Level 9)	Bachelor of Arts (Honours) in Applied Languages
	Bachelor of Arts (Honours) in European Studies
	Master of Arts – Interactive Multimedia

School of Science and Computing	
Higher Certificates (Level 6)	Higher Certificate in Good Manufacturing Practice & Regulatory Affairs
	Higher Certificate in Good Manufacturing Practice & Technology
	Higher Certificate in Science in Good Manufacturing Practice & Technology
	Higher Certificate in Sterile Services Technology
Bachelor Degrees (Level 7)	Add-on
	Bachelor of Science in Bio Analysis and Chemical Analysis
	Bachelor of Science in Pharmaceutical Technology
Higher Diploma (Level 8)	Bachelor of Science in Sterile Services Management
	Higher Diploma in Pharmaceutical Production*
Masters Degrees (Level 9)	Master of Science in Pharmaceutical Production
	Master of Science in Distributed and Mobile Computing

* A follow-on programme for holders of a Primary Degree in Science or Engineering. Applicants should also be employed in a relevant industrial sector.

Portfolio of FETAC Programmes 2008-09

National Framework of Qualifications Level and Award-type	Named Award	Programme Title
Level 6, Advanced Certificate	Advanced Certificate in Tourism & Hospitality Studies	Advanced Certificate in Tourism & Hospitality Studies
	Advanced Certificate in Professional Cookery	Advanced Certificate in Professional Cookery
Level 6	Electrical Trades	Electrical Trades

Portfolio of Professional Development Programmes 2008-09

Title	Award
Certificate in Auctioneering and Estate Agency	IPAV
Accounting Technician	IATI
Cisco	CNNA (Cisco Certified Network Associate)
Diploma in Financial Management	ACCA
Certificate in Production and Inventory Management	IPICS
Certificate in Personnel Practice	CIPD
Certificate in Employment Relations, Law & Practice	CIPD
Certificate in Supervisory Management	IMI
European Certification for Informatics Professionals	Irish Computer Society

Certificate in Management of Food Hygiene in the Hospitality Industry	National Hygiene Partnership
National Certificate in Professional Cookery (Apprenticeship Programme)	FETAC
FÁS Electrician Apprenticeship	FÁS
Website Construction	ITT Dublin Certificate of Attendance
Certificate	ipav

Research Degree Programme Titles 2008-09

Dec. 2008 Listing

Source: Office of the Registrar

Note: many of the students on the masters degree register in engineering and science are on the PhD track, i.e. their projects have been peer reviewed as PhD projects from successful funding awards from external agencies.

MA Research Degree Student Register

Programme Title	Discipline	Department
Crossing Borders: The Role of City and Woman in the Poetry of Charles Baudelaire and Peter Sirr	Languages	Humanities
Language Policy & Planning in a Multicultural Ireland	Languages	Humanities
Documenting the Present: Cultural Identity in Celtic Tiger Ireland	Communications	Humanities
A comparative study on bilingualism in an Irish and French-Canadian context.	Languages	Humanities
Fighting Back: The re-introduction of French Wine to the "average" Irish Consumer	Tourism / Marketing	Humanities / Marketing and Business Computing
Ghost in the Shell: Female Identity in the Age of Cybernetics	Communications	Humanities
Looking at the Workplace Through Mathematical Eyes	Statistics	Humanities / Lifelong Learning

MEng Research Degree Student Register

Programme Title	Discipline	Department
Advanced Hz Micro-sensor for Environmental and Industrial Application	Sensors	Electronic Engineering
Analysis of Aseptic Loosening of the Acetabular Cup	Bioengineering	Mechanical Engineering
Application of an Impedance Planimetry Probe System for Measuring Anorectal Function	Bioengineering	Mechanical Engineering
Image Processing and Scene Analysis for a Novel Vehicle "Black Box" Device.	Vision Systems	Electronic Engineering

CFD Modelling and experimental analysis of Corona ion Transport	Bioengineering	Mechanical Engineering
Analysis and Presentation of Biomedical Signals from Sphincteric Region	Bioengineering	Electronic Engineering
Acoustic Emission Analysis of Pharmaceutical Granulation Processes	Pharmaceutical	Electronic Engineering / Science
Investigation into the Suitability of conformally cooled Rapid Tool Inserts for the Injection Moulding of Animal Feedstuffs	Manufacturing	Mechanical Engineering
Unsupervised unified colour texture segmentation of skin and human body features for the screening of objectionable images.	Vision Systems	Electronic Engineering
Rapid Design and Manufacture of the FLIP Medical Device	Biomedical	Mechanical Engineering
Rapid Manufacture of Bio-medical sensors using PEDOT:PSS inks.	Biosensors	Mechanical Engineering
Wireless Internet Protocols Using Embedded Systems	RF	Electronic Engineering
An Investigation into the Fatigue Properties of Diamond impregnated Metal matrices (DIMM) using the Compliance Method	Manufacturing	Mechanical Engineering
Applying Haptic Technology to the Rehabilitation of Achilles Tendon Injuries	Bioengineering	Mechanical Engineering
Advanced load-pull techniques for optimising the performance of radio frequency power amplifiers	RD	Electronic Engineering
Development of a Rapid Manufacturing Process	Manufacturing	Mechanical Engineering
The Concept of Tension Band Wiring at Human Patelloferomal Joint: A Biomechanical Study	Bioengineering	Mechanical Engineering
Detection and characterisation of a granulation process	Pharmaceutical	Electronic Engineering / Science

MSc Research Degree Student Register

Programme Title	Discipline	Department
Polyoxometallates Modified Electrodes: Characterisation & Applications	Chemistry	Science
Intelligent Tutoring Systems for Procedural Training in the Regulated Industries	E Learning	Computing
Expression and function of Bactericidal permeability-increasing protein (BPI) in epithelial cells	Biology	Science
Development of a Mathematical Tool for the In-line Monitoring of a Chemical Process and the Prediction of Large Scale Pharmaceutical Processes	Mathematics / Chemistry	Science

Evaluation of Microbial Host Interactions in an Immuno Epithelial Co-Culture System	Biology	Science
The Role of Hepatocyte Growth Factor (HGF) in Mediating the Chemo-Sensitivity and Metastatic Potential of Chemo-Resistant Breast Cancer Cells In Vitro	Biology	Science
GRID Computing Based Data Mining	Physics	Science
Hepatocyte Growth Factor (HGF) in Human Metastatic Cancers	Biology	Science
Preclinical Development of Anticancer Therapies	Biology	Science
The Impact of Anaesthetic Agents on Immune Cell Glutamine Metabolism	Biology	Science
Investigating the Immunogenic Properties of the Emergin Cystic Fibrosis (CF) Pathogen <i>Pandora</i>	Biology	Science
Investigations into Polyoxometallate Based Solid State Materials	Chemistry	Science
Detection and characterisation of a granulation process	Chemistry	Science / Electronic Engineering
Synthesis and Investigation of new Antimicrobial and Antimycotic Agents	Chemistry	Science
Costs & Benefits Analysis of Environmental Interventions for the Reduction of Greenhouse Gas Emissions: A Pilot Study with a Global Approach	Mathematics / Energy	Science / Mechanical Engineering
Type 2 Diabetes Induced Changes in Pancreatic alpha-cell Metabolism	Biology	Science
Nanoscale Immobilised Biosensors: Anion sensing using fluorescent detection	Chemistry	Science
Investigation of the virulence of opportunistic Cystic fibrosis pathogens.	Biology	Science
Investigation of the Contribution of Corticosteroids to Immune Function and the Development of Hospital Derived Bacterial Infections	Biology	Science
Development of Nanoparticle-Isopolyanion Assemblies and their Nanosensor Applications	Chemistry	Science
Investigation of LPS from an Important CF Pathogen with Lung Epithelial Cells	Biology	Science
Investigation of the role of lactoferrin in the eradication of cystic fibrosis pathogens	Biology	Science
Modelling Binding of Urea-Based Molecular Clip Receptors by Molecular Dynamic Simulations	Chemistry	Science
Investigation of Proteins Involved in Microbial Host Interactions	Biology	Science
Development of Novel Redox Active Polymers	Chemistry	Science
Ontology enrichment: Semi-automatic discovery of hidden information in e-learning and social networking environments	Ontology	Computing

Investigating the Control of Copper Redox Activity	Chemistry	Science
Synthesis, Characterisation & Development of Metal-based Antimicrobial & Anticancer Therapies	Chemistry	Science
Optimisation and Scale up of the Production by Microbial Fermentation of selected Antimicrobial Peptides produced by Staphylococci spp.	Biology	Science
Nanoassembly of Polyoxometallates for Environmental Based Sensors	Chemistry	Science
Synthesis of Bacterial Biofilm Inhibitors	Chemistry / Biology	Science
Synthesis of Peptidomimetics	Chemistry	Science
Synthesis, Characterisation & Development of Metal-based Antimicrobial & Anticancer Therapies	Chemistry	Science
Exploiting Ontologies for Learning Instructional Procedures	Ontology	Computing
STILO: Sequencing & Tracking in Learning Objects	Learning	Computing
Development of a Microsensor for Cardiac markers with applications in point of care testing	Chemistry	Science
Interactive Querying on the Semantic Web	Semantic Web	Computing
Antiplatelet Therapy, Adenosine Metabolism and Stroke Prevention	Biology	Science
Synthesis, Characterisation and Functionalisation of Nanomaterials enabling Nanosensing applications	Chemistry	Science
Novel Electrocatalysts for Biosensing Applications	Chemistry	Science
Design of Metal Complexes for Incorporation into Sol-Gel Systems	Chemistry	Science
Antimicrobial Additives for Surface Coatings	Chemistry	Science
Preclinical Development of Antimicrobial Therapies	Biology	Science
Role of iron and iron acquisition molecules in Burkholderia cepacia complex pathogenesis	Biology	Science
Electrochemical Based Sensor for the Determination of Nitrate and Nitrite in Drinking Water	Chemistry	Science
Scale up and Characterisation of an Antimicrobial Peptide produced by a Staphylococcus sp.	Biology	Science
Enhancing 3D Face Recognition through Management of Disruptive Features	Mobile	Science
Development of Novel Metal-Based Antimicrobial Agents and S.O.D. Mimetics	Chemistry	Science

PhD Degree Student Register

Programme Title	Discipline	Department
Automated Image Similarity and 3-D Visualisation of Large Digital Content Sets	Vision Systems	Electronic Engineering

Production and Scale Up of Anti-microbial Peptides Produced by Staphylococci	Biology	Science
Biochemical and Molecular Characterisation of an Antimicrobial Peptide Produced by a Staphylococcus sp. Isolate	Biology	
Synthesis and characterization of a new series of novel nitrogen donor-based supramolecular ligands: Spectroscopic and electron transfer studies.	Chemistry	Science
Irish Print Media Coverage: Palestinian-Israeli Conflict	Communications	Humanities
Border Identities: Geo-political Citizenship, Denominational and Ethno-national Identity on the Northern Ireland/Irish Republic Border	Communications	Humanities
Design, Synthesis and Application of Macromolecular Systems	Chemistry	Science
John Broderick: Irish Writer in the French Tradition	Languages	French
Investigation of Natural Products used in Solder Fluxes for Electronic Application	Chemistry	Science
Novel Metal Based Anti-microbial Complexes	Chemistry	Science
The Role of Hepatocyte Growth Factor (HGF) in Mediating the Chemo-Sensitivity and Metastatic Potential of Chemo-Resistant Prostate Cancer Cells In Vitro	Biology	Science
Design and Synthesis of Allosteric Receptors for Copper and Catecholamines Based on Molecular Clips: Possible New Neuroprotective Agents	Chemistry	Science
Design and Synthesis of Novel Triazole containing Macromolecules for Biological and Sensor Applications	Chemistry	Science
Synthesis and investigation of new macromolecular Antimicrobial agents	Chemistry	Science
Biochemical and Molecular Characterisation of a Novel Anti-microbial Peptide from Staphylococcus warnerii	Biology	Science
Investigation of the Interaction of Cystic Fibrosis Pathogens with the Surfaces of Lung Epithelial Cells in Vitro	Biology	Science
Synthetic Studies on Novel Anti-microbial Peptides and Peptidomimetics	Chemistry	Science
Modelling the Flow Patterns Through the Oesophagogastric Junction	Bioengineering	Mechanical Engineering
The Impact of Secularism on Catholic Practice in France and Ireland.	Languages	Humanities
Synthesis, Characterisation and Evaluation of Functionalised Quinolinone Ligands and their Transition Metal Complexes as Potential Therapeutic Agents	Chemistry	Science
Design and Synthesis of a New Generation of Chiral Macromolecules for Use in Chemical Sensors	Chemistry	Science
Synthesis and use of Chiral Spirobicycles	Chemistry	Science
Exploring Novel Functionalized 'Molecular Clip' Receptors: Synthesis, Structure, and Complexation Studies	Chemistry	Science

APPENDIX 2

Information Provision

The list of information provided on the Institute web site and prospectus on all new validated programmes for full and part-time learners is given below:

- (1) The award the learner will obtain on successfully completing the programme
- (2) The National Framework of Qualifications level designation for the programme
- (3) The full programme title
- (4) Programme Code
- (5) Details of any exit awards associated with the programme
- (6) The duration of the programme
- (7) Entry requirements for those completing the Leaving Certificate
- (8) FETAC links
- (9) Mature learners requirements
- (10) Career opportunities
- (11) Graduate profiles when available
- (12) Overview of the programme structure
- (13) Details of any association with professional bodies
- (14) Transfer and progression into and from the programme
- (15) Information on how to apply for the programme
- (16) The English language level required for entry onto the programme

The following is a list of information provided to the learner undertaking the programme

- (1) Programme Handbook with information on the programme outcomes, module learning outcomes and assessments, list of textbooks etc
- (2) Schedule of assessments and submission dates
- (3) Academic Calendar will be available on the Institute web site
- (4) Copy of Institute Marks and Standards document
- (5) Copy of Institute Regulations
- (6) Copy of Institute policy on plagiarism
- (7) Copies of previous examination papers available in the library
- (8) Copy of Sports and Recreational Handbook

The following is a list of information which will be provided during the programme

- (1) Timely feedback on assessment
- (2) Semester examination results will be available on line
- (3) Transcript of results will be sent to learners once per year

The following is a list of information which will be provided to graduates

- (1) Transcript of results
- (2) Parchment
- (3) Diploma Supplement

APPENDIX 3

Survey Case Studies

Case Study 1

Survey Title: Year 1 Engineering Students

Conducted October 2008

Where did you hear about engineering courses at ITT Dublin?

