

HIGHER EDUCATION AND TRAINING AWARDS COUNCIL, IRELAND

Comhairle na nDámhachtainí Ardoideachais agus Oiliúna, Éire

Institutional Review of Providers of Higher Education and Training

Institutional Review of Institute of Technology Tralee from 30 November- 2 December 2009

Report of the Expert Panel

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HETAC Institutional Review

Introduction

This is the Report of the Expert Panel, appointed by the Higher Education and Training Awards Council (HETAC), which carried out the Institutional Review of Institute of Technology Tralee from 30 November to 2 December 2009.

HETAC is the qualifications awarding body for third-level educational and training institutions outside the university sector in Ireland. All providers offering HETAC awards are subject to external quality assurance review of their institutions. HETAC carries out such reviews as part of its Institutional Review process.

HETAC appointed an expert panel to carry out the Institutional Review on its behalf. Under the Chairmanship of Professor Colm Kearney, membership of the expert panel reflected a wide range of expertise and experience, in accordance with the Terms of Reference for the review. HETAC wishes to record its thanks to the members of the panel for accepting this task and for their generous and professional commitment to the review.

Institute of Technology Tralee will submit a follow-up report to HETAC not more than 12 months after the publication of this report. The Institute's follow-up report will outline how it will have implemented the recommendations, as set out in its response to the Institutional Review, and evaluate the initial impact of such implementation. The follow-up report will be considered by the Academic Committee of HETAC, and a commentary by the HETAC Executive will be included. The Academic Committee may adopt the Institute's follow-up report and may consider further conditions. Following adoption by the Academic Committee of HETAC, the follow-up report will be published on the Council's website.

Note

HETAC's Institutional Review process is designed to address only those objectives described in the Terms of Reference included in Appendix A.

The expert panel points out that it cannot make any findings regarding:

- 1. The financial standing and commercial viability of the institution reviewed*
- 2. The institution's compliance with its general statutory obligations*
or
- 3. The general fitness of the institution's systems and arrangements for the governance and management of financial matters.*

The Report of the Expert Panel contains no assurances, warranties or representations, express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While HETAC has endeavoured to ensure the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will HETAC be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from or in connection with the use of the information contained in the Report of the Expert Panel.

Executive Summary — Report of the Expert Panel

This is the Report of the Expert Panel appointed by HETAC to undertake the Institutional Review of Institute of Technology Tralee from 30 November to 2 December 2009. The review process was carried out in accordance with the HETAC *Policy on Institutional Review of Providers of Higher Education and Training*, 2007.

Findings

Overall recommendation to HETAC, including details of any conditions attached

The following is a summary of the expert panel's key findings:

- The effectiveness of the Quality Assurance arrangements operated by Institute of Technology Tralee has been assessed and the arrangements have been found to be effective in accordance with the seven elements of Part One of the *European Standards and Guidelines for Quality Assurance* 2009, Helsinki, 3rd edition, and the HETAC *Guidelines and Criteria for Quality Assurance Procedures in Higher Education*, 2004.
- Institute of Technology Tralee has implemented the National Framework of Qualifications (NFQ) and procedures for Access, Transfer and Progression, as determined by the National Qualifications Authority of Ireland.
- Institute of Technology Tralee meets the criteria for the delegation of authority to make awards that relate to Operations and Management; Education and Training Programmes; Council Conditions attaching to Delegation of Authority as set out in the HETAC *Criteria and Procedures for the Delegation and Review of Delegation of Authority to Make Awards, 2004* and the Objects of the Qualifications (Education and Training) Act 1999.

Commendations and Recommendations

The expert panel made a total of one special commendation, 14 commendations and 21 recommendations, identified in the body of the report, in relation to the Objectives for Institutional Review to which each corresponds.

Acknowledgement

The panel is grateful to the Institute of Technology Tralee for the cooperation and assistance provided. The logistics of the visit were particularly well organised and in this respect the panel would particularly wish to express its appreciation to Dr. Noel Mulligan and the review team and it wishes the Institute well in its future work.

Background to Institute of Technology Tralee

The Institute of Technology Tralee was originally founded as a Regional Technical College in 1977. It was granted 'Institute of Technology' status in 1997.

