

Institiúid Teicneolaíochta Cheatharlach



INSTITUTE of  
TECHNOLOGY  
CARLOW

At the Heart of South Leinster



Institute of Technology Carlow

ANNUAL INSTITUTIONAL QUALITY REPORT  
2013 - 2014

February 2015

## MISSION

### “ENGAGE WITH SOCIETY, LEARN THROUGH ENGAGEMENT, CHALLENGE THROUGH LEARNING AND LEAD THROUGH INNOVATION”

The Mission of the Institute of Technology Carlow to Engage, Learn, Challenge and Innovate is articulated through an educational environment and context where learners pursue studies in higher education and research up to doctoral level.

Through a culture of enquiry, innovation and excellence, we challenge our learners, staff, global collaborative partners and other stakeholders to create, apply and share knowledge and values in a supportive and vibrant university-level Institute.

Engagement with business, government, community and voluntary sectors defines the Institute of Technology Carlow’s leadership role in the development of our region and nation.

## VISION

### “TO BE IRELAND’S LEADING TECHNOLOGICAL UNIVERSITY, INSPIRING INDIVIDUALS – TRANSFORMING SOCIETY”

Through education, we inspire a lifelong passion for learning, exploration and discovery that will ensure leadership with a global outlook and innovative approaches to sustainable economic, social, cultural and personal development.

We embrace access, equality of opportunity and progression in order that our diverse learner population is empowered to succeed as citizens of a challenging world.

We blend theoretical with applied enquiry, scholarly, professional and vocational pursuits with scientific and creative expression in a wide portfolio of multi-disciplinary programmes. Through these we serve to improve our region, our country and our world.

We champion a co-operative teaching and research culture that connects with other higher and further education institutions, schools, industry, regional communities, government and non-governmental development agencies.

We actively nurture continuous enhancement of all of our relationships to progress excellence in innovation, knowledge transfer and reputation in an international higher education landscape.

**“We will continue to develop an internationally oriented organisation, with a robust self-evaluation, peer review and quality enhancement culture, as we strive to embody the highest international standards of provision, transparency and stewardship of resources”**

**Goal 5 Reputation, Public Confidence and Sustainability**

**Institute of Technology Carlow Strategic Plan 2014-2018**

**Institution Name:** Institute of Technology Carlow

**Registrar Name:** David Denieffe

**Signature:** \_\_\_\_\_

**Date:** 12<sup>th</sup> March 2015

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## 1. QA MANAGEMENT, GOVERNANCE AND PUBLIC INFORMATION

Founded in 1970, the Institute of Technology Carlow is an autonomous Institute, established under the Institute of Technology Acts 1992–2006. IT Carlow provides higher educational programmes, along with research and enterprise development opportunities, through its centres in Carlow, Wexford, and Wicklow and has been granted Delegated Authority (DA) by QQI which empowers IT Carlow to make awards up to Level 9 on the NFQ for taught programmes. In addition, IT Carlow has also been granted DA to Level 10 in the research areas of Biological, Molecular and Environmental Science.

The Mission of IT Carlow to **Engage, Learn, Challenge** and **Innovate** is articulated through an educational environment and context where learners pursue studies in higher education and research up to doctoral level. Through a culture of enquiry, innovation and excellence, IT Carlow challenges learners, staff, global collaborative partners and other stakeholders to create, apply and share knowledge and values in a supportive and vibrant university-level Institute. Engagement with business, government, community and voluntary sectors defines IT Carlow's leadership role in regional and national development.

IT Carlow's Strategic Plan 2014-2018 establishes five key goals to contribute to regional and national economic, social and cultural development, informed and enriched by IT Carlow's growing activities and profile. This plan guides all Institute activities, including quality, engagement, research, learning & teaching and the programmes being developed, validated and delivered.

The central role of quality assurance and enhancement is explicitly articulated in the Strategic Plan 2014 – 2018 which affirms the contribution of quality assurance systems in achieving strategic objectives and maintaining and enhancing IT Carlow's reputation and position within Higher Education both nationally and internationally.

### Governance

A statutory body, its Governing Body, oversees IT Carlow. The principal function of the Governing Body is the control and management of strategic direction and institutional policy. The Governing Body has a statutory obligation to appoint Academic Council. The role of Academic Council is to assist Governing Body in planning, co-ordination, overseeing and developing the educational work of IT Carlow and to protect, maintain and develop academic standards. This responsibility is discharged by means of a series of committees, each of which has clearly defined terms of reference and reports back and is directly answerable to Academic Council. Therefore Academic Council, informed by its committees, (Appendix I) has an explicit statutory function in the development, validation and quality assurance of all programmes delivered by, approved by or validated by IT Carlow. The executive management of IT Carlow and its academic and administrative systems rests with the President who is directly answerable to the Governing Body. A diagram, charting the management structure is provided in (Appendix II), demonstrating the roles of the management. Operational responsibility for the organisation may be delegated by the President to specific staff members with defined responsibility for policy implementation, as the President deems appropriate. Institutional strategy is formulated at senior management level, approved by Governing Body via Academic Council and at that stage it is communicated on an institute wide basis.

In practice, the high level management of IT Carlow rests with a Senior Management Team (SMT). Within that group responsibility for academic standards, programme validation and quality assurance rests with the Registrar. At centre/ campus/ school and departmental level, Heads of School/Campus/Centre or Heads of Department have local responsibilities for programme content, delivery, monitoring and review. The

academic management of programmes is the responsibility of the programme board. There are defined roles and responsibilities for all Heads of Department and Heads of School / Campus / Centre.

## 1.1 QA Activities Looking Back

The procedures and processes of programme delivery, assessment, internal and external examination, moderation and ongoing programme monitoring processes are modelled on the standard IT Carlow institutional quality assurance procedures, as agreed with QQI with the specific standard of knowledge, skill and competence that are acquired by the learner before that award can be made. The learning outcomes of all programmes are stated in such a way that compliance with standard is manifest. Validated programmes are placed on the National Framework of Qualifications at the appropriate level. The Irish National Qualifications Framework is “a framework for the development, recognition and award of qualifications in the State, based on standards of knowledge, skill or competence to be acquired by learners” (Section 7a of Qualifications (Education and Training) Act, 1999) as amended; it is “the single, nationally and internationally accepted entity, through which all learning achievements may be measured and related to each other in a coherent way and which defines the relationship between all education and training awards. No programme shall be validated unless IT Carlow is satisfied that a learner may attain the standards of knowledge, skill and competence required to achieve the proposed award in line with those determined by QQI.

The diagram below (Figure 1), demonstrates the quantity and type of programmes that have been external validated in 2013 / 2014. All validation panels include external academic and industrial expertise as part of the process set out in IT Carlow’s Policy and Procedure for the Design, Development, Validation and Withdrawal of new Major and Minor Awards at Levels 6-10 of the National Framework of Qualifications.

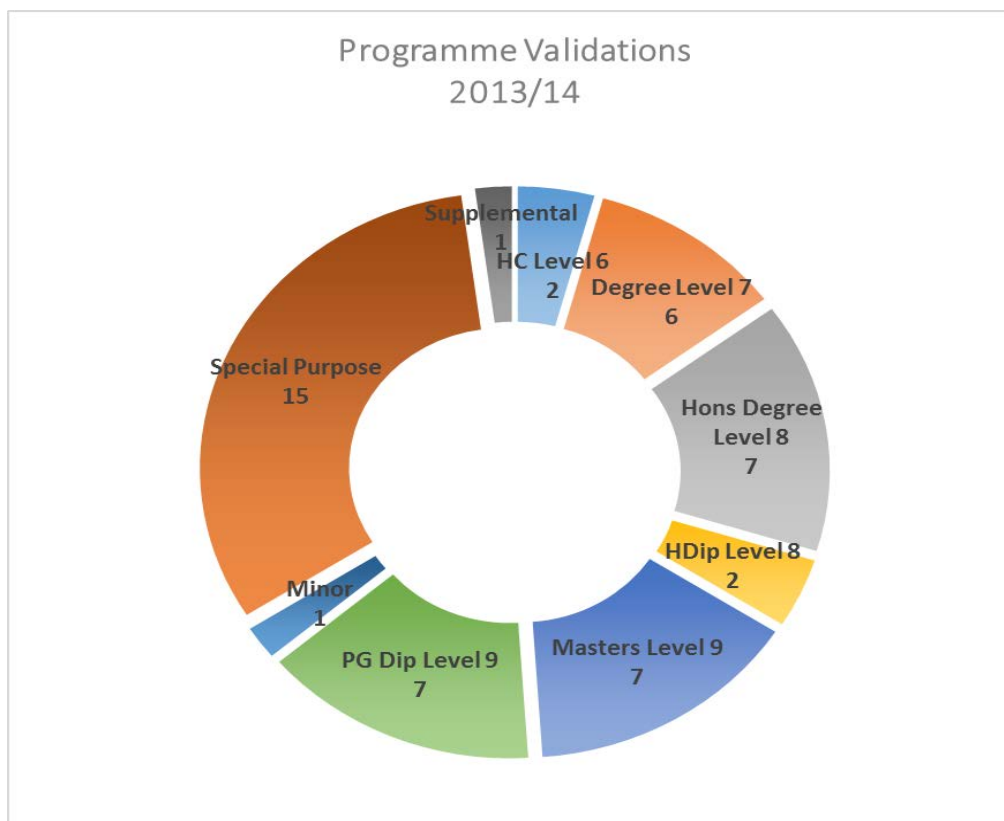


Figure 1: Programme Validations 2013 / 2014



## 1.2 QA Activities Looking Forward:

### 1.2.1 Ongoing Programme Development

IT Carlow intends to continue its programme development activity in 2015. Plans are underway for the validation of a number of programmes leading to special purpose, minor and major awards at Levels 6-9 of the National Framework of Qualification.

### 1.2.2 Planned Reviews

#### Programmatic/Strategic/Research Reviews

Programmatic Reviews, incorporating Research Reviews, will be carried out in each School, Centre, and Campus of IT Carlow during the period 2015- 2016.

- Stage 1 of this process will involve Strategic Reviews; these are already scheduled to take place in May and June 2015.
- Stage 2 of this process will involve complete reviews of all programmes delivered; these reviews will take place between February and June 2016.

#### Research Accreditation

IT Carlow intends to seek to extend its research provision at Level 10 in the areas of Health Sciences and Product Design.

#### Collaborative

Reviews of IT Carlow's collaborations with the Defence Forces and An Cosán are scheduled to take place in 2016.

#### Academic Administration and Student Supports

A review of these areas is scheduled to take place in 2016.

### 1.2.3 International Education Mark

IT Carlow will apply for the International Education Mark in line with the schedule determined by QQI.

## 1.3 Management, Monitoring and Ensuring Consistency

IT Carlow's quality assurance procedures require that all activity that involves programme delivery is subject to periodic monitoring and review as detailed in our Policy and Procedure for On-going Monitoring of Programmes. Such reviews are continually informed by external examiner reports, learner feedback and participation and engagement with Industry. Each programme is also subject to an annual programme review within its own programme board comprising representatives from IT Carlow, both staff and learners. The review process involves review of content, staff development and external examination and is informed by learner input. In addition to annual monitoring, a quinquennial programmatic review is conducted to review each programme using self-evaluation from each School/Campus/Centre within IT Carlow in addition to being reviewed by an external panel of experts vested with the authority to conduct a review.



### 1.3.1 Implementation and revision of Policies and Procedures

Academic Council, supported by its associated committees recommends policies and procedures to Governing Body and, once approved these policies and respective procedures are published on the IT Carlow website into the public domain.