School Visit 23.1%
Career Guidance Teacher 38.5%
Family Member 7.7%
ITT Open Day 30.8%
Engineers Ireland Student Seminar 0.0%
RDS Higher Options Conference 7.7%
South Dublin County Council Career Day 0.0%
Other 30.8%

Were you given a presentation on Engineering by a staff member from ITT Dublin?

Yes 69.2% No 23.1%

Do you know any engineers or technicians that you talked to before choosing your course?

Yes 75.0% No 25.0%

Is there one thing that made you decide to study Engineering at ITT Dublin?

A lot more practical work
I love to solve engineering problems
I enjoy working with my hands and solving problems
Close to home
i have an interest in engineering
it seemed very interesting
role model day for girl engineers
no
Yes I worked in building for a view months as a electrician and seen the work a engineer does

Would you be willing to visit your old school in a few weeks to tell them about how you're getting on at ITT Dublin? Yes 30.8% No 69.2%

Case Study 2

Survey Title: Graduate Employment Survey

Department: Computing

Year: 2005

Graduate Survey - Approach

The graduate survey was prepared toward the end of 2004 and posted to all graduates in early 2005. The surveys were posted to the most recent address held by the Institute at the time of posting. The survey covered the following areas:

- Graduates current position in industry including:
 - Employment status – The current employment status of past graduates of the computing course.
 - Primary activity of employer – The employer's role in industry.
 - Relevance of qualification to job – The graduates perception of how their ITT Dublin qualification fitted the requirements of their job.
- Graduate feedback on course content – To get formal feedback on the course content from past graduates.
- Further study undertaken by graduates.
- Membership of professional bodies – To ascertain the numbers of past graduates who had affiliated themselves with a particular professional body.
- Interest in further collaboration with ITT Dublin – The purpose of this was to provide the department with a list of possible collaborators areas considered for collaboration included:
 - Collaboration on research/ development projects
 - Participation in course development activities
 - Facilitating placement for students
 - Delivering guest lectures
 - Sponsorship of prizes
 - Alumni activities
 - Organising a reunion

Graduate Survey - Scope

The survey covered the following areas:

- Graduates current position in industry including:
- Graduate feedback on course content
- Further study undertaken by graduates.
- Membership of professional bodies.
- Interest in further collaboration with ITT Dublin

Graduate Survey – Findings

The main findings included:

- Of those graduates who were in employment or further study over 80% are in roles which are critically dependent on their technical computing skills.
- 33% of graduates are in software development roles.
- For those graduates in non-software development roles a significant number are in roles such as information technology management, database administration and network management.
- 8% of Graduates surveyed had gone onto further study.
- Areas of key benefit to students in their careers included, Systems Analysis and Design, Software Development, Networking, Database and Project
- Areas identified for future development included, Unix, Work Placement, Mobile Technologies and Business/IT Alignment.

It is interesting to note that at the time of completion of the survey that all of the areas for future development suggested by graduates are already included in the current version of the computing programmes at ITT Dublin.

- 33% of Graduates felt that professional certification was critically important in their continuing education, and 44% felt it was very important.
- All Graduates surveyed were interested in further collaboration with the college.

APPENDIX 3

Strategic Plan 2005-08 Final Status Report

GOAL 1 Academic Programmes

We will ensure our academic programmes are of the highest quality and relevant to the needs of current and prospective students, industry and business, and society.

Status

1. The Schools of Business and Humanities, Engineering and Science, and Computing have successfully completed programmatic reviews with very positive assessments returned by the review panels. All academic schools within the institute have completed their responses to the Programmatic Reviews. Through these reviews each academic department has identified a plan for programme development over the next five years.
2. The foundations of an educational institution lies in the quality and nature of its academic programmes. In recognition of this we have put in place a comprehensive academic quality system which has been agreed with the national quality body HETAC. The Institute has implemented a programme of Quality Audits and several international reviews have been undertaken of the quality systems.
3. ITT Dublin has been awarded delegation of authority from HETAC to make its own awards for taught programmes up to level 9 (Masters). This is a very significant milestone in our development, as it is a major statement by the national body responsible for quality and standards as to the quality and nature of the academic standards of ITT Dublin.
We have received Delegated Authority from HETAC to hold a register for postgraduates for research Masters and PhD in selected disciplines. We are awaiting the outcome of the international assessment on our application for Delegated Authority to make our own awards to PhD in designated disciplines.
4. We have continued to develop new programmes as shown by the introduction of three taught Masters Programmes in the School of Science, a number of new degree programmes, and by offering ab initio bachelor degree programmes at both ordinary and honours degree level in all disciplines. The School of Business and Humanities is currently developing a new taught Masters programme. We have also introduced an apprenticeship-training programme for electrical trades.
5. We believe that the Institute has the potential, through its academic programmes and other activities, to support community development in its region more effectively. To achieve this potential we are now offering programmes in Social Care and in Sports Science and Health.
6. We have developed an alumni structure to provide interaction between the Institute and our graduates.

GOAL 2 Learning Environment

We will ensure that our academic programmes are delivered in a supportive, professional and flexible learning environment, and in a manner that is friendly and enriches the lives of our students and staff.

Status:

1. We are putting in place an inclusive student centred learning environment with an emphasis on supporting all dimensions of the student's developmental needs, and which also values equality and diversity. To deliver on this aspiration we have established an Equality & Diversity Committee, which is responsible for putting in place appropriate policies and procedures.
2. We continue to support and develop the initiatives provided through student services, the library, and the contribution of the Students Union and the Institute's clubs and societies. We have expanded the range of services available to our students and we have improved the facilities for our students. However, significantly more progress needs to be achieved in this area.
3. Over the last two years a Learning Support structure has been put in place. The first phase was a pilot programme focusing on 1st year students in Engineering, Science and Computing. We have now utilising funding from the Department of Education and Science Strategic Innovation Fund expanded this learning support structure throughout the Institute.
4. In developing our Learning Environment we recognise that special attention must be paid to those students with disabilities and/or special needs. We have developed a policy document - Policy on Students with Disabilities - and have appointed a disability officer to oversee the implementation. In conjunction with

this, the existing range of support services will be developed and extended in accordance with best national standards.

5. We have developed an Assist Technology Centre located within the library to include ongoing staff training in assistive technologies.
6. We continue to develop teaching resources, available to both staff and students, to the highest international standards. This includes the continued improvement of lecture theatres/classrooms equipped with the latest IT. Laboratories with technology reflective of that used in a modern manufacturing/business environment and an Information Technology infrastructure capable of delivering a wide range of teaching materials and activities including, multimedia, video, interactive and virtual classroom

GOAL 3 Student Access, Diversity and Recruitment

We have renewed our commitment to widening access to higher education in our region and will strive for further diversification of our student base through national and international recruitment.

Status of Objectives

1. Working closely with local schools, we have established a School Links programme designed to provide a range of supports for students from disadvantaged regions to enable them to attend higher education. We have increased the number of schools involved in the School Links programme by 50%.
2. The range of supports for students from disadvantaged backgrounds has grown significantly and business support funding has been raised to enable further development of these initiatives into both the primary and secondary schools in our region.
We have endeavoured to encourage more mature students to apply for entry and 8% of Institute applications are now from mature students. However, in a region with full employment, the demand for full-time places for mature students was limited. However, we have a significant evening programme for mature students offering a range of courses mirroring the full-time programme.
3. We are investigating opportunities, for delivering elements of our academic programme in Outreach Centres. To-date our primary success has been in direct delivery into specific companies. We will continue to explore, along with local community-based providers and agencies, ways in which to facilitate the progression of students in Adult and Community Education programmes into higher education programmes at ITT Dublin and elsewhere.
4. The surrounding area of ITT Dublin is experiencing increasing diversity of people working and living in the region and it will continue to be our intention to cater for all potential students now and going forward. We have established specific English language support structures.
5. We have reviewed our communications and marketing initiatives to increase the uptake by students of ITT Dublin programmes. We have appointed a full-time public relations officer and marketing/schools liaison officer and we have revamped our web site. First preference applications for full-time programmes in the Institute have increased year on year. We are establishing close and regular contact with the eight second-level schools and three colleges of further education on the LUAS line.
6. Currently we are actively establishing international partnerships for recruitment for research and we have one of the largest Erasmus Programmes in Ireland.
7. Emphasis remains on developing flexible entry and accelerated routes to qualification using Accreditation of Prior Learning (APL) in order to 'fast-track' students with demonstrable ability and relevant experience to higher level programmes.
8. We have established an international programme for the delivery of our courses in partnership with a university in China. Currently there are 90 students registered on this programme and the goal over the next four years will be to expand this to at least 400.

GOAL 4 Retention and Progression

We will ensure that students are supported and encouraged to pursue their studies to the level comparable with abilities and motivation, and at a pace that suits individual needs and circumstances. We will continuously develop and implement measures to improve retention and progression of all students at all levels.

Status

1. We have developed a set of retention indicators for monitoring non-completion and to assist in identifying appropriate action for early intervention. Our retention at the most recent national analysis was 74% and is in the upper quartile for the sector. Each Academic School, as part of its programmatic review, has researched performance and the factors contributing to non-completion. A pilot study has been put in place to identify a set of indicators and tests for the early identification of students at risk of non-completion. Based on this pilot study we have received funding from the Strategic Innovation Fund (SIF) to carry out an Institute wide retention initiative.

We will provide staff development in a range of teaching areas through our own resources and as a partner in the SIF project on Teaching and Learning.

2. To ease the transition from second level to third level we have enhanced the current induction programme and developed a departmental-specific strand, including an orientation pack/handbook.
3. We have a policy on acceptable transfer arrangements for students whose initial course has proved unsuitable. We are also developing progression partnerships with other providers and external agencies to promote and support progression of students from one stage of learning to the next.
4. Development of internal and external awareness programmes has highlighted factors contributing to non-completion and the resources we have available to address them. We will provide lecturers with tools to aid early identification of “at-risk” students and run pre-entry awareness sessions for parents and schools guidance counsellors.
5. We are committed to providing integrated and standards-based progression routes, from sub-degree level to Bachelor degree, and postgraduate programmes. At this point, it is possible for all students who achieve the requisite academic standards to progress within the Institute from Higher Certificate to Honours Degree in their chosen discipline.

GOAL 5 Lifelong Learning

We will develop a range of educational initiatives to provide a means for students and staff to achieve their lifelong learning goals.

Status

1. We have established an office for lifelong learning with additional staff including a Head of Lifelong Learning to ensure appropriate operational structures and supports are in place to provide quality based lifelong learning programmes.
2. In order to be first choice in our region for high quality, accredited, lifelong education opportunities, we implemented a range of marketing initiatives including market research and internal and external seminars to promote ITT Dublin. We also revised our communication and marketing documents and activities. As a direct result, enrolment in our part-time programmes has expanded to 1600 registered students for the academic year 2008 / 09.
3. We are continually testing flexible and cost effective teaching alternatives for our programmes, both on and off campus, using new technology and partnerships where appropriate. Results from these tests will help the development of course design and delivery systems with a view to maximising the potential for participation of lifelong learners, for example, providing learning materials and support for off-campus students. We are a partner in the IOTI sectoral project on the development of blended learning solutions for lifelong learning.

We have developed a new taught Masters Programme for lifelong learning and a set of minor awards directed at those in the workforce who traditionally do not take part-time degree programmes.

4. We are implementing mechanisms for increasing participation in lifelong learning, such as Acquired Prior Learning (APL) and the transfer between courses of study for full, part-time and flexible learning students, in line with guidelines published by the Higher Education Authority and the Central Applications Office.
5. ITT Dublin is one of the country's leading education providers of bespoke industrial programmes for industry. Over the last few years we have provided in-house programmes to Intel, HP, Analog Devices, Wyeth Biopharma, Wyeth Medica, Takeda, Genzyme, Helsinn, Johnson and Johnson, Centocor and others. We have developed dedicated training facility for workforce development.

GOAL 6 Staff Development and the Working Environment

The Institute values all members of its staff, is understanding of their personal and family responsibilities and needs, and seeks to support them in their quest for personal and professional development, and job satisfaction.