Data presented by the Institute indicates that the full-time equivalent student population has remained virtually constant over the five years to 2008-2009 (See Table 1). The full-time third level numbers over the period in question are virtually constant at around 2200 and (again) consistently comprise about 84% of the total enrolment.

Academic Session	FULL-TIME EQUIVALENT (FTE) ENROLMENTS					
	Third Level Full-Time	Catering Craft	Apprentices Designated Trades	Part-Time	FETAC Approved Full-Time	Totals
2004/05	2078	163	118	218		2577
2005/06	2280	107	141	172		2700
2006/07	2229	97	141	148	12	2627
2007/08	2192	109	150	123	8	2582
2008/09	2246	147	119	262	17	2791

Table 1: Institute of Technology Tralee FTE enrolments

In terms of annual student intake, the Institute, in 2010 offers a total of 1610 student places, distributed across the three Schools: Business and Social Studies (835), Engineering and Construction Studies (148) and Science and Computing (627). The places offered at NFQ, Levels 5, 6, 7, 8 and 9 amount to 25, 505, 414, 527 and 120 respectively.

In circumstances whereby no less than seven higher education institutions are located in Munster, IT Tralee draws a fairly constant ~90% of its students from Munster, the vast majority of these coming from Kerry and to a lesser extent, its contiguous Munster counties of Limerick, Cork and Clare (See Table 2). These trends continue in the 2009-2010 session. The Institute offers several unique programmes in such "niche" areas as Health and Leisure, Folk Studies etc. These programmes, reflecting in part the achievement of one of the Institute's strategic goals - Academic Differentiation - account for most of the Irish non-Munster Enrolment. Overseas student enrolment has increased from less than 100

in 2004-05 to 160 in 2009-10. Applications from mature students, of which about half were for nursing, were running at 600 in 2009-10.

Academic Session	Domiciliary Origins of IT Tralee Students (%)					
	County Kerry	Other Munster	Leinster	Connaught	Ulster	Other
2002/03	54	35	4	3		4
2003/04	57	35	3	2	1	2
2004/05	62	29	3	2	1	3
2005/06	59	30	4	3		4
2006/07	61	30	4			5
2007/08	72	21	4	1	1	1
2008/09	68	21	6	2	1	2

Table 2: Domiciliary Origin of Student Population

In Academic terms, the Institute has three Schools and seven Departments as detailed below:

1. School of Business and Social Studies
 - Department of Business Informatics
 - Department of Humanities and Social Studies
 - Department of Business Studies and Hotel, Catering and Tourism
2. School of Science and Computing
 - Department of Computing and Mathematics
 - Department of Chemical, Life Sciences and Health and Leisure Studies
3. School of Engineering and Construction Studies
 - Department of Civil and Construction Studies
 - Department of Agricultural, Manufacturing and Mechanical Engineering

The panel notes that, at the time of the visit, two of the three Head of School positions were vacant. The Institute is proposing to move to a two faculty structure and a revised department structure. Pending implementation of same it is proposed to fill the two vacant Head of School positions on a temporary basis.

The recent history of programme provision in the Institute is given in Table 3. The Institute has been delivering all its programmes on a modularised/semesterised basis since 2009. Some 34 new programmes have been developed since 2006. Apart from the quantitative changes in the provision there have been very significant changes in the pattern of participation in recent years. The proportion of students studying at Level 6 decreased from 37% to 21% over the five year period starting in 2004-05 while the corresponding figures for aggregated Level 7 and 8 are 51% and 79%.

Academic Session	No. of Full-time Programmes by School			Total
	Business	Engineering	Science	
2002/03	22	17	22	61
2003/04	25	17	26	68
2004/05	24	11	22	57
2005/06	27	20	22	69
2006/07	32	20	22	74
2007/08	33	14	30	77
2008/09	33	17	34	84

Table 3: Programme Provision by School

The Institute adopted a rigorous methodology in developing the transition to and establishment of modularisation/semesterisation. Among the “core principles” of the modularisation scheme are: each student must take a common module in Semester 1 “designed to assist the student in the transition to third level”. This includes material on Study Skills and Report Writing Skills etc. One 5 credit module in each block of 60 credits taken by a student must arise from non-core/cognate material, described as “education broadening”.