Some Policies and Procedures have been externally validated in 2013 / 2014, including:

- Policy and Procedures for Collaborative and Transnational Provision
- Policy and Procedures for Collaborative and Transnational Provision and Joint Awards

Both sets of policies and procedures were validated by separate external panels with commendations highlighting IT Carlow as “sector leaders” in their succinct and detailed composition.

Included in the comprehensive review of all IT Carlow policies and procedures, a document management system is in place where each policy and procedure incorporates its own revision control history in addition to a log which documents the revision status and reasons for change for each reviewed document, which can be seen in (Appendix III). To support this system, a comprehensive Quality Work Plan is reviewed twice annually to capture the ongoing review and evolving nature quality assurance and enhancement within the Institute (Appendix IV).

## 1.4 Public Information

Information on IT Carlow’s activities is relevant to prospective and current learners as well as for graduates, other stakeholders and the public. Therefore, IT Carlow provides information about activities, including the programmes offered, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their learners, which are available within Assessment Standards and Assessment Regulations, the Teaching and learning Centre, the Registrar’s Office and at <http://www.itcarlow.ie/study-at-itc/prospectus.htm>. Key to this implementation are IT Carlow’s Management Information Systems and specifically, via our website, the module management system Akari Document and Publish and Sharepoint.

## 2. EXTERNAL ENVIRONMENT OTHER FACTORS IMPACTING ON QUALITY

### 2.1 Accreditation

A number of programmes developed at IT Carlow are affiliated with a Professional or Registration Body (refer to Table 3 below) as informed by IT Carlow's Strategic Plan 2014 -2018. The requirement of quality assurance surrounding such programmes typifies the highest, externally accredited, standard of quality assurance that IT Carlow ensures for all its programmes. It would be helpful if QQI, IoTs and Professional Bodies pursued a consistent approach to quality assurance within Higher Education particularly with regard to approval and review.

### 2.2 External Influences that are having an impact on Quality Assurance, underpinning the quality of programmes and standards of awards being provided

Research, Development and Innovation (RDI) is an integral part of IT Carlow's activities and is a vital aspect of the interaction of the Institute with industry and other higher educational and research organisations on both a national and international basis. Its collaborative RDI programmes have been funded by the Department of Agriculture Ireland, the European INTERREG Programme, the Higher Education Authority (HEA) PRTLl, the HEA Strategic Innovation Fund (SIF), EU Framework Programmes, Industry, the Environmental Protection Agency (EPA), Irish Research Council for Science Engineering & Technology (IRCSET), the Technological Sector Research Programme (TSR, Department of Education and Science Ireland), Enterprise Ireland and Science Foundation Ireland. The Institute also has a strategic collaborative relationship with Teagasc Oak Park Research Centre, Carlow.

The role of the Institutes of Technology in research was strongly endorsed by the Government in the SSTI (*Strategy for Science, Technology and Innovation 2006-2013*) and FORFAS Research Prioritisation Report (2012). IT Carlow, under its Strategic Plan 2014-2018, aims to provide for the continued development of its RDI activities, underpinned by the essential physical infrastructure and human resources required. IT Carlow's goal for research is clearly divided into a series of key objectives and actions addressing the key themes of Capacity Building, Economic and Social Development, Fourth Level and Knowledge Transfer. Examples of high priority areas for postgraduate studies, include knowledge creation and exchange activities in:

- Bioenvironmental Technologies,
- Product Design,
- Computer Gaming,
- Advanced Security and Protection Technologies
- Microelectronics Circuits Design
- Applied Social Policy.

96 higher degrees by research have been awarded to-date across these research areas, with 40% at doctoral level.

The impact of the research is high, as indicated by high weighted-citation impact results for research publications in peer-reviewed international journals.

For example, the comparative data presented in Table 1 exemplifies the quality of the research currently conducted at IT Carlow. This metric was compiled using the SciVal research metrics tool from Elsevier and covers a broad range of international science, computing and engineering publications from 2009 to 2013. This shows that IT Carlow scores higher than the IoTs combined and equal or supersede 'University level'. This provides a clear indicator of quality and how IT Carlow is in the process of scaling these areas up to meet and exceed TU criteria by 2017.

IT Carlow has achieved a 66% increase in postgraduate researchers in the past two years, while achieving a number of knowledge exchange targets that continue to deliver jobs and add value to the economy. Of the current postgraduate researchers cohort 40% are on the doctoral pathway.

Table 1: Research Impact in Higher Education Institutes

Field-Weighted Citation Impacts Institution	Field – Weighted Citation Impact*
Massachusetts Institute of Technology	2.45
California Institute of Technology	2.42
<b>Institute of Technology Carlow</b>	<b>1.82</b>
Trinity College Dublin	1.71
University College Cork	1.42
University of Ulster	1.38
NUI Maynooth	1.30
University of Strathclyde	1.26
Dublin City University	1.23
Institutes of Technology Ireland (combined)	1.10
Waterford Institute of Technology	1.07
Cork Institute of Technology	1.06

*\* A Field-Weighted Citation Impact of exactly 1 means that the output performs just as expected for the global average; more than 1 means that the output is more cited than expected according to the global average; less than 1 means that the output is cited less than expected according to the global average.*

These metrics apply to a time period which pre-dates / or runs concurrently with a significant number of additional capacity-building measures which have been put in place over the past three-year period. The additional measures include:

- MoUs with national and international partners in Europe and China.
- Recruitment, staff development and mentoring programmes to increase research active academics;
- New innovative practice-led structured research programmes which will be launched in 2015;
- Provision of internal research funding;
- A dedicated research and commercialisation support centre;
- A dedicated postgraduate studies support office;
- Adjunct faculty policy for key collaborative partners;
- An institute-wide curriculum development strategy to ensure an integrated approach to research activity at all levels of the national framework of qualifications.

Since 2012, IT Carlow has invested €8 million in research infrastructure and supports. In addition IT Carlow Research CORE (Centres of Research and Enterprise) have attracted a further €8 million in external funding from Framework Programmes, Enterprise Ireland and Research Council programmes.

IT Carlow has full Delegated Awarding Authority for NFQ Level 9 and Level 10 Research Programmes in Biotechnology and Molecular Environmental Science

A comprehensive set of detailed research reviews were completed in 2013-2014 by IT Carlow which involved an evaluation of the research environment at IT Carlow across all disciplines (including supervisory quality and capacity; research graduate attributes; collaborative research partnerships; research strategy and leadership; quality assurance and enhancement policies/procedures for postgraduate researchers; information and physical research infrastructure; research outputs etc.) and objective third-party reviews involving national and international experts.

The outcome of these reviews resulted in the continued approval for all areas and levels sought by IT Carlow from HETAC / QQI including:

- Computing, Research Levels 9 and 10
- Engineering, Research Levels 9 and 10
- Sport and Health Sciences, Research Level 9
- Business and Humanities, Research Level 9
- Industrial Design, Research Level 9

Under the recently published QQI/IoTI Sectoral Protocol for the delegation of awarding authority for research degrees to NFQ level 9, IT Carlow is in the process of applying for full delegated awarding authority for all of the above areas in April 2015. Additionally as indicated above, IT Carlow will seek early approval to build on its strong research capability to extend provision at Level 10 in the areas of Industrial Design and Health Sciences once the national QQI protocols are finalised.

IT Carlow's RDI activities are complemented by various campus-based specialist centres and campus companies, which include the *Campus Innovation Centre* and the *Enterprise & Research Incubation Centre* and in particular the most recent addition the Dargan Centre.

These Centres help to accelerate the development of start-up and spin out companies through a comprehensive combination of infrastructure, business support services and specialised resources before and during their foundation. IT Carlow's RDI activities are also supported by European Commission Partnership Programmes and Enterprise Platform Training Programmes for Graduate Entrepreneurs.

For enterprise development metrics, Table 2 indicates those achieved by IT Carlow in the recent past;

Table 2: Enterprise Development Metrics

Enterprise Development Metrics	
South East New Frontiers Programme 2012 - 2015	Targets: 72 entrepreneurs, 60 new companies, 11 HPSUs
IT Carlow INSPIRE Interreg Programme 2012 - 2015	Targets: 16 new enterprises, 20 jobs, 40 products, 24 SMEs assisted
IT Carlow Enterprise Platform Programme 2007 - 2012	47 companies trading, 79 jobs created, 4 HPSUs
IT Carlow Incubation Centres 2006 - 2013	43 client companies, 94 jobs created
IT Carlow EI Innovation Vouchers 2007 - 2013	150 RDI projects with SMEs
IT Carlow WISE Interreg Programme 2009 – 2011	51 new jobs, 78 new business processes, 12 new products

IT Carlow is enjoying significant involvement in such industry-related research from staff members and in particular those associated with IT Carlow's Centres of Research and Enterprise (COREs). IT Carlow has held its position as one of the top two knowledge providers in Ireland since the beginning of the Enterprise Ireland Innovation Voucher initiative and was recently recognised by Enterprise Ireland for this achievement. A recent example of a European Commission Partnership Programmes is INSPIRE (Initiating Pathways for Innovators, Researchers and Entrepreneurs), a new initiative between Pembrokeshire County Council and IT Carlow to create an environment to nurture and develop Idea generation among innovators, researchers, entrepreneurs and SMEs and instill the skill sets to bring these ideas to commercialisation. The objective of INSPIRE is to develop innovative, knowledge-based concepts which have the potential to become a viable and scalable business proposition.

IT Carlow develops and maintains linkages at all levels with Commercial Enterprises, Industries, Statutory Bodies, State Agencies and International Organisations in order to create economic development through technology transfer and education. On a regional level IT Carlow works closely with Enterprise Ireland, Business Network Groups, Skillnets, Chambers of Commerce and the Enterprise Boards in the region to promote the Enterprise Development supports at IT Carlow. Additionally IT Carlow plays a key role in shaping national policy as evidenced through the National Centre for Men's Health at IT Carlow.

Table 3: Programmes at IT Carlow affiliated with Professional Bodies

Professional or Registration Body	IT Carlow Programme Linked to	Date Accredited	Review date:
Institute of Chartered Accountants in Ireland	BA ( Hons ) in Accounting	Annually	
Association of Chartered Certified Accountants			
Chartered Institute of Management Accountants			
Institute of Certified Public Accountants			
Institute of Taxation in Ireland			
Social Care Ireland	BA (Hons) Applied Social Studies - Professional Social Care BA Applied Social Studies - Professional Social Care	2011	Annually
Honourable Society of Kings Inns	Honours Bachelor of Laws, Baitsiléir le Dlí (Onór), Legum Baccalaureus (LLB)	2008	
Royal Aeronautical Society (RAeS) & Engineers Ireland	BEng in Aircraft Systems	2015	2018
Engineers Ireland	BEng in Electronic Engineering BEng in Mechanical Engineering BEng in Electronic Engineering (Military Communication Systems) BEng in in Civil Engineering BEng (Hons) in in Civil Engineering	2015	2020
Irish Aviation Authority	BEng in Aircraft Systems		Bi-annually
Royal Institute of Architects Ireland	BSc in Architectural Technology BSc (Hons) in Architectural Technology	2012 Approval being sought	2017
Chartered Institute of Architectural Technologists	BSc (Hons) in Architectural Technology	2012	2015
British Association of Sport Rehabilitators and Trainers (BASRAT)	BSc (Hons) in Sports Rehabilitation and Athletic Therapy	2001	Annually
Athletic Rehabilitation Therapy Ireland (ARTI)	BSc (Hons) in Sports Rehabilitation and Athletic Therapy	2008	Annually
Chartered Institute of Professional Development (CIPD)	BBS (Hons) in Human Resource Management	2014	2020
Society of Chartered Surveyors Ireland (SCSI)	BSc (Hons) in Construction in Quantity Surveying BSc (Hons) in Facilities & Energy Management	Approval being sought	
North South Education and Training Standards Committee for Youth Work (NSETS)	BA (Hons) in Youth and Community Work	2014	2019

## 2.3 Community Engagement

Embedding community and enterprise engagement within the curriculum is a central pillar of IT Carlow. Many of the programmes offered throughout IT Carlow offer professional placement within the region, nationally and internationally for example, within the Department of Humanities professional placement in community organisations and social service facilities is conducted.