Status

1. A set of indicators for levels of staff satisfaction with the Institute as a place to work were developed and a survey of staff conducted. Arising from this study a number of issues were identified. A management response to the survey was agreed, a communications strategy was developed and implementation of the response is now being undertaken. A training programme for Institute management has been designed and commenced covering areas such as leadership skills, management skills, mentoring, negotiating skills, planning etc.
2. In addition to fulfilling its statutory responsibilities to its staff, the Institute has continued to implement policies designed to promote equality of opportunity, and personal and professional development, including Career Break, Job Sharing, Parental Leave and summer time schemes.
3. The Institute has put in place policies and procedures to support the health and welfare of staff and it has engaged an outside agency to supply an Employee Assistance Programme and it will continue to expand initiatives in this area.
4. The Institute is committed to providing opportunities for staff to develop their knowledge, skills and competencies in appropriate areas through upgrading of qualifications or the acquisition of new or upgraded skills and competencies as appropriate. A Staff Training and Development Policy have been developed to support this commitment. The Institute has established formal methods for tracking staff development and it is implementing a Performance Management Development System (PMDS).
5. A dedicated budgets of €800,000 over the lifetime of this strategic plan has been provided to the personnel office and each functional area to implement appropriate staff development initiatives such as - Funding for individual training and development activities, including postgraduate qualification; development and delivery of Institute-wide in-house training and development activities; contracting of external trainers to provide specific training and development activities; and providing opportunities for individual development through actions such as acting in a higher position, institutional visits and attendance at conferences.

GOAL 7 Research and Development

We will continue to support and encourage Research and Development (R&D), and promote its value with government, so as to secure its place as a mainstream activity of the Institute.

Status

1. The Institute has recognised that in order to develop research competence further it is necessary to focus on designated Institute Research Centres (IRC). Following a competitive process seven IRCs have been established. The Institute can justifiably claim to be one of the leaders in the development of research activity within the sector and is attracting annual research funding of approximately €4.5 million. A number of major successes have been achieved including funding for the establishment of a national centre for Applied Science for Research from PRTLTI and an Applied Research Enhancement centre from EI.
2. The Institute has developed and will continue to strengthen strategic partnerships with other institutions and/or industry in prioritised areas of research. The partnership with the Tallaght hospital has been strengthened.
3. The Institute intends that the physical infrastructure necessary to support R&D will be expanded and improved, through the provision of dedicated research space. Funding for a new research facility was obtained from PRTLTI, additional laboratories were created using Institute and HEA refurbishment grants,

and two dedicated innovation laboratories were created. In addition the institute has attracted significant funding to purchase state of the art research equipment.

4. The teaching, learning and research needs of students and faculty will be supported through the provision of high quality and up to date information resources within the library and an IReL project to provide on-line journals has been negotiated with the HEA. Office and resource space has been acquired for a postgraduate centre. The Institute has upgraded the quality of postgraduate training by complete implementation of the postgraduate research policy, by providing for training for post graduate supervisors and students and by partnering with other Institutes of Technology in the SIF project on the development of a Structured PhD programme.
5. The Institutes of Technology have prepared a document “Building Research Capacity in the Institutes of Technology”. This outlines the requirements of the sector over the next few years. A central support and strategy office for IOT research has been established for the next 3 years.
6. The Institute has implemented a range of initiatives to encourage and support the involvement of staff in research activity including funding institute research grants, provision of time for management of IRCs and increased time allowances for management of postgraduates.
7. The R&D Committee of Academic Council has continued to meet and provide input into research policy.
8. The excellence of the Institute as a centre for research has been promoted to all relevant audiences, domestic and international, including funding agencies, industry and business, higher education and research institutions, and the public through representation, by publication and by the web site.
9. The Institute has been granted delegation of authority to maintain a research register and is awaiting the outcome of its application to HETAC for delegated authority for postgraduate research awards to PhD in selected disciplines.

GOAL 8 Innovation and Enterprise Development

The Institute sees direct engagement in the economic development of the region as a core activity, and will continue to strive to maximise its economic impact, through its work in innovation, new enterprise development, support for existing enterprise, commercialisation of research & development, technology transfer and services to industry.

Status

1. We are promoting the Institute as a key resource for entrepreneurs and industry in the region by providing them with excellent graduates, high quality research and effective access to the expertise, facilities and equipment in the Institute.
2. The Institute has developed an incubation centre which will provide the physical infrastructure necessary for the activities of enterprise development, commercialisation of research and development and technology transfer, applied research and corporate-standard training and meeting facilities. The Institute has developed two innovation laboratories to support the companies in the incubation centre.
3. ITT Dublin has continued its pioneering work in enterprise development programmes which has resulted in the success of the M50 Enterprise Platform Programme, and in the Institute playing a leading role in the Plato Programme over six years.
The Institute is partnering with Enterprise Ireland (EI) to strengthen the provision of business support structures and specialist expertise for the region in areas such as technology transfer, intellectual property, licensing and commercialisation necessary to meet the needs of researchers and entrepreneurs considering knowledge-based commercial ventures.
The Institute has developed flexible and enabling policies and procedures for key areas such as Intellectual Property and Campus Companies.
4. The Institute has worked effectively with State agencies engaged in economic development, such as the Industrial Development Authority, Enterprise Ireland, South Dublin County Council and the County Enterprise Boards, and with industry representative bodies such as the South Dublin Chamber of Commerce, other Chambers, and IBEC in the economic development of the region.
5. We are embedding entrepreneurship and innovation in our academic programme through initiatives such as the Student Entrepreneur of the Year award.

GOAL 9 Governance, Management and Organisation

We will be compliant with legal standards of governance. We will implement effective and robust management and organisational procedures based on adequate resourcing, effective management information systems (MIS), documented operating procedures and the evolving

partnership model. We will seek the funding required to achieve the strategic and operational objectives of the Institute.

Status

1. The Institute recognises that it must implement proper modern governance processes in line with best practice. The policies and procedures concerning the governance, management and organisation of the Institute have been developed and published. The proper identification of the differing roles and responsibilities of each element of the organisation has been documented.
2. Documentation has been published to identify to staff the appropriate policies and procedures concerning the governance, management and organisation of the Institute
3. Through regular reporting on the implementation of the strategic plan and school plans, the Management of the Institute makes its performance available for scrutiny by Governing Body.
4. The Institute has develop an organisation wide MIS covering library, student records, finance and personnel and work is being undertaken to provide business intelligence systems and ensure proper integration of these various elements.
5. The management are developing in stages an organisation wide quality management system. As part of this internal audits have been conducted and Standard Operating Procedures have been published for most of the major activities in the Institute.
6. Compliance with the requirements of the Department of Finance and of the Comptroller and Auditor General in respect of Corporate Governance is being implemented. As part of this the Institute has established an Audit Committee of Governing Body.
7. The Institute developed a number of overarching policies in the preliminary strategic plan period to inform its attitude to the key underlying funding issues and based on these implemented a range of strategic funding initiatives to safeguard funding generated by the Institute itself by formally reaching agreement thereon with the Department of Education and Science.
8. Programme and budget control for the Institute transferred to the Higher Education Authority (HEA) in 2007. A budgetary model based on unit costing is being developed with the HEA and should be in place for 2009. Processes for devolved budget management in the Institute are being implemented with greater control of budgets being passed to functional units.
9. The Institute has appointed a full-time public relations officer with responsibility for developing high quality internal and external communication and marketing activities
10. The Institute has developed comprehensive policies on environmental and waste management. To date a number of initiatives such as improved recycling and discontinuation of incineration have been implemented.

GOAL 10 Campus Development

We will progress the physical development of the campus in accordance with the Institute's Development Control Plan 2003 – 2009 and the recommendations contained in the HEA Review and Prioritisation of Capital Projects in the Higher Education Sector.

Status:

1. Critical to the development of the Institute will be the completion of the projects recommended in the HEA Review and Prioritisation of Capital Projects in the Higher Education Sector. Without these facilities, it will not be possible to attain many of the Institute's strategic goals going forward. To date the Institute has received a public commitment of appropriate funding form the Minister for Education and Science and it is now engaged in detailed discussions with the DOES on the implementation. This will occur through a Public Private Partnership (PPP) and it is anticipated that the contract should be ready for application of outline planning permission and tender in 2009. In tandem with the PPP the Institute will develop a new road infrastructure and open the Belgard Road entrance to the campus.
2. The Incubation Centre has been completed and an Industrial and Educational Training Suite has been developed. The development of the crèche is underway and will be completed in 2009.
3. Significant progress has been achieved in the development of the campus in an attractive, environmentally friendly, low energy and sustainable way.
4. Provision of improved temporary accommodation and resources for students while awaiting the implementation of the campus development plan have been made such as new student union building,

expanded health centre and the provision of sports pitches. Shows and changing rooms will be developed in early 2009.

5. Improvement of the presentation and resources in the current building on campus has taken place including renewal of the infrastructure and upgrading of public areas, teaching areas, the library, staff common room and the development of a new front entrance.
6. The external environment has enhanced to provide a richly planted campus environment which makes the best use from courtyard type outdoor spaces.

APPENDIX 5

Governing Body List of Current Members

Name	Nominating Body
Mr. Tom Clarke (Chairman)	Minister for Education and Science
Dr. Tim Creedon (President)	Institute
Mr. Peter Kierans	Co. Meath VEC
Mr. Seán Ashe	Co. Kildare VEC
Ms. Marie Griffin Cllr Eamon Tuffy	Co. Dublin VEC
Cllr. Jim Ruttle	Co. Wicklow VEC
Ms Darina Kneafsey	Engineers Ireland
Mr. Peter Byrne	South Dublin Chamber of Commerce
Mr. John O’Dea	Enterprise Ireland
Ms. Marie Hill	Teagasc
Mr. Arthur Hall	Irish Congress of Trade Unions
Mr. Kevin Moriarty	Fáilte Ireland
Mr. Martin Nolan	Academic Staff
Ms. Angela Feeney	Academic Staff
Ms. Susan Sweeney	Support Staff
Mr. Ronan O’Sullivan	Student
Ms. Kiristy Maher	Student
Mr. Thomas Stone (Secretary)	Institute of technology Tallaght

APPENDIX 6

Composition and Current Membership of Academic Council

No.	Membership Category	Name
1	President [Chairman]	Dr. Tim Creedon
1	Registrar [Secretary]	Mr. John Vickery
1	Head of Development	Mr. Pat Coman
3	Heads of School	Dr. Michael Ahern Mr. Pat McLaughlin Dr. Damien Roche
8	Heads of Department	Dr. Phil Mulvaney Dr. Barry Feeney Dr. David Irwin Mr. Adrian Payne Mr. James Wright Mr. John Behan Mr. Martin Nolan Ms. Fiona Cranley
1	Librarian	Ms. Gillian Kerins
4	Academic Staff School of Business & Humanities	Ms. Catherine Fravallo Ms. Angela Feeney Mr. James Bridgeman Mr. Gerard Phelan
4	Academic Staff School of Engineering	Mr. Paul Dillon Dr. Richard Gahan Mr. Gerard Stockil Dr. Yanyi Blake
4	Academic Staff School of Science & Computing	Dr. Edwin Carey Mr. Enda Lee Dr. Mary Deasy Dr. Brian Murray
1	Technical & Library Staff	Mr. Dave O' Mahony
1	All Other Staff	Mr. Brendan Harte
3	Students	Mr. Craig Curtis Mr. Gary Hurley Mr. Ciaran McEvelly

APPENDIX 7

Academic Council sub-Committees

Academic Council sub-Committees	Terms of Reference
Constitution of Academic Council Committee	<ul style="list-style-type: none"> ○ To advise on the constitution and composition of Academic Council.
Standing Committee	<ul style="list-style-type: none"> ○ To address urgent decisions that must be addressed before the next meeting of Academic Council.
Access, Progression and Transfer Committee	<ul style="list-style-type: none"> ○ To assist Academic Council in maintaining and developing academic admission, transfer and progression criteria for programmes of the College.
Academic Marks & Standards Committee	<ul style="list-style-type: none"> ○ To assist Academic Council in maintaining and developing academic standards for courses and activities of the College. ○ To make recommendations to Academic Council on issues related to the assessment of academic standards to enable the establishment of appropriate structures to implement the courses of study offered by the College. ○ To assist Academic Council in making the Academic Regulations of the College. ○ To engage with external academic bodies or accrediting agencies as required by Academic Council or the Registrar.
Postgraduate Policy Committee	<ul style="list-style-type: none"> ○ To assist the Academic Council in analysis, review and development of strategy in relation to supervised postgraduate research studies. ○ To make recommendations to Academic Council on issues related to research policy and procedures, regulations and codes of practice as applied to postgraduate research. ○ To assist Academic Council in the making of Academic Regulations in relation to postgraduate research degree progression and transfer. ○ To engage with external academic bodies or accrediting agencies as required by Academic Council or the Registrar.
Research and Development Committee	<ul style="list-style-type: none"> ○ Identification, development and recommendation of policy with respect to Research & Development to the Academic Council. ○ Advise on expanding, developing and promoting Research & Development within the Institute. ○ To discuss and make recommendations in relation to research strategy in the Institute and in individual Schools/Departments. ○ To identify issues in relation to implementation of research policy within the Institute and to make recommendations in this regard.
Ethics Committee	<ul style="list-style-type: none"> ○ To assist Academic Council to develop, codes and standards of ethics for staff, students, employees, partners and contractors of the Institute. ○ To make recommendations to Academic Council on issues related to the development and maintenance of codes and standards of ethics. ○ To assist Academic Council in the making, maintenance, review and updating of a Code of Ethics for the Institute. ○ To engage with external academic bodies, supervisory or accrediting agencies as required by Academic Council or the Registrar.
Academic Teaching, Learning and Student Support Committee	<ul style="list-style-type: none"> ○ To advise Academic Council on teaching, learning and student support strategies such that the Institute has a holistic view of its core business.
Library Committee	<ul style="list-style-type: none"> ○ To advise on improving the provision of appropriate and convenient access to library and other learning facilities ○ To advise on improving the provision of adequate information and communication technology resources and facilities to support ongoing courses provided by the Institute. ○ To advise on evaluating the adequacy and utilisation of the library and its information resources. ○ To advise on promoting the library and its resources among the learning