In 2012 the IT Carlow President's Award was established to develop active citizenship and civic engagement amongst the student population in association with UNUM and Carlow Volunteer Centre to harness, acknowledge and support the contribution that learners of IT Carlow make to their communities.

The Institute hosts community events including the Carlow Arts Festival, various sporting events including Special Olympics, interaction with primary and secondary schools through, for example, Science Week, Engineers Ireland Competition for Schools and Maths is Fun.

The Wexford Campus of IT Carlow, is embedded in the local socio-cultural life of its region. The BA (Honours) in Art has a community based learning module that has received national praise for its work with local groups.

At a macro level, IT Carlow has an established collaborative partnership with An Cosán, in Jobstown, Dublin 24, which is an educational social innovation organisation that advocates participation, empowerment, social justice and equality for those who are marginalised in society. Such a partnership between a higher education institute and a community education organisation is a unique and innovative development. Common and diverse skills and competencies are shared through mutual engagement and learning. Common Quality Assurance systems are in place to ensure academic integrity and rigour.



### 3. QUALITY ASSURANCE ACTIVITIES

#### 3.1 Overview

Public confidence in academic standards and quality of higher education institutions requires public understanding of the achievements represented by higher education qualifications. The communication to all stakeholders of such standards and quality achievement is a major responsibility of IT Carlow,

Stakeholders, in this context, are defined as any person, group, or organisation that has direct or indirect stake in IT Carlow because it can *affect* or be *affected* by IT Carlow's actions, objectives, and policies. These include current & prospective learners, parents, guidance counsellors, employers & professional bodies, the communities in which our Schools / Campus / Centres are located, collaborative partners locally, nationally and internationally, local and national media, government & government agencies including the HEA and QQI.

The nature of the interaction and how IT Carlow focuses and builds on public confidence with these stakeholders and which were initiated by the Institute include *inter alia*;

- (i) Compliance with the legislation governing the sector
- (ii) Accreditation and recognition of the quality of education by professional bodies e.g. Engineers Ireland, Accounting bodies, Social Care Ireland etc.;
- (iii) Publication on IT Carlow's website of IT Carlow's strategic plan, FOI information, QA/QI processes, and media information;
- (iv) Publication of documents, a prospectus of its programmes, programme specific brochures and supporting documentation;
- (v) Organisation of public lectures, research presentations and conferences;
- (vi) School visits, Open Day, Science Week and Science Fest, Graduate Exhibitions (Art, Industrial Design, Architectural Technology, etc.);
- (vii) Outreach to the local community through making facilities available to the public, e.g. Eigse Arts Festival, numerous local and national sporting bodies e.g. FAI, GAA and Leinster Rugby;
- (viii) Staff participation at academic conferences, seminars and public events.

In addition to the metrics captured by the programme boards through the Annual Programme Review and the Schools/Departments/Centres/Campuses through Programmatic Review, the Key Performance Indicators (KPIs) relevant to this area are identified and are referred to specifically in the Strategic Plan 2014-18.

In line with IT Carlow's continued development with its Strategic Plan 2014-18, future developments include:

- Construction of a new 5,000m<sup>2</sup> Teaching and Learning facility which will significantly enhance infrastructure, facilities and the learner experience;
- Validation of new programmes across all NFQ levels
- Enhancement of existing and development of new collaborative partnerships;
- Building research capacity and embedding enquiry based learning across all programme areas.
- Continued internationalisation of the institution both in terms of learners, staff profile and programme orientation.

## 3.2 Student Engagement

The involvement of learners in quality assurance activities relating to programmes and awards is detailed in the Standards and Guidelines for Quality Assurance in the European Higher Education Area. The involvement of learners in quality assurance within IT Carlow ensures learners, as they progress in their awareness and knowledge of quality assurance, quality enhancement initiatives and quality review processes, have the opportunity to participate and provide feedback on all modules, programmes and services throughout the Institute.

Under the Qualifications and Quality Assurance (Education and Training) Act 2012, IT Carlow has established quality assurance procedures for the purposes of further improving and maintaining the quality of education and training provided where the involvement of learners in quality assurance procedures is essential.

IT Carlow embeds a learner centred approach in the development and review of its programmes where learner-centred learning remains at the heart of IT Carlow's mission. This results in a central role in stimulating learners' motivation, self - reflection and engagement in the learning process.

When implementing learner-centric learning, IT Carlow continually strives to ensure that, in addition to learners being involved in programme design, the delivery method of programmes encourages learners to take an active role in the co-creation of the learning process. This is achieved by the learner representation on the Governing Body, at Academic Council and its committees, specifically on the Quality Assurance and Enhancement Committee, where learner engagement remains a standing item on the agenda. The view of the learner is captured in a variety of methods at IT Carlow including the **Irish Survey of Student Engagement (ISSE)** where our engagement response rate in 2015 is amongst the highest across the Higher Education Sector nationally at 31%. IT Carlow has played a central role in the rollout of ISSE through involvement in its plenary and working groups. The joint role of the Students' Union and IT Carlow in the deployment and promotion of surveys including the QA1 (module) and QA3 (departmental) leads to greater engagement enabling transformation at programme board level directly impacting on the learner experience.

Learners rely on a range of resources to assist their learning that vary from physical resources such as libraries, refer to <http://www.library.itcarlow.ie/screens/libinfo7.html> for Learning Resource Centre Regulations, and IT facilities to human support in the form of tutors, counsellors and other advisers. As these support services take into account the needs of a diverse learner population (such as mature, part-time, employed, international learners as well as learners with disabilities), IT Carlow is an institute that prides itself on learner centred learning, support activities that are freely available to learners.

Such support services at IT Carlow include, medical services, counselling services, pastoral care, career guidance, sports facilities, student union, financial supports, accommodation assistance and Disability and Access support for non-traditional for learners. Information is available via the IT Carlow website as indicated at the following link <http://www.itcarlow.ie/life-at-itc/student-services.htm>

Weekly meetings between the President of the Students Union and the Head of Learner support and Student Services, ensure that any potential issues are addressed as they arise. The Head of Learner Support and Student Services communicates the outcomes of such meetings to the Registrar. In addition to this, there is a direct communication channel between the SU President and both the President and Registrar of IT Carlow.

Quality assurance processes exist to ensure that all resources are fit for purpose, accessible and that the learners are informed about the services available to them. All services are in constant review, both internally and externally, with annual reviews conducted for each individual service provider.

The role of support services, within IT Carlow is of particular importance and facilitation of the mobility of learners within and across higher education systems. It also extends to the social aspect of student life within the clubs and societies which includes the organisation of joint Institute and learner initiatives, such as *Healthy Body – Healthy Mind*, Induction Week and the Exam Stress campaign that occurs annually.

### 3.3 Teaching and Learning

IT Carlow recognises that there is a rich diversity of learning and teaching modes where a central part of every validation evaluation is a careful assessment of the proposed approach to teaching and learning. Each taught programme ensures that learners not only acquire discipline-specific knowledge, skill and competence but also that the range of generic attributes expressed in the standards is achieved. Such attributes may be inculcated by the overall programme learning environment rather than taught in any specific module but their inclusion shall be verifiable.

The Teaching and Learning Centre's mission is to foster a culture of excellence in teaching and learning and support the provision of a quality learning experience for all learners at IT Carlow. The Centre produces a biennial report on its activities which provides a review of the work and achievements of the Teaching and Learning Centre (TLC).

The key achievements of the Teaching and Learning Centre are:

- Two level 9 programmes, the PG Diploma and the Master of Arts in Teaching and Learning, were developed and commenced in Sept 2012. Seventeen academics participated in the PG Diploma and a further seven completed the MA in June 2013. Currently registered students on this programme include IT Carlow associate lecturing staff and staff from Collaborative Partners.
- A total of 94 continuous staff development workshops and seminars were delivered in 2011-2013. Consistent with a capacity – building model, the workshops were designed to develop academic staff for their roles in teaching, learning, assessment, curriculum design and research supervision.
- 989 participants took part in the ninety - four academic professional development (APD) events. This number comprises the attendance of 170 individual academic staff members representing an overall institutional participation rate of 80% for academics on full - time programmes. In addition 132 individual associate lecturers in Lifelong Learning received professional development in teaching, learning and assessment.
- Over 95% of staff development was delivered by the TLC team i.e. Coordinator and eLearning Officer. In addition the tutors on the PG Dip Teaching and Learning for peer observations were academic staff - graduates of the MA. The utilisation of in - house expertise builds our community of practice and capability to deliver a sustainable model of CPD for the future.

The *International Educator Series* brought key experts in higher education from UK to IT Carlow including Professor Rust, Dr Jude Carroll, Professor Rosemary Deem, Professor Gina Wisker, Professor Boland and Dr Toohey.

The annual Showcase of Teaching and Learning disseminates research from the MA Teaching and Learning research projects. This emerging community of practice enhances a research – informed and scholarly approach to teaching across the institute.

The smooth transition of the virtual learning environment to **Blackboard 9** was facilitated by the TLC and the enlistment of Blackboard Champions in each School/Centre greatly assisted the process.

The development of the Teaching and Learning webpage enhances the provision of digital resources on all aspects of teaching, learning, assessment, and curriculum design and research supervision. All workshop presentations are uploaded to the page. The webpage promotes the scholarship of teaching through the dissemination of research and good practice guides.

The continued development of 'Skills 4 Learning – TLC Learning Support' TLC Blackboard course for all learners provides digital learning resources to support learning and development of key academic skills.

The TLC publications, such as, *The Guide to Programme Design* and the *Teaching and Learning Newsletter* improves communication with staff and augments the channels for dissemination of resources and good practice.

The key challenge has been the continued delivery of professional development for academic staff in the light of the Croke Park Agreement and increased teaching hours. Limited staff time for professional development has been a consequence of increased teaching loads, not only in IT Carlow but across the sector.

### 3.4 External Engagement with Quality Assurance

External contributions that IT Carlow make to quality assurance include, documented input to IHEQN (Irish Higher Education Quality Network) *Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision*. Additionally, IT Carlow has membership representation on the TUQF (Technological University Quality Framework) Steering Group of IoTI and contributes to the published documentation on the *Quality Principals of Internal Quality Assurance and Enhancement for Technological Universities in Ireland*. IT Carlow staff members have also populated and chaired the associated working groups in documenting related publications such as the *Quality Assurance and Enhancement of Research for a Technological Universities*, which was published in 2014 and *Quality Assurance of Technological Universities and Industry Engagement* which is currently being documented, and is chaired by a staff member of IT Carlow.

IT Carlow staff have a strong presence within other Higher Education Institutes on quality assurance activities, validation and review panels, as external examiners and invited guest speakers on programmes, seminars and conferences.

### 3.5 Cyclical External Quality Assurance

Higher education institutions are primarily responsible for their own quality assurance. In that capacity, IT Carlow develops, implements, monitors and continuously improves its own systems for the quality assurance and enhancement of provision. The review of the effectiveness of quality assurance procedures by external agencies, such as QQI, aims to ensure that IT Carlow's quality assurance systems are accountable to stakeholders, that these continue to be trustworthy at European and international levels and that there is independent external input to the review of these systems.

External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance processes, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities. Therefore, IT Carlow participates in a cyclical external quality assurance process, in line with ESG. Deloitte,

as IT Carlow's appointed internal Auditors, complete annual internal audits that take account of the requirements of the legislative framework in which it operates and activities undertaken.

Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within IT Carlow. Therefore, IT Carlow ensures that the progress made following any external quality assurance activity is taken into consideration, by conducting system-wide analyses, peer review and self – evaluation of the quality assurance and enhancement processes and reviews throughout the Institute. This system – wide analysis is done in conjunction with learners, collaborative partners and all stakeholders in providing for the analysis of general findings of reviews that have been conducted. It is this that informs Programmatic Review, the Quality Work Plan (Appendix IV) and is captured within Document Management Control (Appendix III).

## 4. ACCESS TRANSFER AND PROGRESSION AND THE NATIONAL FRAMEWORK OF QUALIFICATIONS

### 4.1 Overview

Reliable data is crucial for informed decision making. IT Carlow collects, analyses and uses relevant information for effective management of programmes and other activities. Such information transcends each School / Campus / Centre and is informed by the Registrar's Office to identify what is working well and what needs attention. There are processes in place to collect and analyse information about these programmes and activities, feeding into IT Carlow's internal quality assurance processes. IT Carlow recognises the importance that learners and staff are involved in providing and analysing information and planning follow-up activities.

The type of information gathered at IT Carlow includes the following:

- Profile of the learner population;
- Learner progression, success and drop-out rates;
- Learners' satisfaction with their programmes;
- Learning resources and learner support available;
- Employability of graduates;
- IT Carlow's own key performance indicators or equivalent.

### 4.2 Student Admission, Progression and Completion

To ensure the smooth progress of learners in their academic career is in the best interest of IT Carlow, individual learners, programmes, and systems.

Admission, assessment, recognition and completion procedures, along with the actual academic programme and learner support provided, play an important role, particularly when learners are mobile within and across the higher education system. The admissions process is available in IT Carlow's Prospectus and Student Handbook, both are reviewed annually and offer the learner guidance and alternatives during their student life. IT Carlow has grown Whole Time Equivalent numbers by 25% between 2010/11 to 2013/14 with a headcount increase of over 1,500 students in the same period.

Additionally, IT Carlow's Policies and Procedures guide the learner through the process of application and the facilitation of such application and provides all prospective learners with information, including selection criteria that allows them to make informed decisions on applying to a programme. To further support the potential learner in choosing the correct programme, IT Carlow offers options and timeframes in the event of the learner selecting to change the direction of their study.

This provides all prospective learners with as much information on the programme as possible to inform their choice.

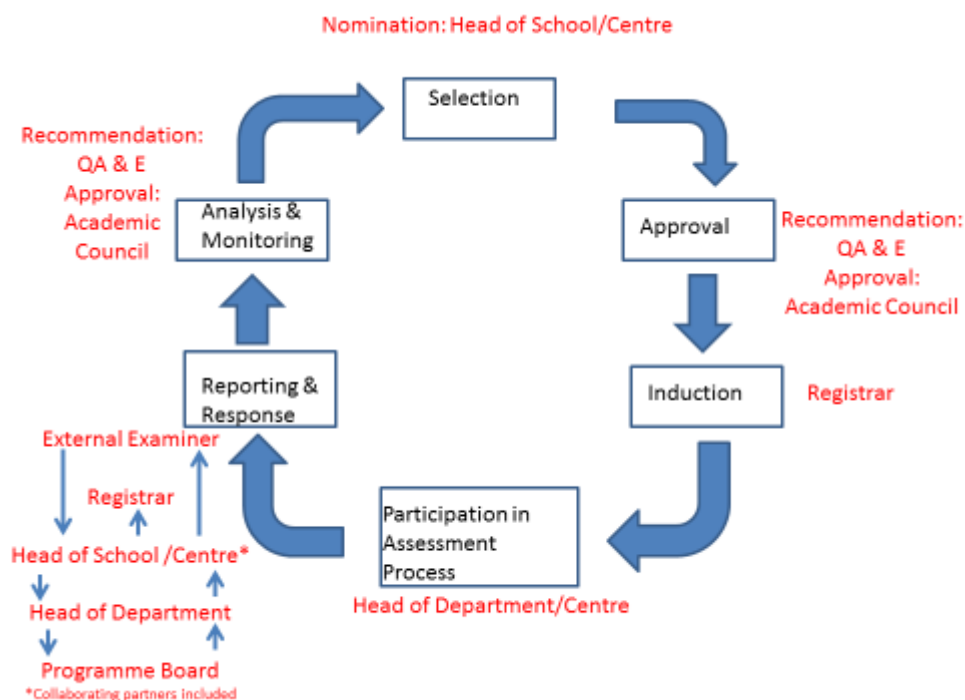
When choosing a programme, the method of assessment used within IT Carlow and specifically for each programme, is also a factor in the learner's choice of programme, as assessment, whether formative or summative, has a profound effect on the learners' progress and on their future careers.

### 4.3 Assessment and External Examiners

IT Carlow ensures that:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.
- The criteria for and method of assessment as well as criteria for marking are published within IT Carlow's Academic Standards and Assessment Regulations which offers clear direction to the learner of institutional standards of acceptability in conducting assignments to maintain IT Carlow's exemplary academic reputation.

At IT Carlow, assessment is carried out by more than one examiner, specifically by, Internal Examiners, External Examiners and Examination Boards. This ensures that assessment is consistent, fairly applied to all learners, carried out in accordance with the stated procedures, documented and subject to checks within the quality process. This processes is synopsised within the diagram below:



The profile of External Examiners at IT Carlow includes 39% from Professional (non Academic) backgrounds with the remaining 61% coming from the Academic Sector. Within these percentage totals, approximately 10% of External Examiners are International.

### 4.4 Recognition of Prior Learning

Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components ensuring the learners' progress in their studies, while promoting mobility. IT Carlow's Policy and Procedure for the Recognition of Prior Learning (RPL) offers clear pathways to the learner to recognise previous learning conducted and offer every credit to the learner in completing such learning, while ensuring the practice for recognition is in line with the principles of the Lisbon Recognition Convention <http://www.enic-naric.net/the-lisbon-recognition->



[convention.aspx](#). Specific examples include the alignment of professional aviation licences and linking with leaders, such as the Defence Forces.

In doing so, IT Carlow co-operates with other institutions and collaborative partners and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.

Graduations, which occur annually, represents the culmination of the learners' period of study and IT Carlow provides the learners with documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

IT Carlow is a recognised leader in RPL with significant work undertaken in the particular areas of military education and training and professional aviation licence training.

## 4.5 Transition to Higher Education from Further Education

IT Carlow has signed Memoranda of Understandings with Education and Training Boards (ETBs) and FE providers in Dublin, Wexford, Laois, Offaly, Kildare, Westmeath and Carlow.

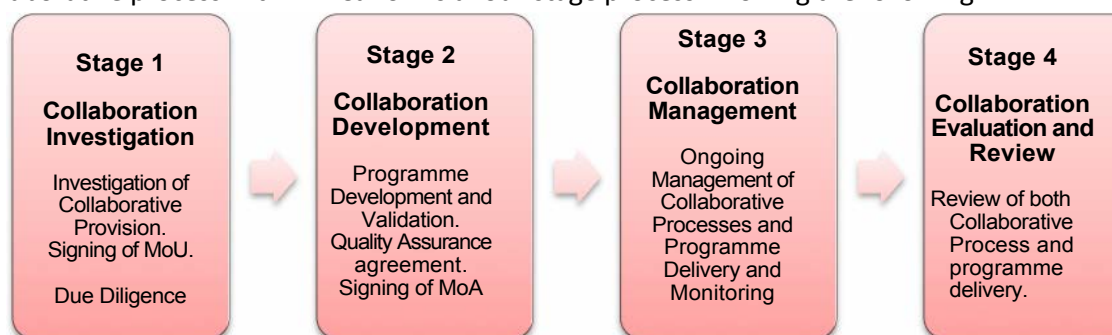
This allows learners from further education colleges "enhanced progression" into Higher Education programmes at the Institute *via* a defined IT Carlow transition to Higher Education initiative. The initiative is focused on Computing, Engineering, Science, Business and Humanities. This is enabled through a detailed mapping and articulation process.

These MOUs reflect the National Strategy for Higher Education's vision for improved links from Further Education to Higher Education and IT Carlow's own strategic commitments to providing greater access to and easing the transition to Higher Education.

Over 25% of our current first-year intake came from further education backgrounds so formal agreements build on this to ensure even greater opportunities and assistance for students in the pathway from further education to higher education.

## 5. COLLABORATIVE PROVISION

The Collaborative process within IT Carlow is a four-stage process involving the following



1. The initial investigation process – where typically the Head of School/ Department undertakes exploratory discussions with, and preliminary background research on, potential collaborative partners. The mandatory first step to be taken is to establish that it is legally permissible to undertake the proposed activity. An outline of the proposed collaboration is drawn up which includes the rationale for the collaboration and identification of roles and responsibilities within the collaborative partnership. This information is presented to the Senior Management Team (SMT) for consideration through the Office of the Registrar. If the proposal receives an initial assent from SMT the investigation process is progressed. The intending collaborators sign a MoU that will enable a thorough due diligence, feasibility study and risk assessment exercise to be conducted by all parties to the proposed collaboration process.
2. On completion of the due diligence process the decision to proceed has been ratified by Governing Body, the Memorandum of Agreement (MoA) is developed which enables the prospective collaborative partners to detail and specify the programme development, programme management, quality assurance and validation framework for the collaborative programme(s)
3. Once a collaborative programme has been established and a MoA is agreed by all parties where all systems and procedures for collaborative programme development, validation, monitoring and review are adhered to. Each collaborative programme is managed by a joint programme board, which includes representatives from collaborating partner institutions. A key feature of collaborative provision at IT Carlow is a rolling process of evaluation, self-reflection and enhancement that is applied to all programmes. This includes a regular cycle of reciprocal site visits, practice seminars, documentation review and partner enhancement activities (e.g. graduation ceremonies and scholarship funding). For example, within the Defence Forces, Joint Quality Visits are conducted by IT Carlow (approximately eight visits annually) to quality assure that the learner within the Collaborative Partner has the equivalent learning experience as a learner within IT Carlow. Central to this process is confirmation of the efficacy of teaching and learning practice such that the learner has acquired the appropriate knowledge, skills and competencies as delivered by the collaborative programme.
4. Collaborative provision review provides a formal mechanism for a critical evaluation of collaboration management and quality assurance. The annual collaborative review process comprises a site visit. This is to assess whether the parties are meeting the original goals and objectives captured in the MoA. The three yearly reviews comprises a more structured and formal

process and includes a site visit, self-evaluation and an update and reassessment of the legal, financial, reputational and QA/QI compliance status of the partners.

A flowchart displaying the linkage between IT Carlow and the Defence Forces is available in Appendix VI and the register of collaborative partnerships (Appendix VII) details the expected nature of all partnerships with Collaborative Partners and the engagement at operational, QA and strategic levels.

## 6. SIGNIFICANT DEVELOPMENTS, ACHIEVEMENTS, SUCCESSES AND ISSUES SINCE LAST INSTITUTIONAL REVIEW

The Institutional Review of IT Carlow 2010 represented an institutional baseline for IT Carlow. The five-year period since then has been transformational for the Institute, for staff and for learners.

Since then, IT Carlow has undertaken a number of reviews, including

- Programmatic reviews of School of Business and Humanities and the Centre for Life Long Learning.
- Research Review 2010-2012
- Review of Collaborative Provision 2010-2011
- Review of Quality Assurance Systems and Procedures 2011-2012

Successful completion of these milestone reviews culminated in the awarding of Delegated Authority for Taught Level 9 programmes in 2012.