	<p>community.</p> <ul style="list-style-type: none"> ○ To consult with Academic Council on the means of continuing to integrate library resources into the teaching and learning processes.
Irish Language Committee	<ul style="list-style-type: none"> ○ To assist Academic Council in the drafting of the Statutory Scheme. ○ To assist the Academic Council in making recommendations to ensure improved availability of Institute services through the medium through the medium of the Irish language. ○ To assist the Academic Council in making recommendations to enhance the Institute's ability to provide services through the medium of Irish or English. ○ To assist the Academic Council in making recommendations to raise staff awareness of the Statutory Scheme through induction and regular communications. ○ To offer recommendations to Academic Council to enhance staff competency in Irish through training and development. ○ To engage with external academic bodies as required by Academic Council or the Registrar.
Programme Boards	<ul style="list-style-type: none"> ○ Monitoring the quality and delivery of the programme. ○ Maintaining the accreditation and development of the programme. ○ Planning a timetable of assessment to ensure that there is a reasonable balance and spread of work throughout the semester. ○ Monitoring examination and continuous assessment results and taking or recommending appropriate action when required. ○ Reviewing the programme metrics such as, programme uptake, withdrawals, performance, progression, transfer and attendance. ○ Managing the student induction programme. ○ Providing information to students about the programme of study and continuous assessment requirements. ○ Mentoring and supporting students. ○ Assessing the resource requirements for the programme including equipment, software and library texts to be acquired and making recommendations to the Institute. ○ Analysing the programme questionnaires. ○ Monitoring general issues that relate to students and the delivery of the programme. ○ Referring appropriate matters to Head of Department, Head of School, Registrar or Academic Council. ○ Identifying training needs. ○ Identifying action items for continuous assessment. ○ Producing the Annual Programme Board Report for Academic Council

APPENDIX 8

General Committees

General Committee	Key Objectives
Health, Safety and Welfare Committee	<ul style="list-style-type: none">▪ to promote health and safety issues within the Institute. This committee was established to comply with the consultation elements of the Health, Safety and Welfare at Work Act 1989.
Workplace Partnership Committee	<ul style="list-style-type: none">• promote common ownership by management, unions and staff of the development and implementation of modernisation programmes• to enhance the quality and effectiveness of the services of the Institute• to develop a participative approach to resolving issues and challenges generally• to enhance the quality of the work environment
Student Assistance Fund Committee	<ul style="list-style-type: none">▪ to oversee the allocation of grants to students in need of assistance from the Student Assistance Fund provided by the Department of Education and Science
Student Services Committee	<ul style="list-style-type: none">▪ to promote, co-ordinate, develop and oversee student activities in the Institute. This is achieved through the development of clubs and societies and the provision of recreational and cultural activities. The Student Services Committee works closely with the Student Union and is funded through student capitation.

APPENDIX 9

MANAGEMENT QUALITY REVIEW GROUP AUDIT SCHEDULE 2007-8

Action	Dept/School	Auditor
Programme Board reports for academic year 06/07	Science & Computing	Liam Costello
Programme Board reports for academic year 06/07	Business Depts	Angela Feeney
Programme Board reports for academic year 06/07	Humanities Dept	Mike Ahern
Programme Board reports for academic year 06/07	School of Engineering	Mike Ahern
Follow-up audit of External Examiner Report Audit for academic year 05/06	Science & Computing	Liam Costello
Follow-up audit of External Examiner Report Audit for academic year 05/06	Business Depts	Angela Feeney
Follow-up audit of External Examiner Report Audit for academic year 05/06	Humanities Dept	Mike Ahern
Follow-up audit of External Examiner Report Audit for academic year 05/06	School of Engineering	Jo O'Donovan
Audit of External Examiners' Reports for the 06/07 academic year	Science & Computing	Liam Costello
Audit of External Examiners' Reports for the 06/07 academic year	Business Depts	Angela Feeney
Audit of External Examiners' Reports for the 06/07 academic year	Humanities Dept	Mike Ahern
Audit of External Examiners' Reports for the 06/07 academic year	School of Engineering	Jo O'Donovan

SAMPLE MANAGEMENT QUALITY REVIEW GROUP AUDIT REPORT

Title: Audit Report

Date of Audit: June 2007 **Auditor:** Gillian Kerins

System being Audited: Extern Examiners Reports

Department: Humanities

Auditee: David Irwin

Date of Report: 12th June 2007

Report No:

Comments for Opening Meeting:

An audit to be completed on the responses to the External Examiners Reports submitted for 2005/2006.

General Audit Comments

Detailed list of items reviewed during the audit.

Item Number	Item of System/Policy	Non-conformance
1	Avoid major gaps between production grades and academic grades	100% Compliant
2	Avoid cavalier use of music: copyright inculcated at all times; Credits to be accurate and thorough on all pieces	50% Compliant Statement made in email 21/05/07 but no documentary evidence produced to back this up
3	Are students required to do independent sourcing and reading of texts?	N/A - Yes - this is outlined in the syllabus which was given to the extern examiner at the start of their contract
4	Re: Overall Standard of Final Yr AV projects; - suggest emphasizing collaborative nature of project work; Noted plagiarism concerns of design studies/multimedia department	100% Compliant Plagiarism seminar every year as part of induction. Concern over repeat assignments - SOP currently being drafted.
5	Evidence of difficulties for Erasmus Students	100% Compliant Applied linguistics & sociolinguistics no longer running. DI sent email to extern & received response
6	Draft papers contained Typographical and formatting errors - Proof reader essential; Topics and texts more relevant from Irish culture rather than American English context.	100% Compliant Proof reading now part of SOP on Exam Preparation. DI sent email to extern taking this observation on board
7.1	Marking Scheme and learning outcomes to be sent with papers	N/A - This is outlined in the syllabus which was given to the extern examiner at the start of their contract
7.2	Marking Scheme differential is remarkable (French, Spanish; Italian and German);	90% Compliant - French, German, Spanish & Italian now merged and no longer marking scheme differential. Did not receive copy of course outline to reflect this
7.3	No specification of length of essay questions on paper. Too much range in Instructions to Candidates	100% Compliant- email to extern stating we don't limit student answers to exam questions.
7.4	No duration of time on some papers	

APPENDIX 10
SOP - Follow Up Reporting Procedures: Quality Review
Recommendations

STANDARD
OPERATING
PROCEDURE

Organisation:	Institute of Technology Tallaght.
Section	Institute (All sections)
Procedure Name:	Follow Up Reporting Procedures: Quality Review Recommendations
Procedure No:	DR074
Revision:	A
Prepared By:	Mary Deasy
Date:	06/10/08
Approved By:	John Vickery
Date:	1 December 2008

REVISION HISTORY

Rev	Reason for change	Effective from	Prepared date/by	Approved date/by	Description of change
A	-	Immediate	05/09/08 MD		Initial Release

1.0 POLICY

The Institute is committed to ensuring that both the operation and control of its quality assurance processes are effective, and that they contribute to an ongoing process of continuous improvement. It is therefore policy of the Institute to have clear procedures in relation to the implementation of quality review recommendations as a means of responding to the issues raised in peer reviews and record closure.

2.0 PURPOSE

The framework for quality improvement and assurance in this Institute is informed by the key principles and characteristics laid down by HETAC¹ as set out in the Institute Quality Manual, among them implementation of recommendations. Additionally, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ENQA, 2005, updated 2007) states:

"Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently"

The Institute procedures for the ongoing monitoring of programmes are set out in Section 5 of the Quality Manual. The purpose of this document is to specify follow-up procedures that seek to monitor the status of issues raised in reports submitted to the Institute by:

- Programme Boards
- Programmatic Review Panels;
- External examiners.
- Institutional Reviews
- Delegated Authority
- Other Reviews

A follow-up exercise will be conducted within one year of the review, without external participation. The Senior Management Team (SMT) and Total Management team (TMT), through the Registrar, will monitor the development, and completion of the follow-up exercise in the context of monitoring overall quality improvements. In addition, through the Institute Quality Review Group, implementation of this plan will be monitored by means of subsequent reports and/or internal reviews. Hence, procedures for the monitoring of the implementation of any improvements and their subsequent evaluation are described in Section 6.0 below. A template spreadsheet for this is provided in Appendix 1 of this SOP.

3.0 ORGANISATIONAL UNITS AFFECTED

Schools, Office of the Registrar, Development Office HR and Finance.

4.0 DEFINITIONS

Quality Review Group Functions and Membership: The main objective of the Quality Review Group is to ensure that the processes, policies and procedures set down in the Institute Quality Assurance Manual are implemented. Inputs to these reviews include results of audits, stakeholder feedback, performance metrics, status of preventative and corrective actions, and follow-up actions from previous management reviews. Members of the Quality Review Group are appointed by the President and membership normally includes a member of SMT (Chairperson), two members of management and two staff (one academic and one non-academic). The Chairperson presents a report of reviews conducted to the Senior Management Team.

5.0 RESPONSIBILITY

It is the responsibility of Senior Management to ensure compliance with this procedure.

¹ Guidelines & Criteria for Quality Assurance Procedures in Higher Education and Training, HETAC 2002.

6.0 DESCRIPTION OF PROCEDURE

- 6.1 After consultation with the relevant Head of Department and members of the Department concerned, the Head of School or other Senior Manager concerned forwards a **Follow Up Report** to the Registrar within one year of the finalisation of the original report received from the Programme Board; External Examiners, External Programmatic Review Panel, Institutional Review Panel etc. as per template in
 - **Appendix 1** Follow Up to *Programmatic Review Panel Report / Delegated Authority Panel Report / Other Review Report*
 - **Appendix 2** Follow Up to *External Examiners Report / Programme Board Report*
- 6.2 The Follow Up Report should be copied to the relevant Head of Department by the relevant Senior Manager. The Head of Department may distribute copies of, or a summary of the follow up report as necessary to relevant personnel within the Department.
- 6.3 The Follow Up Report should provide details of the original recommendations and provide information on the actions taken since the review with (if necessary) the reasons why agreed actions have not been completed.
- 6.4 All signed Follow Up Reports should be stored in the Office of the Registrar.
- 6.5 The relevant Head of School/Function should report on general progress on issues related to quality improvement to SMT within one month of submission of the Follow Up Report.
- 6.6 Each follow up report may be considered by the Quality Review Group which may comment on it, sometimes requesting further information from the School and/or relevant services within the Institute.
- 6.7 In some cases follow up reports (as well as the original review report and quality improvement plan) may also be submitted directly to the SMT or TMT.
- 6.8 Where SMT is not happy with progress on follow up or closure on issues recommended in the original report comments and suggestions are fed back to the Head of School by SMT within one month of receipt of the follow up report. A response from the Head of School can then be sent to SMT within one month. Responses should be held on file in the Office of the Registrar.