These were enabled by a number of significant developments during the period including:

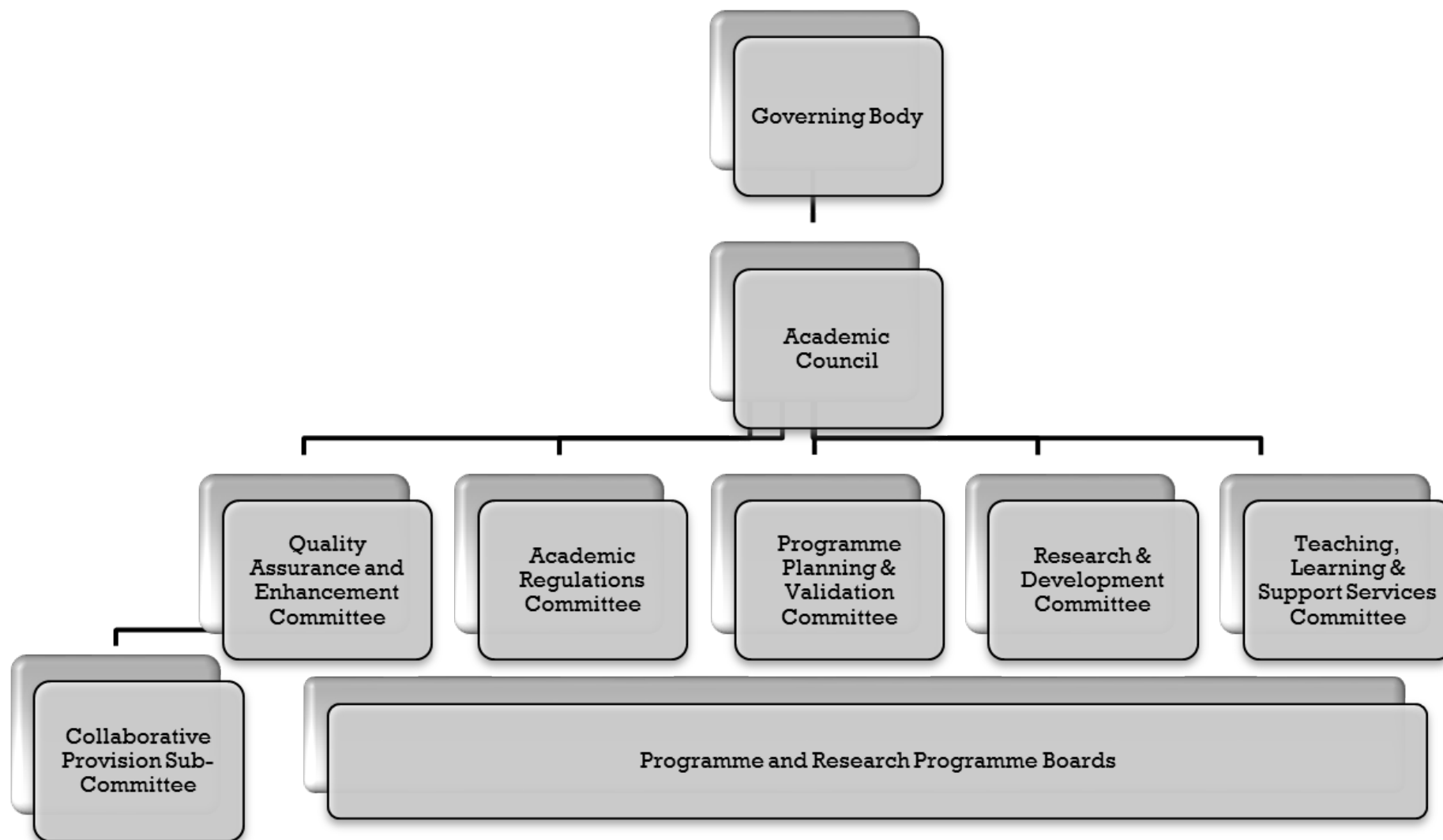
- Significant change in senior leadership within the organisation;
- Significant development in staff profile;
- Enhancement and consolidation of internal QA/ QE systems and processes;
- Expansion and Enhancement of facilities and the physical environment including;
  - Purpose Built Student Services Building
  - A new Research Building to accommodate a rapidly expanding cohort of postgraduate researchers;
  - A new Aerospace Centre which is home to a suite of industry-accredited programmes that are unique in the Irish HE system
- Continued review and enhancement of programme offerings. In 2013/14, 62 programmes were successfully reviewed or validated.
- 18 new programmes were offered at Taught level 9.
- Significant expansion of registered learner population.
- Significant expansion of registered postgraduate learners on taught and research programmes at Level 9/10.

IT Carlow will continue to develop in line with its Strategic Plan 2014-18. Future developments include:

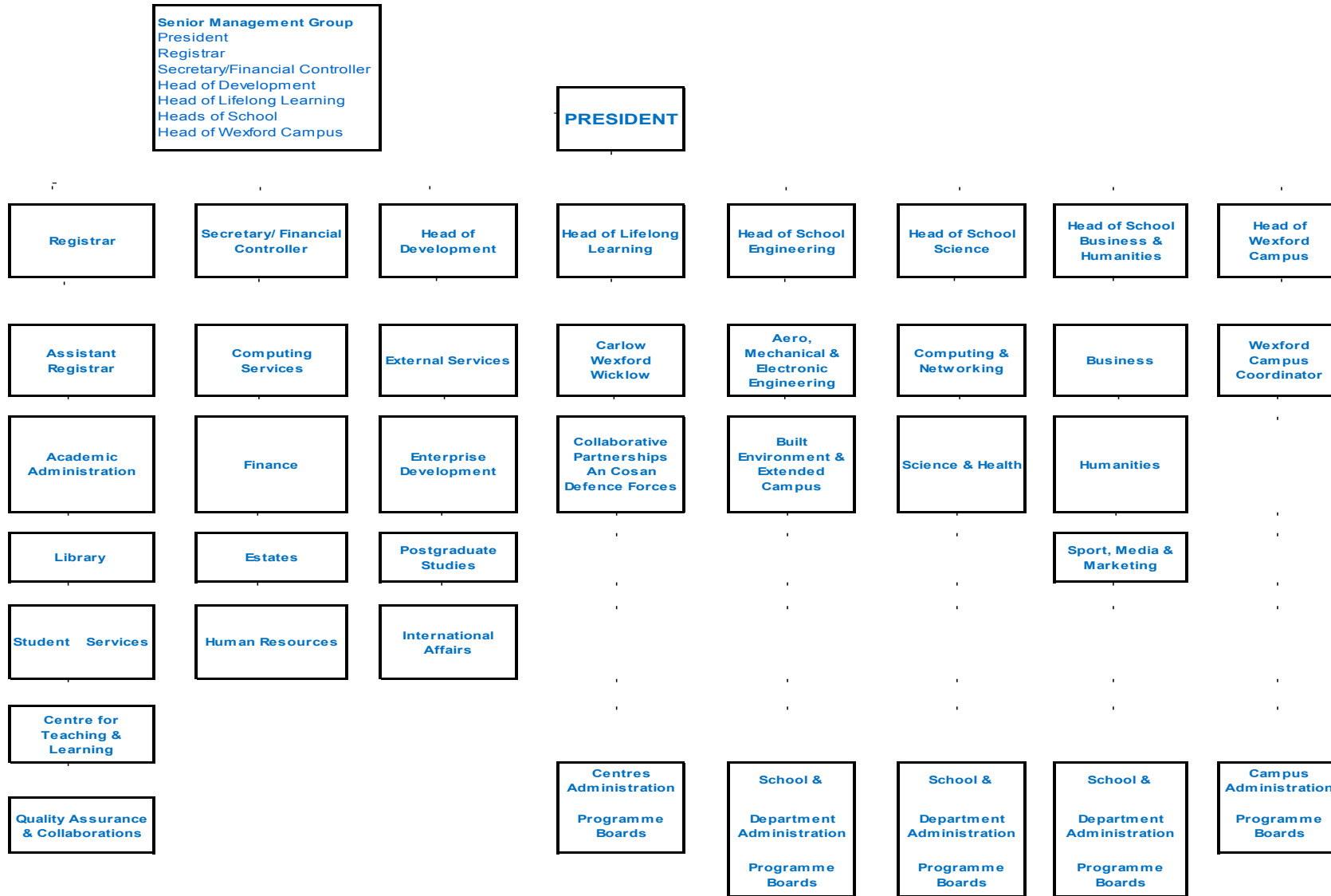
- Construction of a new 5,000m<sup>2</sup> Teaching and Learning facility which will significantly enhance infrastructure, facilities and the learner experience;
- Validation of new programmes across all NFQ levels
- Enhancement of existing and development of new collaborative partnerships;
- Building research capacity and embedding enquiry based learning across all programme areas.
- Continued internationalisation of the institution both in terms of learners, staff profile and programme orientation.

# Appendices

## Appendix I – Academic Governance Structure



## Appendix II – Institute of Technology Carlow Management Chart





### Appendix III – Document Management Control

Date	Document Title	Current Revision Status	Reason for Change	Reviewed Revision Status
26.2.15	Quality Manual	1.2	Review in line with ESG Guidelines as amended	1.3
18.1.2010	Quality Assurance / Improvement Policy and Framework Manual	1.1	Changes to logo, Quality standards 6.2 and 3.3	1.2
1.9.2004	Quality Assurance / Improvement Policy and Framework Manual		Initial release	1.1
17.5.13	P&P for Collaborative and Transnational Provision	1.0	Policy review to reflect changes in legislation and requirements for collaborative provision, including reference to the forming of QQI as the Awarding Authority, instead of HETAC, as informed by Qualifications and Quality Assurance (Education and Training Act) 2012	1.1
2.12.2011	P&P for Collaborative and Transnational Provision		Initial release	1.0
Approved by QQI 2.12.2014	P&P for Collaborative and Transnational Provision and Joint Awards		Initial release	1.0
Jan 2015	P&P for Postgraduate Awards by Research and Dissertation at NFQ Level 9 and Level 10 (Admission, Registration, Supervision and Examination)	1.0	Policy review to reflect changes in legislation and requirements for postgraduate awards, including reference to the forming of QQI as the Awarding Authority, instead of HETAC, as informed by Qualifications and Quality Assurance (Education and Training Act) 2012	1.1
Oct. 2006	Policy and Procedures for Postgraduate Research Students (Admission, Registration, Supervision and Examination)		Initial release	1.0

Date	Document Title	Current Revision Status	Reason for Change	Reviewed Revision Status
Jan 2015	P&P for Ethics in Research	1.0	Policy review to reflect changes in legislation and requirements for ethics, including reference to the forming of QQI as the Awarding Authority, instead of HETAC, as informed by Qualifications and Quality Assurance (Education and Training Act) 2012	1.1
May 2006	Ethics in Research Policy & Procedures		Initial release	1.0
1.5.14	P&P on Teaching and Learning	1.0	Policy review to reflect changes in legislation including reference to the forming of QQI as the Awarding Authority, instead of HETAC, as informed by Qualifications and Quality Assurance (Education and Training Act) 2012	2.0
Dec 2006	P&P on Teaching and Learning		Initial release	1.0
23.5.13	P&P on Learner involvement in Quality Assurance		Initial release	1.0
26.2.15	Document Management Control		Initial release	1.0
3.5.2013	Quality Work Plan		Initial release	1.0
1.12.2012	P&P for Minor, Supplemental & Special Purpose Awards	3.0	Policy review to reflect changes in legislation including reference to the forming of QQI as the Awarding Authority, instead of HETAC, as informed by Qualifications and Quality Assurance (Education and Training Act) 2012	4.0
June 2012	P&P for Minor, Supplemental & Special Purpose Awards	2.0	Policy review to reflect recommendations regarding Gap Analysis following Institutional Review in 2011	3.0
Apr 2006	P&P for Minor, Supplemental & Special Purpose Awards	1.0	Reviewed the Policy as scheduled	2.0