SOP APPENDIX 1

Follow Up Report of <i>Delete as appropriate Programmatic Review Panel Report / Delegated Authority Panel Report / Other Review Report</i>	
Date of Original Report: Date of Follow-Up Report:	Action and Comments (use legend below) Legend: C = complete; P: in process with an expected completion date; N: no action proposed –the reason and an explanation needed in each case
Recommendation 1 <i>Text of Recommendation</i>	
Recommendation 2 <i>Text of Recommendation</i>	
Recommendation 3 <i>Text of Recommendation</i>	
Recommendation 4 <i>Text of Recommendation</i>	
Recommendation 5 <i>Text of Recommendation</i>	
Recommendation 6 <i>Text of Recommendation</i>	
Signed: Head of Department of	Signed: Head of School of
Follow Up Report Approved By: Signed:	

SOP APPENDIX 2

Follow Up Report of

Delete as appropriate External Examiners Report / Programme Board Report

Date	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first recorded</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan, further consultation (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
							Not started
Signed:			Signed:				
Head of Department/Function			Member of SMT				

APPENDIX 11

REVIEW OF QA AUDIT FINDINGS TEMPLATE

AUDIT SCHEDULE AND OUTCOMES

Date/Month/Year:

Quality Assurance Element	Type of Review	Procedure/Sytem Audited	Department	Reviewed By:	Audit Date [Schedule]	Audit Report Date	Key Outcomes	Current Status	Refer to:

APPENDIX 12
SAMPLE MID-TERM REVIEWS OF PROGRAMAMTIC REVIEW RECOMMENDATIONS

Mid-Term Review of <i>Progress on Programmatic Review Recommendations</i> To be completed and signed off by the Head of School. The signed mid-term review document should be submitted directly to the Registrar. <i>Please insert additional rows in the table below for additional recommendations.</i>	
Programmatic Review of: Department of Management Programmatic Review Timeframe: 2005-2010 School: Business and Humanities	Action and Comments (use legend below) Legend: C = complete; P: in process with an expected completion date; N: no action proposed – reason and an explanation needed in each case
Recommendation 3.5 Students who have completed year 1 in TA 101, TA 102 or TA 103 should be allowed to progress to the second year of any of these programmes.	C Agreements are in place to facilitate transferring in Year 2.
Recommendation 5.1 The EERG recommends that a formal industrial liaison advisory board or equivalent should be established. The advisory board should include representatives of the business community and graduates who are working in business settings. Its role should be to provide feedback from key stakeholders and the maintenance of links by the School, Departments and Programme Boards with outside bodies;	P The Department has developed its contacts with industry and this work will be completed at School level by December 2008.
Recommendation 6.1 The EERG noted the absence of references to the National Framework of Qualifications (NFQ) in relation to programme and module descriptors. It is a condition that all programme and module learning outcomes are shown to be consistent with the NQF and that documentation in support of this is included with the programme schedules.	C The programme and module learning descriptors have been revised with reference to the National Framework of Qualifications (NFQ). All programme and module learning outcomes have been shown to be consistent with the NQF and documentation in support of this module has been included with the programme schedules, which was sent to the panel in March, 2007.
Recommendation 6.2 Encourage students to seek work experience through undergraduate internships possibly undertaken during the summer recess.	C Almost half of the Department's student population are in full employment and study in ACCS mode. The majority of our full-time have part-time jobs and work during the Summer. In course delivery, every attempt is made to link in with

	<p>student's work experience.</p> <p>The Department/School does not have the resources to formally implement and supervise work placements.</p>
<p>Recommendation 7.1</p> <p>Offer supports for students without English as their first language. This could take the form of a language elective or a complementary studies programme as appropriate.</p>	<p>C</p> <p>Academic English Support is provided through the Academic English Support Centre. In addition, the Department has provided seminars and workshops to all full-time students on Academic Writing and Presentation. This is supported by the recent booklet on Academic Writing developed under SIF. A Guide on <i>Report Writing and Continuous Assessments</i> was also developed within the Department and made available to students.</p>
<p>Recommendation 7.2</p> <p>The low level of student entry from some secondary schools in the near vicinity of the Institute was noted. Special additional efforts should be made to increase entry levels from these schools.</p>	<p>C</p> <p>The majority of our students come from schools that are in close proximity to the Institute.</p> <p>There is still relatively low participation in third level among some local schools. The Department has targeted these schools (in conjunction with the Access Office) and marketed its programmes through Open Days, school visits and participation in local events. This work is ongoing.</p>
<p>Recommendation 8.1 and 8.2</p> <p>8.1 More awareness needs to be created regarding the quality of ITT Dublin degrees, particularly among the business community</p> <p>8.2 Consider how to utilize the School alumni to help create this profile</p>	<p>C</p> <p>This awareness is being created through various means, some formal and some informal. Since the vast majority of our part-time students are employed locally they raise awareness of the high standards of our programmes among the local business community. The Department has also developed awareness of the quality of ITT Dublin degrees through, for example, undertaking industry visits (mostly in the context of programme development). The Department has also sought and gained sponsorship from industry (including from former graduates) for its Academic Excellence Awards. This work is ongoing.</p> <p>The Department is supporting the activities of the Alumni Association as a means to maintain contact with our graduates and is promoting a number of social events among current 3rd and 4th year students who</p>

	will be our future alumni.
<p>Recommendation 10</p> <p>10.1 Ensure that the assessment strategy complies with the NQF</p> <p>10.2 Consider providing less emphasis on the terminal examination as the main assessment vehicle while recognizing the constraints with regard to professional bodies</p> <p>10.3 Continuous assessment should be used to develop the writing and presentation skills of students.</p> <p>10.4 Align all assessments with learning outcomes of modules</p> <p>10.6 Workshops could be arranged for academic staff to explore and clarify the alignment of teaching pedagogy and assessment methodology with learning outcomes.</p>	<p>C</p> <p>All modules were reviewed and amended to ensure compliance with the NQF</p> <p>The CA component of many modules has increased. In some modules, while the percentage breakdown between the CA and the final exam has remained the same, lecturers have increased the number of CAs given e.g. instead of giving one CA they are giving 2, 3 or 4 smaller assessments.</p> <p>Workshops were arranged to develop the writing and presentation skills of all students. A booklet was developed to guide students in this area and they find it very helpful. Also, 3rd year students are now given a joint CA in which their academic writing and presentation skills are marked separately by one lecturer (as part of a Management Communications module) and the content of the written report assessed by another lecturer.</p> <p>This was completed as part of 6.2 above.</p> <p>Several workshops were arranged by the Head of Department for academic staff in November and December 2006 and January 2007 to explore and clarify the alignment of teaching pedagogy and assessment methodology with learning outcomes. Some seminars and workshops were also provided at Institute level under SIF.</p>
<p>Recommendation 11</p> <p>Consider actions which need to be put in place to support weaker students. In particular consider assessing students for learning difficulties;</p>	<p>C</p> <p>Tutorial support/intervention has been provided in a number of areas as required, including Economics, Mathematics and Accounting. Bridging studies were also provided for students joining the Institute in 3rd Year to provide them with an adequate foundation in Microeconomics as a prerequisite for Managerial Economics.</p>

	<p>An ongoing system of induction was put in place for first year students to promote study skills and writing skills and to increase motivation. Diagnostic tests will be carried out next semester.</p>
<p>Recommendation 13 The EERG, while acknowledging the strong commitment to teaching, is of the view that to be successful at NQF level 9, the School will need to develop its research profile by engaging in more research. This has consequences for the teaching loads of those who are striving to attain, and those who have attained, NQF 10 qualifications and the Institute will need to provide support for staff in this regard.</p>	<p>C The Department of Management has established a Research Committee to promote and organize activities surrounding research. A third member of staff within the Department was awarded a PhD and one other has formally registered on a PhD programme. Staff have participated and presented at a number of conferences - although funding is limited for these activities. A research profile and register of all publications within the Department has been created and is updated on an ongoing basis.</p>
<p>Signature of Heads of Department:</p>	
<p>Mid-Term Review Approved By:</p> <p>Signed: _____ Head of School</p>	

Mid-Term Review of Progress on Programmatic Review Recommendations To be completed and signed off by the Head of School. The signed mid-term review document should be submitted directly to the Registrar. <i>Please insert additional rows in the table below for additional recommendations.</i>	
Programmatic Review of: Engineering Programmatic Review Timeframe: 5 years School: School of Engineering	Action and Comments (use legend below) Legend: C = complete; P: in process with an expected completion date; N: no action proposed – reason and an explanation needed in each case
Recommendation 1 The EERG recommends that the School and the Institute review the content and presentation of documentation provided to future external evaluation review groups to address the following: A short executive summary to help the reader identify the more critical issues A more expansive explanation of major development issues, such as the move from Diploma to Degree More detailed analysis of presentation of programme and performance data, indicating their impact on the formulation of school strategy A summary of major changes to programme content and structure over the review period Optimal positioning of appendices, e.g. earlier placement in script of last external review and Institute Strategic Plan Move staff CVs and module syllabi to a CD	
Recommendation 2 The EERG suggests that a pre-visit by the Chair of any future EERG would be one way of spreading workload	
Recommendation 3 The work of the ELSU be extended to later years	C ELSU extended to Y2; ELSU mainstreamed
Recommendation 4 Practical and work-related dimensions of programmes be enhanced in order to give students a clearer sense of professional identity and a greater awareness of career	P Report on enhanced work dimension completed by each department 31/12/06
Recommendation 5 The School give more attention to interdisciplinarity within its programmes	
Recommendation 6 The School gives priority to the early placement of all course notes on the website	P Each Dept. ONGOING
Recommendation 7 Future EERG be provided with detailed terms of reference	
Recommendation 8 Student Programme Representatives be given more support and guidance, both by the Institute and the Student's Union	C Supports in place for student reps.

Recommendation 9 The EERG suggests that the School should explore the establishment of an intranet forum for each of its programmes	P Report pilot intranet forum completed by each department 31/12/07
Recommendation 10 Programme Boards clarify the procedures for responding to comments by External Examiners	C Formal external examiner feedback system in place
Recommendation 11 EERG suggests that the School reconsiders the establishment of an Industrial Advisory Committee	C Industrial Advisory Board in place
Recommendation 12 The design of courses, methods of delivery and the deployment of staff be reviewed in order to improve the efficiency of the overall teaching process in the School	P Report on teaching efficiency by HOS ONGOING
Recommendation 13 Future EERGs be provided with greater detail concerning the School's staff development strategies and plans, along with evidence of the fruits of such activity over the last 5 years	C Clear School strategy in place
Recommendation 14 EERG suggests that the School examine the feasibility of a Unit focused on the delivery of pedagogy-related training	P Report pedagogic training completed by each department 31/12/06
Recommendation 15 The School, in light of its experience, draws up a research strategy tracing in detail the steps from mission statement to operational plan	C Clear research themes developed by each department 31/12/07
Recommendation 16 The School considers further the process of progression from Certificate to Degree programmes, including the standards required for progression and the need, if any, for bridging studies and other special care	P Report on progressions standards by HOS ONGOING
Recommendation 17 The School's Strategic Plan be revised to include more information about the future role, shape and direction of the School	C Clear School strategy in place
Signature of Heads of Department of	
Mid-Term Review Approved By:	
Signed: _____ Head of School	

Mid-Term Review of

Progress on Programmatic Review Recommendations

To be completed and signed off by the Head of School. The signed mid-term review document should be submitted directly to the Registrar.

Please insert additional rows in the table below for additional recommendations.

<i>Programmatic Review of:</i> School of Science and Computing	<i>Action and Comments (use legend below)</i>
<p><i>Programmatic Review Timeframe:</i> 5 years</p> <p><i>School:</i> School of Science and Computing</p>	<p>Legend: C = complete; P: in process with an expected completion date; N: no action proposed – reason and an explanation needed in each case</p>
<p>Recommendation 1 <i>All new staff taking up employment in the School should undergo formal induction covering the main facets of the Schools operation and of the Institute’s systems and operations.</i></p> <p>Response: In addition to the formal induction of new staff conducted by the Human Resources Department, all new staff in the School will be given an induction programme to cover the administrative, academic, technical and regulatory environment as they pertain in the School.</p>	<p>P: A handbook for staff employed in the school is being developed. The initial review of current SOPs is underway which will be the primary input to the handbook. A new induction programme will centre around the handbook and SOPs.</p>
<p>Recommendation 2 <i>That all new whole-time and pro rata lecturing staff taking up employment in the School would additionally be provided with an ongoing program of training in pedagogy/androgogy, appropriate to delivery of science courses in line with NFQ requirements and HETAC guidelines.</i></p> <p>Response: As part of the ‘collaborative Network for Teaching Innovation and Inclusive Education Project’ funded under the Strategic Innovation Fund (SIF), the Institute is committed to further training in pedagogy for staff. The School has engaged in aspects of new delivery methodology and via the SIF, will further engage in pedagogical training for staff. In particular, training, in the exploitation of a learning outcomes driven approach allied with complimentary assessment will underpin such pedagogical initiatives. At present, HR provides some introductory training on pedagogy. Under SIF, we expect to see more regular additional structured training, workshops, and seminars. A number of such events are already in planning based on inputs from the School on specific areas to be addressed.</p>	<p>P: Two training courses provided to staff. Those who could not attend will be offered further opportunities for training</p>
<p>Recommendation 3 <i>That an occasional but on-going series of seminars, facilitated by relevant internal and external speakers as appropriate on national and international external factors influencing Irish HE would be put in place for staff in the School. Some core</i></p>	

<p><i>topics might include: OECD Report, SIF, move to HEA, EU impact on Bologna Agreement, Lisbon Accord, recent central government policies, DOES reports and policies, DETE and its sub-groups e.g. Forfas reports, policies, opportunities, IBEC etc.</i></p> <p>Response: This is a welcome recommendation. Already periodic seminars/workshops are provided through External Services around R&D policy and funding opportunities and related topics such as IP and commercialisation. Staff are also directed towards the various workshops and seminars provided periodically by HETAC, HEA and NQAI on the development of policy and procedures relating to the continuing evolution of higher education and the quality assurance of same. Where appropriate the School will also seek additional contributions from relevant bodies on topics of particular interest as they arise.</p>	
<p>Recommendation 4 <i>That consideration be given (initially on a pilot basis) to allowing students in non-award years to progress if they are carrying only one module with appropriate limitations and conditions (eg. Minimum GPA, time-limited repeats etc.)</i></p> <p>Response: This recommendation will be raised at Academic Council for review and discussion. It is expected that Council would make a decision on this matter with Institute-wide applicability. The views of Programme Boards (which are Sub Committees of Council) would normally be sought for such an item.</p>	<p>P: This recommendation is currently an agenda item for discussion at Programme Boards within the School. Having gathered the considered views of the Programme Boards the issue will be raised at Academic Council</p>
<p>Recommendation 5 <i>In line with the rollout of formal training in teaching and learning/learning outcomes (see condition 3 above) and of the implementation of the NFQ/HETAC requirements (see condition 1 above) that the School would:</i></p> <ul style="list-style-type: none"> • <i>Re-evaluate the issue of a single module size (and multiples thereof if necessary) and use national and international best practice guidelines and experiences to inform this evaluation</i> • <i>Submit this evaluation, and conclusions to the ITT Dublin Academic Council in December 2008. If as a result changes are made to module size, appropriate new Course Schedules and “Syllabus” documentation would also be drawn up and submitted to the Council as deemed necessary.</i> <p>Response: The Programme Boards operating within both Departments will evaluate the issue of single module size (i.e. single credit size per module or multiples of a single credit size) for Programmes within the School. National and International experiences and guidelines will inform the Programme Boards. This evaluation and the conclusions drawn will be submitted to Academic</p>	<p>P: The Programme Boards are currently discussing and reviewing module size. A number of programmes have been retired and replaced by programmes where a greater consistency of module size exists, where multiples of 2.5 credits are typically employed. A ‘one size fits all’ approach appears not to be the preferred option at this point in time.</p>