Date	Document Title	Current Revision Status	Reason for Change	Reviewed Revision Status
Sept 2004	P&P for Minor, Supplemental & Special Purpose Awards		Initial release	1.0
26.2.15	P&P for the Design, Development & Validation of New Minor and Major Awards at Level 6-10 NFQ	2.0	Reviewed to reflect the inclusion of Joint Awards as approved by QQI on 2 <sup>nd</sup> December 2014	3.0
18.4.13	P&P for the Design, Development & Validation of New Minor and Major Awards at Level 6-10 NFQ	1.0	Policy review to reflect recommendations regarding Gap Analysis and changes in legislation including reference to the forming of QQI as the Awarding Authority, instead of HETAC, as informed by Qualifications and Quality Assurance (Education and Training Act) 2012	2.0
17.8.2010	Policy & Guidelines for the Accreditation of taught programmes levels 6-10 of the National Framework of Qualifications		Initial release	1.0
26.2.15	P&P for On-going monitoring of Programmes	2.0	Reviewed to reflect the inclusion of Joint Awards as approved by QQI on 2 <sup>nd</sup> December 2014	3.0
1.1.2014	P&P for On-going monitoring of Programmes	1.0	Policy review to reflect recommendations regarding Gap Analysis and changes in legislation including reference to the forming of QQI as the Awarding Authority, instead of HETAC, as informed by Qualifications and Quality Assurance (Education and Training Act) 2012	2.0
Feb 2001	Course Board Policy and Standing Orders		Initial release	1.0
26.2.15	P&P for Programmatic Review	2.0	Reviewed to reflect the inclusion of Joint Awards as approved by QQI on 2 <sup>nd</sup> December 2014	3.0

Date	Document Title	Current Revision Status	Reason for Change	Reviewed Revision Status
28.6.2012	P&P for Programmatic Review	1.0	Policy review to reflect recommendations regarding Gap Analysis and changes in legislation including reference to the forming of QQI as the Awarding Authority, instead of HETAC, as informed by Qualifications and Quality Assurance (Education and Training Act) 2012	2.0
June 2004	P&P for Programmatic Review		Initial release	1.0
26.6.14	P&P for Recognition of Prior Learning	1.0	Policy Review to reflect the prior learning of mature learners throughout the Institute, for example, in the Centre for Lifelong Learning in Collaborative Partnerships	2.0
Sept 2010	P&P for Recognition of Prior Learning		Initial release	1.0
18.4.13	P&P on late submission of Assignments		Initial release	1.0
20.6.2013	P&P on Student Disability & Learning Support	1.0	Policy Review to reflect changes in legislation and practice	2.0
June 2005	Student's Disability Policy		Initial release	1.0
1.9.2013	Garda Vetting Policy	2.0	Reviewed Policy to reflect changes to legislation – specifically Section 12(2) of the National Vetting Bureau (Children and Vulnerable Persons) Act 2012 as it is a mandatory legal requirement to ensure that persons working with children or vulnerable adults are registered with the NVB	3.0
May 2008	Garda Vetting Policy	1.0	Reviewed Policy as scheduled	2.0
Dec 2007	Garda Vetting Policy		Initial release	1.0
29.11.2012	P&P Child Protection & Welfare		Initial release	1.0
26.2.15	P&P for External Examiners	4.0	Reviewed to reflect the inclusion of Joint Awards as approved by	5.0

Date	Document Title	Current Revision Status	Reason for Change	Reviewed Revision Status
			QQI on 2 <sup>nd</sup> December 2014	
30.11.12	P&P for External Examiners	3.0	Policy review to reflect changes in legislation including reference to the forming of QQI as the Awarding Authority, instead of HETAC, as informed by Qualifications and Quality Assurance (Education and Training Act) 2012	4.0
28.6.2012	P&P for External Examiners	2.0	Policy review to reflect recommendations regarding Gap Analysis	3.0
Dec 2005	Marks and Standards 2005-2006 and 2007	1.0	Amendment to Section B7	2.0
Dec 2002	Marks and Standards 2002–2003 and 2003 - 2004		Initial release	1.0
31.1.2013	Academic Integrity & Anti – Plagiarism Policy		Initial release	1.0
20.6.2014	P&P for Access	2.0	Reviewed the Policy as scheduled	3.0
2010	IT Carlow Access Programme Procedure	1.0	Reviewed the Policy as scheduled	2.0
Mar 2003	Direct Entry Policy		Initial release	1.0
Nov 2007	P&P for Transfer	1.0	Pilot Scheme approved	2.0
Sep 2002 and Sep 2004 Extended	Transfer of 1 <sup>st</sup> Year Students within IT Carlow		Pilot Policy – Initial release and Extension	1.0
23.7.13	P&P for Progression	1.0	Policy review to reflect changes in legislation including reference to the forming of QQI as the Awarding Authority, instead of HETAC, as informed by Qualifications and Quality Assurance (Education and Training Act) 2012	2.0
June 2002 and	P&P for Progression		Initial release	1.0

Date	Document Title	Current Revision Status	Reason for Change	Reviewed Revision Status
Dec 2004				

## Appendix IV - Quality Work Plan

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
<b>Overarching Policy</b>					
1.1	The institute's strategy for quality and standards	Strategy in place through QA/QI Framework	Review concluded in parallel with the IT Carlow Strategic Plan 2014-2018 and in line with QQI guidelines	Senior Management Team chaired by President	Completed
1.2	The organisation of the Quality Assurance system				
1.3	The responsibilities of Departments/Schools/Campus/Centre, Organisational units and individuals for the assurance of quality	As part of the comprehensive review of all academic policies and procedures within the Institute, each updated policy and procedures definitively identifies the responsibilities of each post-holder for implementation and ongoing review	Designate within every policy and procedure to clearly define responsibilities	Registrar	In line with status
1.4	The involvement of learners in Quality Assurance	Policy implemented to reflect and enhance current procedures and practice	Approved by Governing Body April 2013	Chair, QA&I Committee	Completed
1.5	How policy is implemented, monitored & revised	Implementation of use of template on policy and procedure. As part of the comprehensive review of all academic policies and procedures within the Institute each updated policy and procedures incorporates revision control history.	Review of all policies and procedures incorporates this	Chair , QA&I Committee	In line with status
1.6	The relationship between teaching and research	Not specifically defined	Teaching and learning policy reviewed to articulate the relationship.	Chair, TLSS Committee with Chair, R&D Committee	Completed



No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
<b>Programmes and Awards</b>					
2.1	New Programme proposal	Included within Policy & Procedure for the Design, Development & Validation of New Minor and Major Awards at Level 6-10 NFQ <i>*Reviewed 2014 – to reflect Joint Awards</i>	Approved by Governing Body April 2013	Chair, PP&V Committee	Completed
2.2	Types of Awards	In place	Review in line with QQI Requirements- Adopt formally as arise	Registrar	Adopted
2.3	Programme Development Committee	Policy & Procedure in place	Approved by Governing Body April 2013	Chair, PP&V Committee	Completed
2.4	General Programme Design Principles	Included within Policy & Procedure for the Design, Development & Validation of New Minor and Major Awards at Level 6-10 NFQ <i>*Reviewed 2014 – to reflect Joint Awards</i>	Approved by Governing Body April 2013	Chair, PP&V Committee	Completed
2.5	Development of explicit learning outcomes	IT Carlow's Curriculum and Programme Design Writing Learning Outcomes A Guide to Good Practice	Approved by Governing Body December 2013	Chair, TLSS Committee	Completed
2.6	Specific Department/School/Campus/Centre Policy on design and content	Include within Policy & Procedure for the Design, Development & Validation of New Minor and Major Awards at Level 6-10 NFQ <i>*Reviewed 2014 – to reflect Joint Awards</i>	Approved by Governing Body April 2013	Chair, PP&V Committee	Completed
2.7	Formal Policy and Procedures on Modes of delivery - full time; part-time; distance learning; e-learning; Problem-based learning etc.	Teaching & Learning Policy IT Carlow Quality Assurance & Improvement Policy and Framework Manual - Pgs 35-37	Approved by Governing Body April 2014	Chair, TLSS Committee	Completed
2.8	Resource implications of new	Included within Policy & Procedure for the	Approved by Governing	Chair, PP&V	Completed

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
	Programme delivery	Design, Development & Validation of New Minor and Major Awards at Level 6-10 NFQ <i>*Reviewed 2014 – to reflect Joint Awards</i>	Body April 2013	Committee Registrar	
2.9	Senior Management and Academic Council Approval				
2.10	External Programme Validation				
2.11	Implementation of validated programmes, Programme Boards response to External Panel conditions & recommendations				
2.12	Monitoring progress and achievement of learners	Policy for Ongoing Monitoring of Programmes <i>*Reviewed 2014 – to reflect Joint Awards</i>	Approved by Governing Body September 2013	Heads of School/ Campus/ Centre	Completed
2.13	Annual Review of programmes/change implementation	Policy for Ongoing Monitoring of Programmes <i>*Reviewed 2014 – to reflect Joint Awards</i>	Approved by Governing Body September 2013	Registrar	Completed
2.14	Policies and Procedures for Collaborative and transnational and Joint Awards	Policies, Procedures and Guidelines for the Development, Quality Assurance and Enhancement of Collaborative Programme Provision	Completed and revision submitted. QQI approval obtained July 2013	Registrar	Completed
2.15	Differential review	Policies and Procedures for Collaborative and transnational and Joint Awards	Completed and revision submitted. Awaiting QQI approval	Registrar	Completed
2.16	Differential review	Collaborative Provision Policy Appendix VII	Completed and revision submitted. QQI approval obtained July 2013	Registrar	Completed
2.17	Quinquennial External Programmatic Review	Policy & Procedure for Programmatic Review <i>*Reviewed 2014 – to reflect Joint Awards</i>	Approved by Governing Body November 2012	Registrar	Completed

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
2.1 8	Obtaining feedback from employers, graduates, other stakeholders	National Employers Survey  Professional Recognition Submissions Industry Advisory Boards  Policy & Procedure on Programmatic Review <i>*Reviewed 2014 – to reflect Joint Awards</i>	Formal policy/ process documented to reflect current practice- at QA & I committee  Approved by Governing Body November 2012	Chair QA & I Heads of School/ Campus/ Centre	Completed on an annual basis
2.1 9	Learner feedback	Irish National Student Survey QA 1 and QA 3 Postgraduate Student Survey	Institute surveys have been customised and are deployed annually	Registrar	Next iteration March 2015
2.2 0	Learner involvement in Programme Quality Assurance	As per point 1.4. above			
2.2 1	Recognition of Prior Learning - APCL, APEL, informal & non-formal learning	Academic Standards & Assessment Regulations Appendix 5  Policy and procedures for the Recognition of Prior Learning (RPL)	Approved by Governing Body April 2013  Approved by Governing Body May 2014	Chair, Academic Regulations	Completed
2.2 2	Formal Institute policy on Credit, credit accumulation credit transfer	From QQI guidelines		Registrar	Adopted
<b>Assessment of Learners</b>					
3.1	Recognised methods of assessment - formative; summative continuous,	Academic Standards & Assessment Regulations	Approved by Governing Body April 2013	Registrar  Chair	Completed

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
	terminal examination, types of examination - multiple choice, open-book/closed book, practical, portfolio, project, thesis, performance original composition etc.			Academic Regulations Committee	
3.2	Linking Assessment to Learning Outcomes	Academic Standards and Assessment Regulations	Approved by Governing Body April 2013	Chair, TLSS Committee	Completed
3.3	Marks & Standards - criteria for marking/grading; accumulation of marks and grades (weighted averages etc.); Classification of awards	Academic Standards and Assessment Regulations  Marks & Standards Examinations & General Procedures for Apprentice Programmes	Approved by Governing Body April 2013  Approved by Governing Body June 2006	Registrar	Completed
3.4	School/Department special conditions	APS and Programme Documents <i>*Reviewed 2014 – to reflect Joint Awards</i>	Approved by Governing Body April 2013	Chair, Academic Regulations	Completed
3.5	Ensuring staff are competent to assess	Human Resources Policy and Procedures	Human Resources and Teaching & Learning Centre review	HR Manager  Coordinator T&L Centre  Heads of School/Campus/Centre	Addressed on annual basis
3.6	Double marking/Joint marking/anonymous marking	Revision required	Approved by Governing Body April 2013	Chair TLSS Committee	Completed

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
3.7	Assessment of Group Projects - Fairness and consistency	Policy & Procedure in place	Approved by Governing Body April 2013	Chair, TLSS Committee	Completed
3.8	Late submission of assignments	Policy & Procedure in place	Approved by Governing Body April 2013	Chair, Academic Regulations	Completed
3.9	Plagiarism	Currently defined in Student handbook Enhanced by formal policy and procedure T&L Committee completed 2013	On website Approved by Governing Body January 2013	Chair, TLSS Committee	Completed
3.10	Examination Regulations	Examination Regulations	Reviewed by Academic Regulations Annually	Registrar	Completed
3.11	Ad Misericordiam arrangements - illness, mitigating circumstances, assistive technology, amanuensis, tape recording, etc	Policy & Procedure for Student Disability and Learning Support	Approved by Governing Body June 2013	Chair, TLSS Committee	Completed
3.12	Administration of Examinations	Academic Administration	Reviewed by Academic Administration Annually	Head of Academic Admin and Student Affairs	Completed
3.13	External Examination	Policy and Procedure for External Examiners *Reviewed 2014 – to reflect Joint Awards Academic Standards & Assessment Regulations	Approved by Governing Body November 2012 Approved by Governing Body April 2013	Registrar	Completed
3.14	Conduct of Examination Boards	Academic Standards & Assessment Regulations	Reviewed by Academic Regulations Annually	Chair of Academic	Completed

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
3.1 5	Publication of Results			Regulations Committee	
3.1 6	Appeals				
3.1 7	Resit / repeat policy				
3.1 8	Availability of information to learners	Handbook / web and exam location	Reviewed by Academic Regulations Annually	Head of Academic Administration and Student Affairs	Completed
<b>Quality Assurance of Teaching Staff</b>					
4.1	Recruitment policy - should address qualifications; skills in teaching, learning and assessment	In line with and exceeding selection procedures determined by the Minister for Education and Skills	In line with Dept. of Education & Skills	HR Manager	Completed
4.2	Policy on developing staff teaching skills	Teaching & Learning Policy Staff Development Policy	Approved by Governing Body May 2013  T&L Centre Human Resources	Registrar	Completed
4.3	Policy on developing staff assessment skills	Link to point 30 above			
4.4	Policy on developing staff Programme Design Skills	Staff Development Policy	Revision required	Senior Management Team chaired by President	Completed on annual basis

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
4.5	Policy on developing staff Research skills				As per status
4.6	Performance Management & Development Scheme PMDS	In line with national policy	In line with national policy development		
4.7	Policy on measuring effectiveness of teaching	Staff Development Policy	Review as part of part 1.1 and 1.2 above	Registrar HR Manager T&L Center Co-ordinator	Completed
4.8	Policy on dealing with ineffective teaching staff				
Learning Resources and Student support					
5.1	Library	As part of the Learning Resource Centre Regulations	Completed	Librarian	Completed
5.2	Information Technology			Computing Services Manager	
5.3	Learning Resources/Support - literacy, numeracy, disability etc	Policy & Procedure for Student Disability and Learning Support	Approved by Governing Body June 2013	Chair, TLSS Committee	Completed
5.4	Student representation - from governance to course Boards	Link to point 1.4 above			
5.5	Students' union	In place	Completed	President SU	Completed
5.6	Support services - counselling, Medical, Career, Sports etc	In place	Minor Revision required	Head of Student Services	Completed
5.7	Strategy for monitoring, periodic review and improvement of the adequacy and effectiveness of Student Support Services				
Information Systems					
6.1	Collection, analysis and use of	Policy on Ongoing Monitoring of Programmes		Registrar	Completed

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
	statistical information for quality assurance and management purposes to include: Application and Admission deferral Student Progression and Completion Rates. Withdrawal and Dropout Employment of Graduates	<b>*Reviewed 2014 – to reflect Joint Awards</b>  Policy on Programmatic Reviews <b>*Reviewed 2014 – to reflect Joint Awards</b>	Approved by Governing Body September 2013  Approved by Governing Body November 2012		
6.2	Students' satisfaction with services etc.	As per point 2.17 above			
6.3	Institute's Key Performance Indicators (KPIs)	Quality Standards	Review concluded in parallel with the IT Carlow Strategic Plan 2014-2018 in line with national (IoTI) guidelines on KPI and the strategic dialogue with HEA	Senior Management Team chaired by President	Completed
Public Information					
7.1	NQAI information determinations Access, Transfer & Progression, Awards, Standards etc.	Addressed	Review in line with QQI Requirements- Adopt formally as arise	Registrar	Ongoing
7.2	Quantitative and qualitative information on programmes	Addressed	Formal policy to be developed in line with national strategy	Registrar	September 2014
7.3	Quantitative and qualitative information on awards				
7.4	Teaching & Learning; Assessment Procedures	Link to point 3.1. above			



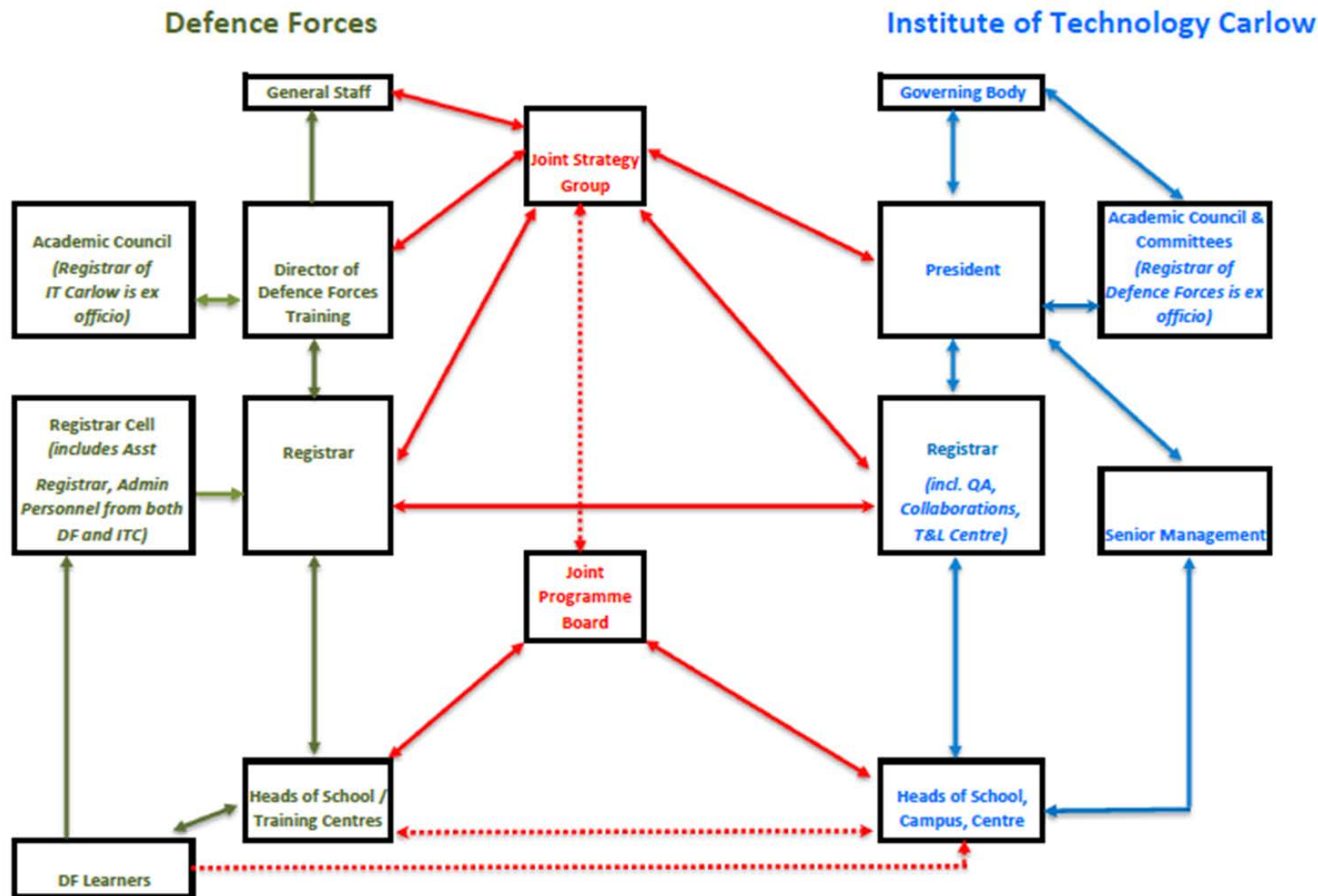
No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
7.5	Employment destinations of graduates	Graduate Survey  Policy on Ongoing Monitoring of Programmes <i>*Reviewed 2014 – to reflect Joint Awards</i>  Policy on Programmatic Reviews <i>*Reviewed 2014 – to reflect Joint Awards</i>	Implemented on annual basis but to be linked to national benchmarks when defined  Approved by Governing Body September 2013  Approved by Governing Body November 2012	Head of Development	Next iteration Nov 2014  Completed
7.6	Information available in Prospectus	Implemented on annual basis	Review on annual basis	Registrar	Next iteration July 2014
7.7	Information Available on line			Head of Development	Next iteration August 2014
7.8	Objectivity and impartiality of public information	Ongoing	Review in parallel with the IT Carlow Strategic Plan 2014- and the strategic dialogue with HEA	Senior Management Team chaired by President	Completed
7.9	Data Protection	In place to meet legislative requirements	Completed	Senior Management Team	Completed
7.10	Freedom of Information				
7.11	Complaints	Student Complaints & Appeals Procedure	Approved by Governing Body February 2005 Undergoing review 2015	Registrar	Completed
7.12	Institute's Regulations	In place	Regular Review	Registrar	Completed