<p>Council and, upon agreement of Council, revised schedules and syllabi will be produced.</p> <p>However it must be stated that within the Science Department there are moves toward a single module credit size (or multiples thereof). In fact, all new programme submissions from the Science Department are now being developed in this fashion using multiples of 2.5 credits.</p> <p>We welcome the exemptions provided in Condition 1. In the Science Department this covers TA311 (- <i>ab initio</i> BSc in Bioanalysis and Chemical Analysis), The TA311 <i>ab initio</i> BSc programme accredited in 2006 has embedded within it the Higher Certificates in Applied Biology (TA301) and Applied Chemistry (TA302) and the add-on BSc programmes in Bioanalysis (TA301.3) and Chemical Analysis (TA302.3). Therefore we are actioning this item based on the assumption that these embedded programmes are also exempted from Condition 1.</p> <p>As part of staff training and raising awareness in the areas of learning outcomes, pedagogy and assessment strategy, the remaining programme documents as submitted to the Programmatic Review Panel will be revised in terms of programme learning outcomes, syllabi learning outcomes and the alignment of assessment methods to outcomes in a stage appropriate fashion. These will be forwarded to Academic Council.</p>	
<p>Recommendation 6 <i>The link between class contact hours, student effort and credits would be reviewed to give a more transparent rationale and this to be reflected in the Course Schedules.</i></p> <p><i>Response:</i> A discussion on these topics will be conducted by Programme Boards as part of 5 above.</p>	<p>P: The Programme Boards are currently discussing and reviewing module size. A number of programmes have been retired and replaced by programmes where a greater consistency of module size exists, where multiples of 2.5 credits are typically employed. A ‘one size fits all’ approach appears not to be the preferred option at this point in time.</p>
<p>Recommendation 7 <i>That consideration be given to incorporating a work placement into all four-year programmes.</i></p> <p><i>Response:</i> The Programme Boards, which pertain to <i>ab initio</i> four year programmes, will discuss this topic and consult with the relevant industrial sector, past students and present students.</p>	<p>P: The Programme Boards are to discuss the issue of work placement.</p>
<p>Recommendation 8 <i>That work placement would be graded on a “Pass/Fail” basis.</i></p> <p><i>Response:</i></p>	<p>P: This issue is with the Programme Boards</p>

<p>Programme Boards will discuss the merits and demerits of Pass/Fail grading for work placements. Some items which might inform such discussions might include :</p> <ul style="list-style-type: none"> (a) the reckonable credits for award classification (b) the presence or otherwise of a learning contract with the company (c) the level of supervision, frequency of inspection, ongoing monitoring arrangements. (d) the role of external examiners (e) a challenge in the grading of student work placements lies in ensuring that all students are receiving an equivalent learning opportunity and experience. (f) work experience assignments by their nature are very varied. <p>Programme Boards will make recommendations in relation to a ‘Pass/Fail’ or ‘Graded’ model for work placement and will take into account practices elsewhere. Programme Boards will report their recommendations to Academic Council.</p>	
<p>Recommendation 9 <i>In some courses minor difficulties should be addressed (as appropriate)</i></p> <ul style="list-style-type: none"> - <i>a semester workload for W/T students should be brought as close as possible to 30 credits</i> - <i>review the necessity of including both a work placement and a separate project in the same academic year</i> - <i>correct typo errors in course schedules as identified during the visit</i> <p><i>Response:</i> Typographical errors identified on the Evaluation Visit have been captured and will inform updates of Schedule and Syllabi documentation. Programme Boards will, in light of the outcomes of 5 above, align semester credits to as near as possible to 30 units. The particular Programme Board will review the academic need for work placement and separate project in same academic year, informed by 2 above.</p>	<p>P: This issue is with the Programme Boards</p>
<p>Recommendation 10 <i>Develop a Post-Graduate Diploma in Computing in the near future to fit in with the existing Masters.</i></p> <p><i>Response:</i> The Computing Department are very pleased with this recommendation and agree with the tenor of the Panel on the day of the evaluation where it was suggested that the Institute should facilitate a “fast track” approach to the development of this Post Graduate Diploma, thereby obviating the need for a full <i>ab initio</i> course submission process. We look forward to receiving guidance from the Registrar on the streamlined submission process.</p>	<p>C:</p>
<p>Recommendation 11 <i>Due to the high practical content of the School’s courses and of its substantial research programme that an upgrade of laboratory equipment would be prioritised within the Institute’s budgets. This should address teaching laboratories in Science and in</i></p>	<p>P: A further capital investment in laboratory equipment has taken place. The School will press ahead seeking infrastructural resources.</p>

<p><i>Computing and also research laboratories.</i></p> <p>Response: Over €400 K has been invested in upgrading undergraduate and postgraduate facilities within the School in the last eighteen months. The School will continue to seek additional capital funding to upgrade equipment.</p>	
<p>Recommendation 12 <i>Consideration be given to the development of minor, special purpose and supplemental awards from accredited programmes.</i></p> <p>Response: In the design of all new Science Department programmes, consideration is being given to embedded minor, special purpose and supplemental awards. For existing programmes, a number of such awards have been identified and documentation relating to those has been submitted to Academic Council for approval and to go forward for validation during 2007.</p>	C:
<p>Conditions:</p> <p>1. <i>That by December 2008, a revised set of the course documentation as submitted for this programmatic review, would be submitted to ITT Dublin Academic Council for approval. This documentation will contain the details of all programmes and programme years and subjects written in learning outcome language compatible with NFQ/HETAC requirements and which are level - and stage - appropriate. The exceptions to this condition are the four courses which gained academic approval in 2006, viz. TA312 (B.Sc. in Computing, ab initio) TA_KITMG_D/TA 313 (B.Sc. in Computing in Information Management ab initio), TA_KDMCO_M (M.Sc. in Distributed and Mobile Computing) TA 311 (B.Sc. Bioanalysis and Chemical Analysis, ab initio).</i></p> <p>Having concluded the ongoing pedagogical training, the course documentation as suggested, will be provided to Academic Council. Please refer to actions proposed in response to Recommendations 5, 6, 7, 8 and 9</p> <p>2. <i>That the documentation will also clarify methods of course delivery and of assessment which are interlinked with quantifiable outcomes.</i></p> <p>The documentation will address the items identified.</p> <p>3. <i>That a structured on-going training program be made available to academic staff in the School covering the range of pedagogic issues which are necessary for ensuring compliance with the NFQ requirements. This should include learning outcomes, appropriate assessment, delivery/facilitation, student engagement and student ownership of their learning.</i> <i>In making this condition, the EERG is cognisant of the two substantial strands of SIF funding which ITT Dublin is</i></p>	<p>P: Documentation in preparation for February 2009.</p> <p>P: Documentation in preparation for February 2009.</p> <p>C:</p>

<p><i>currently drawing down; under both strands the issue of 'teaching and learning' have been given priority by the Institute.</i></p> <p>Recommendation 2 has been agreed and covers this point.</p> <p>4. <i>The "Course Schedules" which contain "special regulations" would be rewritten; that the intent and outcome of the special regulations would be addressed in a different way.</i></p> <p>Those programmes with special regulations will address the underlying pedagogic issues in other ways which will be outlined in the documentation described above. Special regulations as currently stated will be phased out in 2007-08. The intent of the current special regulations will be addressed with respect to the attainment of learning outcomes.</p> <p>5. <i>That the Masters Degree Program in Computing would be redesigned to incorporate a Post Graduate Diploma course.</i></p> <p>The Department of Computing value the thoroughness with which the Panel reviewed and assessed the Masters Programme. The Department wholeheartedly agree with the Panel's view that the current Masters can and should be redesigned into a stand alone Masters Programme with an ancillary Post Graduate Level 9 Diploma in parallel. As indicated in the response to Recommendation 10, we would anticipate that the Registrar will identify such a mechanism that will allow the speedy implementation of this Condition.</p>	<p>C:</p> <p>C:</p>
<p>Signature of Head of Departments</p>	
<p>Mid-Term Review Approved By:</p> <p>Signed: _____ Head of School</p>	

APPENDIX 13

Case Study: RPL Student Experience

Department of Management

Student 1

Granted an exemption in October 2006 in Project Management Methodology, sem 7 of BSc in Technology Management (part-time programme). He is completing the programme in ACCS MODE. He has completed all modules except for the Dissertation module which he will complete next semester. He obtained a GPA of 3.20 in his first semester. He is a Project Manager with Norkom Technologies and due to work commitments was unable to finish the dissertation last year.

Student 2

Granted an exemption in October 2006 in Information Technology, sem 6 of BA in Technology Management (part-time programme). He is a Microsoft Certified Systems Engineer in Intel. He successfully completed the programme the 2006/2007 academic year.

ITT Dublin Exemptions Policy for Accredited Prior Certified Learning

Approved by Academic Council

Policy Statement

In keeping with its commitment to Lifelong learning it is the policy of ITT Dublin to provide exemptions to students who have recognised Accredited Prior Certified Learning (APCL). Accredited Prior Experiential Learning (APEL) is not covered by this policy documents. APEL is covered under policy document "abc". The overarching principles within which this policy is located are included in Appendix 1.

Policy Definitions

'Lifelong learning' is defined as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective."

'Exemption' is the granting of release from study, assessment or examination in specific elements of a programme of study. Exemption is based on a student having clearly demonstrated that they have met the learning outcomes in those course elements from which exemption is being sought.

'Recognised' means that the prior learning qualification or credit can be located on the National Framework of Qualifications (NFQ) at or above the level of the programme applied for. Where the prior qualification or credit is non-national then location on the NFQ will require the applicant to produce documented evidence of international equivalence.

Students may also wish to seek exemption for proprietary industry standard qualifications such as Cisco or Microsoft certification that are not on the NFQ.

APCL is prior learning that has attracted qualification or credit.

Currency of Prior Learning Attainment

APCL will only be granted for prior certified learning that has been attained within the last five years. This position is adopted to ensure that the prior learning is relevant and current within the context of a student's chosen programme of study.

What Does Exemption Mean In Practical Terms?

Exemption helps reduce a student's academic workload and possibly the time taken to attain a qualification.

Students may be exempted from complete modules or elements thereof provided they have clearly proven that they have met the learning outcomes of those modules or elements.

Students who gain exemption on modules or elements in their study programme will still be subject to the module registration charges. The exemption is academic not financial.

The student is required to attend all modules on which they have registered, including those from which they have sought exemption, until they have been informed officially that exemption has been granted.

Applying for Exemption

The policy, guidelines and associated process of applying for exemption will be included in the application pack a student receives when they express interest in a course.

All applications and supporting documentation must be in English or Irish.

The onus to apply for exemption and to prove equivalent learning outcome attainment rests solely with the student.

The institute will, subject to resources, provide advice for students applying for exemption such that a student can compile the correct documentary evidence of prior attainment. This body of evidence will be referred to as the 'Exemption Portfolio'. It is the responsibility of the student to ensure that all relevant evidence is included in the Exemption Portfolio. An incomplete Exemption Portfolio if submitted will result in exemption being refused.

Students are encouraged to apply for exemption as early as possible and preferably with their course application.

However, students seeking exemption must present their completed Exemption Portfolio within two weeks of the actual start of their programme of study at the latest. Late submissions will not be considered and students making late submissions must follow their complete programme of study.

Exemption Limits and Adjudication

The granting of exemption will be an academic decision and will be taken by a nominated individual or group within the appropriate academic department.

The decision on exemption will normally be communicated to the student no later than 20 working days after official receipt of their Exemptions Portfolio. The exception being where the application is made during holiday periods when the appropriate staff may not be available to perform an adjudication. In these circumstances the student will be officially notified of receipt of their Exemption Portfolio and given an indication of when the decision will be made.

Module exemption will not be granted where prerequisite learning outcomes, if applicable, have not been clearly demonstrated to have been attained.

Schools of Science and Computing, Engineering and Business and Humanities

Exemption may be granted for up to 50% of the credits in all programmes offered by the Schools of Science and Computing, Engineering and Business and Humanities at Levels 6, 7 and 8 on the NFQ Framework. However, where a programme has obtained professional body accreditation the exemptions granted will be in keeping with that professional body's norms on exemption.

In cases where it is clear that the student's APCL exceeds the maximum allowable exemption credits the student shall choose the exempted modules up to the allowed credit maximum only.

For taught postgraduate programmes (i.e. programmes at level 9 or 10 on the NFQ) of more than one year duration exemption may be granted for up to 30% of the total credits available on the programme.

Exemptions Portfolio

Exemption will normally be granted when the student has clearly proven via their Exemptions Portfolio that they have met the learning outcomes on the modules or elements for which they have sought exemption. In some instances however the use of interview or viva mechanisms may be appropriate to fully assess the attainment of learning outcomes.

All documentation associated with the process will be retained within the department in question and be made available to external examiners at the earliest possible opportunity. External examiners will form a view on the appropriateness and fairness of the exemptions granted and comment on this in their external examiners' reports. External examiner's comments will not be used to overturn a decision but will be used to inform future decisions and policy on exemption.

Exemption and GPA

Where module exemption has been granted a student's GPA will be calculated with the exempted credits omitted. The student's transcript of results will clearly show module exemptions granted.

Appeal

A student has the right to appeal an exemption adjudication. The appeal must be filed in writing by the student within 5 working days of their being officially notified of the result of their exemption application. The appeal will be conducted by the Exemptions Appeals Board of the institute who will meet at the start of the 5th week of each semester to assess appeals. Students will be informed of the board's decision within 2 working days of their adjudication. The decision of the Exemptions Appeal Board will be final.

Exemptions Policy - Appendix 1 Basic Principles

The sixteen basic principles adopted by the Quality Assurance Agency for Higher Education in the UK (<http://www.qaa.ac.uk/academicinfrastructure/apl/guidance.asp>) are adopted:

Principle 1: Decisions regarding the accreditation of prior learning are a matter of academic judgement. The decision-making process and outcomes should be transparent and demonstrably rigorous and fair.

Principle 2: Where limits are imposed on the proportion of learning that can be recognised through the accreditation process, these limits must be explicitly stated. The implications for progression, the award of any interim qualification and the classification of grading of a final qualification must be clear and transparent.

Principle 3: Prior experiential and/or certificated learning that has been accredited by a HE provider should be clearly identified on students' transcripts.

Principle 4: The institute must provide clear and accessible information for applicants, academic staff, examiners and stakeholders about policies, procedures and practices for the accreditation of prior learning.

Principle 5: The terminology, scope and boundaries used by the institute in its policies, procedures and practices for the accreditation of prior learning must be explicitly defined in information and guidance materials.

Principle 6: Information and guidance materials outlining the process(es) for the assessment of claims for the accreditation of prior experiential and/or previously certified learning must be clear, accurate and easily accessible.

Principle 7: The institute should consider the range and form(s) of assessment appropriate to consider claims for the recognition of learning.

Principle 8: The criteria to be used in judging a claim for the accreditation of prior learning must be made explicit to applicants, academic staff, stakeholders and assessors and examiners.

Principle 9: Applicants should be fully informed of the nature and range of evidence considered appropriate to support a claim for the accreditation of prior learning.

Principle 10: *The assessment of learning derived from experience should be open to internal and external scrutiny and monitoring within institutional quality assurance procedures.*

Principle 11: The locus of authority and responsibilities for making and verifying decisions about the accreditation of prior learning should be clearly specified.

Principle 12: All staff associated with the accreditation of prior learning should have their roles clearly and explicitly defined. Full details of all roles and responsibilities should be available to all associated staff and applicants.

Principle 13: Appropriate arrangements should be developed for the training and support of all staff associated with the support, guidance and assessment of claims for the accreditation of prior learning.

Principle 14: Clear guidance should be given to applicants about when a claim for the accreditation of prior learning may be submitted, the timescale for considering the claim and the outcome.

Principle 15: Appropriate arrangement should be in place to support applicants submitting claims for the accreditation of prior learning and to provide feedback on decisions.

Principle 16: Arrangements for the regular monitoring and review of policies and procedures for the accreditation of prior learning should be clearly established. These arrangements should be set within established institutional frameworks for quality assurance, management and enhancement.

APPENDIX 14

Access Initiatives

The Institute has developed a number of linked initiatives listed below to enhance the teaching and learning process, improve flexibility of access:

- Mentorlink (access & retention)
- FLASHE and FLITE (access & teaching & learning)
- MAP (part-time access)
- One Step Up (part-time access)
- CeLT² formerly the Learning Support Unit, LSU (retention & teaching and learning)

The Department of Humanities has an Academic English Support Centre provides courses in English to students and prospective students in the local community alike; workshops, seminars and drop in clinics for students, particularly for those registered on part time programmes.

The extensive Part-time & Continuing Education Programme provides wide-ranging opportunities for access to higher education for mature students. This mode is a particularly attractive for those who either by choice or necessity continue in employment while pursuing higher education qualifications. Many of the awards available for part-time programmes are those of professional bodies or awarding bodies other than HETAC or FETAC.

Access Office and Disability Support Service

The Access Office was established in October 2001. The Office is responsible for encouraging greater participation by students from groups that are traditionally under-represented at third level. The Office is staffed by one full-time Access Officer and a part-time Disability Officer, with administrative assistance from the Registrar's Office. The Access Office also facilitates access and provides support to: Students in receipt of the *Back to Education Allowance*; Students in receipt of *Lone Parents Allowance* and Students who have been referred and recommended for support by external sources (e.g. Local Area Partnerships). These students receive supports from the Access Office in the form of free books, extra tuition and the loan of a laptop if required.

The Access Office also provides services for students with disabilities and specific learning difficulties such as – pre-entry consultation and information service; post-entry learning support and information service along with training for staff in supporting students with disabilities. An assistive technology room is available in the library for students as recommended by the Access Office. This Office also offers an information service to mature students. In addition to the work on the access initiatives discussed in Section 5.6.1 above, the Access Officer also works on the following projects:

Access Programmes

(1) Primary Schools Programme

Since 2007 the Institute has provided a third-level programme to pupils in eight local disadvantaged Primary schools. Participants include 5th class pupils from eight primary schools; their Teachers, Special Needs Assistants, and some parents. Over 500 children took part in both 2007 and 2008.

(2) Schools Maths Programme

The Schools Maths Programme includes six local disadvantaged second-level schools in D22/24 area. The total number of 5th year students participating in 2008 was 185. A 2nd year Programme, piloted in KCS and SKCC in 2007, now runs in all six schools. ITT Dublin lecturing staff visit the schools and work with teachers and pupils on practical applications of Maths. Since 2007 180 students and 16 teachers have taken part.

(3) TALENT (Tallaght Adult Learners Network)

The aim of TALENT is to foster a culture of Lifelong Learning in Tallaght, and to facilitate the exchange and dissemination of information and practices in Adult and Community Education. The network is co-ordinated by a team involving ITT Dublin, the Tallaght Partnership, Co. Dublin VEC Adult Education Service and Adult Guidance Service, An Cosán, South Dublin Libraries, and the Department of Education Regional Office.

(4) Scholarships

South Dublin County Council Access Scholarships: The Scholarship awards €2,500 to four 1st year ITT Dublin students each year, and continues this support in the students' 2nd year. Applicants must have attended one of the six

² Centre for Learning and Teaching.

local disadvantaged second-level schools, and applications are made prior to the Leaving Cert. exams. The Awards are presented by the SDCC Mayor each year.

Fahy Fitzpatrick Engineering Scholarships: The Scholarship supports an Engineering student in the Institute with an award of €6,000 (€2,000 per year in the 1st, 2nd and 3rd years of his/her study). To be eligible, the student must have fully participated in the ACE (Access to College Education) programme, which operates in the three second-level schools in West Tallaght (St. Aidan's Community School, Brookfield; Jobstown Community College; Killinarden Community School).

ITT Dublin Sports and Recreation Scholarships: Co-funded with SDCC, these are awarded for the sporting elite, and those who excel in arts and cultural activities. In addition GAA bursaries are also available from the Leinster Branch.

(5) Intercultural and Anti-Racism Week

April 2008 saw the first ITT Dublin Intercultural and Anti-Racism Week, to coincide with the National Consultative Committee on Racism and Interculturalism's week, which had the theme of "Education". Flags of all 71 nationalities in the ITT Dublin student body were prominently displayed in the Foyer, and various events and competitions ran throughout the week.

(6) Workforce Development

The Workforce Development Centre, established by the Department of Lifelong Learning enables access by supporting and accrediting the building of individual learning portfolios. An evaluation of these programmes is conducted by the Access Office on a regular basis. Admission data captured on the MIS Banner system allows the Registrar's Office and the Schools to track applicant profiles on an annual basis. Progression data is also now centrally available on the Business Intelligence system launched in Oct. 2008.

Case Study: Access Student

The student lives in Killinarden, a large Council estate in West Tallaght. Killinarden is identified as a RAPID Strand 1 Area by the Department of Community, Rural and Gaeltacht Affairs³. She attended Killinarden Community School, and took part in the ACE programme⁴ during her Leaving Cert. exam year, 2002. The ITT Dublin Access Officer met twice with the student that year, as part of an "Information on 3rd Level" programme. In her Leaving Cert. exam she obtained the minimum entry requirements and the necessary points to gain entry to her first course choice, Applied Languages in ITT.

During her four years in ITT Dublin the student qualified for the Special Rate of Maintenance Grant, due to the very low income in her household. She was supported with free books, a laptop computer, and personal support from the Access Officer. She received regular support from the Student Assistance Fund. Her third year was spent studying abroad on the Erasmus programme. During her final year she was selected to be a Student Leader, to assist new students during first year Induction. She volunteered as a Mentor to four students who attended the same second-level school as she did, and who were on our European Studies programme. She qualified with an Honours Degree in 2005.

By this time she had decided that she wanted to be a Primary School teacher. As she did not have Higher Level Irish in her Leaving Cert., she went to England and obtained a teaching qualification there. In 2007 she was offered a job in the local Primary School in Killinarden. As the school is designated "Disadvantaged", the 5th class pupils took part in Institute's Primary Schools programme, and our former student accompanied the children on their day of activities in the Institute. She is determined to be a positive role model for these children.

³ RAPID stands for "*Revitalising Areas by Planning, Investment and Development*". It is a focused initiative by the government to target the most concentrated areas of disadvantage in the country.

⁴ ACE stands for "Access to College Education". It is a DES-funded after-school programme to assist 6th year pupils to gain enough points to attain a place at third level.

APPENDIX 15
HEA 2007-8 Equal Access Data Collection

Table 1 Response Rates

	ITT Dublin	All Participating HEIs
Number of new Entrants	605	34,533
Number of new Entrants responding to Equal Access survey	595	24,872
Response rate	98%	72%
% of all new entrants for whom a socio economic classification was assigned	83%	56%

Table 2 Proportion of New Entrants from Groups Prioritised Under the National Access Plan

Access Group	ITT Dublin	All Participating HEIs
Non manual worker group	10.6%	10.8%
Semi and unskilled worker group	11.4%	10.8%
Entrants with disability as a proportion of all new entrants	6.6%	4.8%
Mature entrants*	5.0%	10.0%

** Over 23 years of age on 1st January prior to entry*

Table 3 Socio Economic Profile of Respondents

	% of ITT Dublin Respondents	National Population*	Participation Ratio** ITT Dublin
Employer and Manager	18.6%	17.00%	1.1
Higher Professional	5.4%	4.50%	1.2
Lower Professional	6.6%	10.205	0.6
Non-Manual	10.6%	21.10%	0.5
Skilled Manual	18.2%	10.60%	1.7
Semi-Skilled	7.8%	7.5%	1.0
Unskilled	3.65	3.50%	1.0
Own Account	11.8%	3.20%	3.7

Farmers	0.2%	3.00%	0.1
Agricultural Workers	0.4%	0.50%	0.8
Other and Unknown	16.8%	19.00%	0.9

** 17-19 year old cohort from 2006 census.*

*** Ratio > 1 => socio economic group over represented among new entrants compared to its share of the population, while ratio < 1 indicates the opposite.*

Table 4 New Entrants Indicating a Disability

	ITT Dublin	All Participating HEIs
Total number of students with disabilities	32	1689
Profile of Reported Disabilities		
Blindness, deafness, severe vision or hearing impairment	12.5%	26.3%
Physical condition	21.9%	26.0%
Special learning difficulty	50.0%	56.1%
Psychological or emotional condition	18.8%	27.3%
Other, including any chronic illness	21.9%	33.2%
% new entrants with a disability who indicated a requirement for additional supports	65.6%	47.9%
New entrants with a disability indicating a need for additional supports as a proportion of all new entrants	3.5%	2.3%

Table 5 Ethnic/Cultural Background Details

	ITT Dublin	All Participating HEIs
Irish	90.1%	93.1%
Irish Traveller	0.0%	0.2%
Any Other White background	2.9%	3.8%
African	3.9%	1.1%
Any Other Black background	0.7%	0.5%
Chinese	0.7%	0.5%
Any Other Asian background	0.5%	0.5%
Other	1.7%	0.7%