## Appendix V - Programmes Developed in IT Carlow 2013-14

Programme Title	Award Type	Level	Credits	Status as at Feb 2015
BA (Hons) in Applied Humanities	Major	8	180	Approved
BA (Hons) in Drama Theatre & Performance Studies	Major	8	180	Approved
BA (Hons) in Culture and Heritage Studies	Major	8	240	Approved
BA Culture and Heritage	Major	7	180	Approved
BA in Early Childhood Education & Care	Major	7	60	Approved
Bachelor of Business (Honours) in Business	Major	8	240	Approved
Bachelor of Business	Major	7	180	Approved
Higher Certificate in Business	Major	6	120	Approved
BBus (Hons) in International Business	Major	8	240	Approved
BBus (Hons) with Digital Marketing	Major	8	240	Approved
Bachelor of Business with Digital Marketing	Major	7	180	Approved
Diploma in Accounting	SP	7	60	Approved
Higher Certificate in Science in Sustainable Farm Management and Agribusiness	Major	6	120	Approved
BSc in Pilot Studies	Major	7	180	Approved
Certificate in Advanced Media Communications	SP	8	30	Approved
Certificate in Aging Studies	Special Purpose	6	10	Approved
Certificate in Aircraft Acquisition and Finance	SP	7	10	Approved
Certificate in Attachment, Child Developments and Interventions for Foster Carers	SP	6	10	Approved
Certificate in Event Controlling	SP	6	10	Approved
Certificate in Civic Engagement and Volunteering	SP	6	NONE	Approved
Certificate in Fund Accounting & Credit Analysis	SP	8	30	Approved
Certificate in Fundamental PID Control	SP	6	10	Approved
Certificate in Irish Sports and Culture	SP	6	10	Approved
Certificate in Marketing and Social Media	SP	6	60	Approved
Certificate in Positive Mental Health	SP	7	10	Approved
Certificate in Preparation for Higher Education	SP	6	60	Approved
Certificate in Social Studies	Minor	6	60	Approved
Certificate in Transformative Community Education	SP	7	10	Approved
Certificate in Work Placement	Supplemental	7	10	Approved
Higher Diploma in Business in International Business	Major	8	60	Approved
Higher Diploma in Fund Accounting & Risk Analysis	Major	8	60	Approved
LLB (Legum Baccalaureus) Bachelor of Laws	Major	8	180	Approved
MA in Child, Youth & Family Studies	Major	9	90	Approved
PG Dip in Arts in Child, Youth & Family Studies	Major	9	60	Approved
MA in Interaction Design	Major	9	90	Approved
PG Dip a in Arts in Interaction Design	Major	9	60	Approved

Programme Title	Award Type	Level	Credits	Status as at Feb 2015
MSc in Communications Technology and Management	Major	9	90	Approved
PG Dip in Communications Technology and Management	Major	9	60	Approved
MSc in Digital Marketing	Major	9	90	Approved
PG Dip in Digital Marketing	Major	9	60	Approved
MSc in Management of the Built Environment	Major	9	90	Approved
PG Dip in Management of the Built Environment	Major	9	60	Approved
MSc Sports Performance Analysis	Major	9	90	Approved
PG Dip in Sports Performance Analysis	Major	9	60	Approved
MSc in Strength & Conditioning	Major	9	90	Approved
PG Dip in Strength & Conditioning	Major	9	60	Approved
Certificate in Pastoral Theology	SP	6	20	Approved

Appendix VI – Linkage between IT Carlow and the Defence Forces



## Appendix VII – Register of Collaborative Provision

Dept/School /Centre	Partner Institution	Country	Programme Involved	Nature of Agreement	Category of Agreement type
School of Engineering					
Electronic Mechanical and Aerospace	Defence Forces (CIS Corps)	Ireland	MSc in Communications Technology Management  PG Dip in Science in Communications Technology Management  BEng in Electronic Engineering (Military Communications Systems)  Higher Certificate in Engineering in Electronic Engineering	Validated Programme Provision	Collaborative Provision
Electronic Mechanical and Aerospace	Defence Forces (Ordnance Corps)	Ireland	MSc in Ordnance Engineering  PG Dip in Ordnance Mechanical Engineering	Validated Programme Provision	Collaborative Provision
Electronic Mechanical and Aerospace	Gestair	Portugal	BSc (Hons) in Pilot Studies	Validated Programme Provision	Collaborative Provision

School of Business and Humanities / Centre for Lifelong Learning					
Humanities	An Cosán	Ireland	BA in Applied Addiction Studies and Community Development  Higher Certificate in Applied Addiction Studies and Community Development  BA in Leadership and Community Development  Higher Certificate in Leadership and Community Development  Special Purpose Award Certificate in Transformative Community Education	Validated Programme Provision	Collaborative Provision
School of Business and Humanities / Centre for Lifelong Learning					
Business	Defence Forces	Ireland	BA in Leadership, Management and Defence Studies  BA in Leadership, Management and Defence Studies (Logistics)  Certificate in Leadership, Management and Defence Studies (minor award level 7 30 Credits)  Higher Certificate in Arts in Leadership, Management and Defence Studies	Validated Programme Provision	Collaborative Provision

**Note:** Unless otherwise stated, each agreement is assumed to require review after three years

Name	City	Province / State	Country	Agreement Type	Academic Area	Date Signed	Duration
Guilin University of Electronic Technology	Guilin	Guangxi	China	2 yrs in Guilin + 2 yrs in IT Carlow	Business, Design Engineering	2006	
Henan University of Economics and Law	Zhengzhou	Henan	China	1 yr in Henan + 1 IT Carlow + 1yr in Henan	Accounting	13.3.2013	
University of New Hampshire	Durham	New Hampshire	USA	Semester in IT Carlow	Health Science	1.8.2012	5 Years
St. Ambrose University	Davenport	Iowa	USA	Semester in IT Carlow	Health Science	2008	5 Years
Dong – A University	Busan	Busan	S. Korea	2 yrs in Dong + 1 IT Carlow + 1 in Dong Na	Engineering	19.8.2005	3 Years
Nilai Internat. University College	Nilai	Negeri Sembilan Darul Khusus	Malaysia	2 yrs in Nilai + 1 yr in IT Carlow	Aircraft Systems	26.6.2008	
Seton Hall University	South Orange	New Jersey	USA	Semester in IT Carlow	Health Science	1.5.2012 renewed for 30.4.2015 for 3 yrs	3 Years
Confederation College	Thunder Bay	Ontario	Canada	2 yrs in Con. Coll. + 1 yr in IT Carlow	Aircraft Systems	May 2012	
Nova Scotia Community College	Halifax	Nova Scotia	Canada	Student exchange	Built Environment	8.9.2008	
College of the North Atlantic	Gander	Stephenville Newfoundland and Labrador	Canada	Student exchange	Aircraft Systems	4.3.2012	3 Years
Cranfield University	Cranfield	Bedfordshire	England	Progression Opportunity for IT Carlow graduates	Aircraft Systems <b>(Part 147 Org.)</b>	23.4.2010	3 Years
Corjet Maintenance	Madrid	Madrid	Spain	IT Carlow Student Maintenance Training	Aircraft Systems <b>(Part 147 Org.)</b>	28.7.2010	
University of Tennessee	Chattanooga	Tennessee	USA	Student exchange	Computing	Not Dated	5 Years
Irish Aviation Authority	Dublin	Dublin	Ireland	IT Carlow accredited as Part 147 Organisation	Engineering	14.2.2011- Biannual	

Name	City	Province / State	Country	Agreement Type	Academic Area	Date Signed	Duration
Mages Institute of Excellence	Singapore	Singapore	Singapore	Student progression	Computing	9.3.2012	5 Years
Samara State Aerospace University	Samara	Samara	Russia	Staff exchange	Aircraft Systems <b>(Part 147 Org.)</b>	2.12.2011	5 Years
Samara State Academy of Social Sciences and Humanities	Samara	Samara	Russia	Staff exchange	Social Science and Humanities	22.2.2012	5 Years
Belgorod National Research University	Belgorod	Belgorod	Russia	Staff exchange	Science Computing & IT	21.6.2012	5 Years
Institute of Education	Dublin	Dublin	Ireland	Student progression	Entry from foundation	27.7.2012	
Dorset College	Dublin	Dublin	Ireland	Student progression	Entry from foundation	23.8.2010	
Colleges Ontario Canada	Ontario	Ontario	Canada	Student exchange	IoT	31.5.2012	
TAR University	Kuala Lumpur	Malaysia	Malaysia	2 yrs in TAR + 1 yr in IT Carlow	Engineering	12.12.2012	
HELP University	Kuala Lumpur	Malaysia	Malaysia	Student progression	Science	5.12.2012	
Globallinks	Westminster	Colorado	USA	Student exchange		17.10.13	3 Years
Tongling University	Tongling	Abhui Province	China	Student exchange		8.3.2013	3 Years
SupBiotech	Villejuif	Villejuif	France	Semester in IT Carlow	Science	25.6.2012	3 Years
Technical and Vocational Training Corporation, Kingdom of Saudi Arabia (TVTC)	Riyadh	Saudi Arabia	Saudi Arabia	Student progression		22.2.2011	4 Years
Aviation Australia	Brisbane Airport	Brisbane	Australia		Engineering <b>(Part 147 Org.)</b>	22.8.2011	
Malaysian Technical University Network	Malaysia	Malaysia	Malaysia	Student progression	IoT	18.6.2012	
Quality and Qualifications Ireland (QQI)	Dublin	Dublin	Ireland	Under Section 5 of HETAC Core Validation Policy and Criteria 2010		8.5.2013	
Flight Training Europe	Jerez	Cádiz	Spain	Programme Development	Engineering <b>(Part 147 Org.)</b>	4.9.2013	1 Year
Luoyang Normal University China	Luoyang City	Henan Province	China	Student progression		Not Dated	5 Years



Name	City	Province / State	Country	Agreement Type	Academic Area	Date Signed	Duration
TAFE	Seremban	Negeri Sembilan	Malaysia	TAFE Students to enter 3 <sup>rd</sup> Year of B.Eng. in aircraft systems	Engineering	12.2.2013	
Wisconsin Technical College System (WTCS)	Wisconsin	Great Lakes Region	USA	Student progression	IoT	12.9.2012	
Irish Light Aviation Society (ILAS)	Bray	Co. Wicklow	Ireland	Student progression	Engineering (Part 147 Org.)	12.9.2013	3 Years
South East Radio	Custom House Quay	Wexford	Ireland	Student progression	Wexford Campus	12.9.2013	3 Years
Banco de Mexico (Mexican Federal Government)	Gualamala	Mexico	North America	Student progression	IUA and IoT	21.10.2013	
Wexford Arts Centre	Wexford	Wexford	Ireland	Student progression	Wexford Campus	12.11.2013	3 Years
Despark College	Petaling Jaya Selangor	Malaysia	Malaysia		Engineering	20.1.2014	3 Years
DAA International	Dublin	Dublin	Dublin	Programme Development	Engineering	14.5.2014	3 Years
Shanghai Normal University	Shanghai	Shanghai	China	2 yrs in SHNU + 2 yrs in IT Carlow	Engineering	28.5.2014	5 Years
Irish Farmers Association	Dublin	Dublin	Ireland	Student progression	Wexford Campus	6.10.2014	3 Years
Ithaca College	New York	New York	USA	Student progression	Science	3.11.2014	3 Years
USCI University Malaysia	Kuala Lumpur	Malaysia	Malaysia	Year 1 in IT Carlow	All areas	22.1.2015	3 Years
ALFA International College	Jalan	Malaysia	Malaysia	Year 2 in IT Carlow – BA (Hons) in Early Childhood Ed. and Care	School of Business & Humanities	27.1.2015	3 Years
TUSLA – Child and Family Agency	Wexford	Wexford	Ireland	Programme Development	Wexford Campus	27.1.2015	3 Years
Institut Teknologi Riam	Sarawak	Malaysia	Malaysia	Year 3 in IT Carlow	Engineering	23.2.2015	3 Years
Admal Aviation College Malaysia	Selangor	Malaysia	Malaysia	Year 3 in IT Carlow	Engineering	23.2.2015	3 Years

# Learner Experience

We foster an inclusive and positive environment that values and supports learners in achieving their highest potential. We expect learners to be successful and to have pride in the achievement of their goals.