APPENDIX 16

New programme Validation - Template for Internal Review Panel Report

Evaluation Criteria	Yes	No	Met With Reservations	Explanatory Note
Does the proposed course accord with the Institute's Mission Statement and Strategic Plan? Will it have a positive impact on the host department(s) and the Institute?				
Does the proposal make a strong case that there is an identified need for the course? Is this backed up by evidence of structured consultation with industry, students and social partners?				
Will the course meet the identified need, in terms of level of qualification, curriculum, learning experience and throughput? What is the likely employment potential for graduates?				
Is the course structure logical and well designed, in terms of programme schedules, syllabi, teaching and learning strategies and assessment methodologies?				
Are the entry mechanisms, modes of study and progression mechanisms clear and appropriate for the programme?				
Are the entry mechanisms designed to facilitate access, transfer and progression?				
Are course management arrangements and quality assurance arrangements in place? Will they ensure the proper management and operation of the programme?				
Is there a sufficient number of appropriately qualified staff to support the expected number of students to be recruited?				
Is the course proposal documentation suitable to proceed to external evaluation?				
Overall Comment:				
Signed:				

APPENDIX 17

New Programme Validation Template for External Review Panel Report

Evaluation Criteria	Yes	No	Met With Reservations	Explanatory Note
Programme Title and Award Title				
Justification for the Programme				
Conformance with Institute's Mission and Strategy				
Access, Transfer and Progression Arrangements				
Programme Structure and Design				
Programme Learning Outcomes and Awards Standards				
Teaching and Learning Strategy				
Learner Assessment				
Quality Assurance				
Information Provision				
Library and Physical Facilities/Resources				
Learner Support Services				
Academic Staff Qualifications				
Overall Comment:				
Signed:				

APPENDIX 18



Institiúid Teicneolaíochta Tamhlacht
Institute of Technology Tallaght

Teastas Creidiúnaithe Cláir
Certificate of Course Approval

Cúrsa/Course

Name here

Intakes Approved/Tá an t-órdú seo baileach ó: go

for five years from September 20xx
or to the next Programmatic Review

In exercise of the powers conferred on the Institute by the Qualifications (Education & Training) Act 1999 and 2006, the Academic Council and the Governing Body of the Institute of Technology Tallaght hereby confer validation on the above named course and approve its operation.

President/Uachtarán

Date/Month/Year entered here

Date/Dáta



Institiúid Teicneolaíochta Tamhlacht
Institute of Technology Tallaght
Ordú an Chomhlachta Ceannais
Order of Governing Body

Dearbhaím, Dr. Tim Creedon go bhfuil an Comhlacht Ceannais, sásta gur féidir le foghlaimoirí ar an gclár thíosluaite an t-eolas, scil nó inniúlacht atá ag teastáil chun críche na dámhachtana thíosluaite a bhaint amach agus, dá réir, go bhfuil an clár bailíochtaí ag an gComhlacht Ceannais sin faoi Alt 25 d'Acht na gCáilíochtaí (Oideachas agus Oiliúint), 1999 agus 2006. Dearbhaím freisin go bhfuil an clár creidiúnaithe dá réir ag an gComhlacht Ceannais faoi réir na coinníollacha atá greanta ar an dTeastas Creidiúnaithe Cláir a ghabhann le seo, i leith foghlaimoirí a nglacfar leo idir na dátaí léirithe.

I, Dr. Tim Creedon, President, Institute of Technology Tallaght declare that the Governing Body of the Institute of Technology Tallaght is satisfied that learners on the programme referred to below may attain the knowledge, skill or competence required for the purpose of the award mentioned below, and that the Governing Body has accordingly validated the programme under Section 25 of the Qualifications (Education and Training) Act 1999 and 2006, for the award, subject to the conditions set out in the Certificate of Programme Validation, in respect of learner intakes within the dates indicated.

Soláthraí Provider	INSTITUTE OF TECHNOLOGY TALLAGHT
Teideal na Dámhachtana Title of Award	
Leibhéal, Cineál Dámhachtana, sa Chreatoibre Náisiúnta na gCáilíochtaí Level, Award-type, in the National Framework of Qualifications	
Teideal an Chláir Title of Programme	
Cód an Chláir Programme Code	

Dr. Tim Creedon
President/Uachtarán

Date

Serial No. TA 023

APPENDIX 19

SYLLABUS CHANGE REQUEST FORM

Submission document affected: Syllabus
 Subject title: Computer Programming I
 Subject no. CP11
 Semester no. 1

Reason for change:

(WAS) Nassi-Schneidermann diagrams to be removed; concept of program design is taught with pseudocode and flowcharts. These two alternatives are considered sufficient

(IS)

Is there a change to:	Y	N	<i>If YES, please state.</i>
A. Prerequisite subjects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
B. Total student effort	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
C. Subject Title	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
D. Subject no.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
E. Status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
F. Contact hrs. per week	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
G. Marks allocation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
H. Credits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____

Change request approved by HOD or Course Board

Requested by: Linda Hickey
 Approved by: James Wment
 Signature of individual responsible for update of master document: Linda Hickey

Date: 18th June 2008
 Date: 22nd Sept 2008
 Date by: 18th June 2008

Fig. 1

APPENDIX 20
REVIEW OF PROGRAMME BOARD REPORTS 2005 – 2007

PURPOSE: DOCUMENT MAIN RECOMMENDATIONS AND SUMMARISE OUTCOMES
School: Business and Humanities
Department: Management
Review Date: 20/10/08

Academic Year Reviewed	Programme Title	Mode of Delivery	Programme Board Meeting Dates	Topic	Recommendations/Comments	2008 STATUS Legend: C = Complete O = Ongoing R = Referred to next PB N: no action needed I = Incomplete
2006/07	HC in Business Administration	Fulltime and ACCS	7 Dec 06 27 Apr 07	Performance/Retention	Attendance and poor performance: Extra tutorials limited impact as students in most need not attending	C
				Feedback on Programme	Address gaps in lecture timetables Improve exam timetables – currently too concentrated Improve access to PCs for CAs	C – Exam Timetables C – Student Timetables I Access to PCs
				External Examiners Reports	EE visits Institute in advance of Exam Board to meet staff	C
				Training/Resources	Variety of training provided Resources – good Improve marketing of prog. Transport to Institute an issue	C except for Transport to the Institute (0)
				Programme Modifications	As per Programmatic review – learning outcomes/assessment methods were revised	C
				Quality Improvement Suggestions	Revise: Policy on CA New procedure: Exemptions on PEL	C

2006/07	BBS Management Y1	Fulltime and ACCS	7 Dec 06 27 Apr 07	Performance/Retention	ACCS students performed better than FT Lowest pass rates – Bus. Env. (59%) and Economics (41%); Y1 results disappointing and reflect low attendance Improvements noted in semester 2, with exception of economics (45%) Maths improved from 63% sem1 to 85% sem2 Poor attendance an issue, PT work a problem; extra tutorials provided economics and maths but attendance poor	C – Attendance Monitoring System established
				Feedback on Programme	Good features – broad range of business modules and provision of CA schedule Suggestions for improvement – reduce timetable gaps FT – lectures and exams PT students – improve timetable for exams and communication with lecturers	C (Timetables improved)
				External Examiners Reports	Papers in the main high standard, clearly presented and test ability to appropriate standard and are fair EE wanted more time to meet staff - EE visits Institute in advance of Exam Board to meet staff	C External Examiner visited Institute in advance of Exam Board
				Training/Resources	Variety of training provided mainly institute wide courses Resources – good Improve marketing of prog. Transport to Institute an issue	C except for O (Transport)
				Programme Modifications	As per Programmatic review – learning outcomes/assessment	C

					methods were revised	
				Quality Improvement Suggestions	Revise: Policy on CA New procedure: Exemptions on PEL	C (CA policy) Recommended that the exemptions form be revised.
2006/07	BBS (Hons) Management	Fulltime and ACCS	7 Dec 06 3 Apr 07	Performance/Retention	Results followed normal distribution with average grade B/C+. 100% pass rate; all H1 were PT students; 80% FT and 68% PT got H2 PT better grades than FT Student retention high and students performed well in final year exams	
				Feedback on Programme	Very +ve; some improvement recommended on CA schedules, exam/CA feedback, exam time/ PC availability for CAs; Group CAs – high workloads for students and difficult to coordinate – SOP on Feedback to Students amended as a result, max no of students in group work to be 4; Allocation of student groups for project work an issue. 92% of graduate surveyed rated experienced ITTD as good/excellent; 87% working/further study	C (Sop revised)
				External Examiners Reports	EE reports papers very high standard, clearly presented, and test students at appropriate standard. EE wanted more time to meet staff - EE visits Institute in advance of Exam Board to meet staff	C
				Training/Resources	Training provided on institute organised programmes, including moodle, pedagogy, presentation skills etc... Resources – good	N

					Recent AV improvements help	
				Programme Modifications	All learning outcomes were amended as a result of PR process; methods of assessment were elaborated on	C
				Quality Improvement Suggestions	Industrial Liaison board to be established Revise policy on repeat CAs Establish earlier cut off date for entry to PT programmes	C except for Industrial Liaison Board (I). Panel member selected. Board to be finalised at School level by Dec 08
2006/07	BSc (Hons) in Technology Management	ACCS	7 Dec 06 3 Apr 07	Performance/Retention	Students performed well; average grade B/B- Standard of dissertations excellent Pass/retention 100% Some dissertations submitted for autumn board by agreement with Registrar Number entering fell, more extensive advertising required	C
				Feedback on Programme	Predominantly satisfied with organisation of programme content and resources; suggest – more in class exam Q, get CA schedule at start, more guidelines on dissertation element, keep case studies to 1500 words Feedback from graduates in employment – qualification enhances career positions and opens opportunities for advancement Additional classes on research methods provided for dissertation Moodle promoted Workload balance addressed and CA schedule dates to be finalised at start	C
				External Examiners Reports	Very high standard papers, clearly presented, and test students at	N

					appropriate standard, fair. New EEs appointed for 07/08	
				Training/Resources	Training provided on institute organised programmes, including moodle, pedagogy, writing case studies, post research and supervision Resources - good Cleanliness sometimes an issue – FT students encouraged to leave rooms clean by academics Parking for PT students a problem and entering and leaving the building a problem	C except for parking (O)
				Programme Modifications	Modules were revised as per PR recommendations	C
				Quality Improvement Suggestions	SOP on CA Preparation and Feedback modified Institute policy on exemptions based on PEL being revised	C
2006/07	BA in Technology Management	ACCS	7 Dec 06 3 Apr 07	Performance/Retention	Students performed well; average grade B (6 subjects)/B- (5 subjects)/C+ (1 subject) Number entering fell, more extensive advertising required	C (Refers to Advertising of Technology Management Programmes)
				Feedback on Programme	Predominantly satisfied with organisation of programme content and resources; Modules relevant Feedback valuable CA workload cumbersome and group assignments difficult to coordinate More practice on exam Q Make course more practical Qualification enhances career Moodle being promoted	C
				External Examiners Reports	Very high standard papers, clearly	C

					presented, and test students at appropriate standard, fair. New EEs appointed for 07/08	
				Training/Resources	Training provided on institute organised programmes, including moodle, pedagogy, writing case studies, post research and supervision Resources - good Cleanliness sometimes an issue – FT students encouraged to leave rooms clean by academics Parking for PT students a problem and entering and leaving the building a problem	C
				Programme Modifications	Modules were revised as per PR recommendations More training in applied statistics and Microsoft project provided now as part of strategy to emphasise applied aspect of modules	C
				Quality Improvement Suggestions	SOP on CA Preparation and Feedback modified Institute policy on exemptions based on PEL being revised	C
2006/07	BBS in Management	Fulltime and ACCS	7 Dec 06 3 Apr 07	Performance/Retention	Students performed well, patterns similar to previous years Lowest pass rate 65% Average grade – B(2 subjects); B- (2 subjects); C+ (8 subjects); C (6 subjects) PT scored higher than FT High level of progression from Y2 to Y3 as well as transfers in from other HEIs Attendance monitoring in place and SMS messaging	C

				<p>Feedback on Programme</p> <p>Generally positive. Some student suggestions around CA planning, feedback and methods to be improved; Big jump in workload from Y2 to Y3 ACCS students find demands of workload and short exam an issue Some improvements in class integration to avoid duplication, too much info in Company and Competition Law Feedback from graduates – high quality lecturing, advantages of small classes highlighted, valuable knowledge and skills gained for career Suggestions taken on board – modules reviewed, prog meeting prior to CA scheduling; recommendations for improving feedback outlined Promote use of moodle</p>	C
				<p>External Examiners Reports</p> <p>Very high standard papers, clearly presented, and test students at appropriate standard, fair. EE propose different system of exam boards to allow discussions with academic staff on the day</p>	C
				<p>Training/Resources</p> <p>Training provided on institute organised programmes, including moodle, pedagogy, writing case studies etc... Resources – good but for the need of more PCs at CA times, Car parking an issue – to be dealt with at Institute level New AV improvements help</p>	C Car park and PC's - I

					Request library and institute be open for longer on Saturdays	
				Programme Modifications	As per PB and supported by PR in 2006. Management Communications sem5 change to CA/Exam weighting, from 30% CA TO 60% CA Considering split of Company and Competition Law into 2 modules	C
				Quality Improvement Suggestions	Repeat CA Policy – to address cases where students pass exam but fail CA Establish earlier cut off date for entry to PT programmes	C except for the cut-off date for the part-time programme is still quite late. Registration forms are accepted after the closing date.