Additional background on the profile of the Institute is set out in the Terms of Reference, Appendix A.

Institutional Review Methodology

The Institutional Review process was carried out in accordance with HETAC's *Policy on Institutional Review of Providers of Higher Education and Training*, 2007. The process consists of the following six phases, with the Report of the Expert Panel coming at the end of phase 3.

1. HETAC set the Terms of Reference following consultation with the Institute.
2. Self-evaluation was carried out by the Institute, followed by the production of a written Self-Evaluation Report (SER).
3. Visit of the expert panel appointed by HETAC, followed by the written Report of the Expert Panel.
4. Institutional response to the panel's report, including its implementation plan.
5. Publication of the Report of the Expert Panel and the Institute's subsequent response and implementation plan.
6. Follow-up report submitted by the Institute.

The Terms of Reference for the Institute of Technology Tralee were discussed at a meeting between HETAC and the Institute in April 2009. The objectives of the Institutional Review of the Institute of Technology Tralee were set by HETAC as follows:

1. To enhance public confidence in the quality of education and training provided by the Institute and the standards of the awards made.
2. To contribute to coherent strategic planning and governance in the Institute.
3. To assess the effectiveness of the Quality Assurance arrangements operated by the Institute.
4. To confirm the extent to which the Institute has implemented the National Framework of Qualifications (NFQ) and its procedures for access, transfer and progression.
5. To evaluate the operation and management of delegated authority.
6. To provide recommendations for the enhancement of the education and training provided by the Institute.

The special considerations under each objective for the Institute are set out in the body of the report. The complete Terms of Reference for Institute of Technology Tralee is provided in Appendix A.

HETAC appointed a panel of experts to carry out the Institutional Review on its behalf. Under the Chairmanship of Professor Colm Kearney, membership of the panel reflected a wide range of expertise and experience, in accordance with the Terms of Reference for the review. Panel members were asked to declare any potential conflicts of interest prior to their appointment. Panel members received induction

training on the conduct of Institutional Reviews in advance of the site visit. The panel membership is outlined in full in Appendix B.

Prior to the panel's visit, Institute of Technology Tralee engaged in a self-evaluation exercise. The Institute appointed a project manager and an Institutional Review Steering Committee was established. The steering committee had representation from management, academic and administration staff, as well as the student body. The self-evaluation was conducted in such a way as to address the objectives agreed by the Institute and HETAC in the Terms of Reference. The process was overseen by the Institutional Review Steering Committee. The steering committee identified areas which should be reviewed and tried as far as possible to utilise the Institute's existing committees when assigning tasks. Institute staff was kept informed of progress/activity by means of Institutional Review Newsletters (supplied to the panel) and by means of the Institute's Intranet. The tangible outcome of this work was the production of the Self Evaluation Report (SER) which followed the HETAC Terms of Reference in addressing the six objectives specified by HETAC for the review.

In advance of the site visit, Institute of Technology Tralee submitted the SER to HETAC and the additional supporting documentation as listed in Appendix C. A desk-based review of the SER was undertaken by HETAC prior to forwarding the report to the review panel. The expert panel assessed the SER in advance of the site visit, and forwarded their initial thoughts to HETAC and the Review Chairperson. The self-evaluation was conducted in such a way as to address the objectives agreed by the Institute and HETAC in the Terms of Reference. Some eighteen teams, with cross-Institute membership, ranging from the President to members of the Student Services staff comprised the self-evaluation mechanism. All teams produced reports with recommendations for enhancement of Institute services/activities and supporting documentation, and these were reviewed by the steering committee and the Institute Executive. Staff was kept informed of progress by means of occasional newsletters.

The SER addresses the objectives. Furthermore, it draws on all relevant documentation by means of hyperlinking its footnotes to access appropriate documentation on a memory key provided by the Institute as part of its IR documentation.

An advance meeting was held between the Review Chairperson, Secretary, HETAC Head of Institutional Review and representatives of the Institute on 5 November 2009. The advance meeting:

- Discussed and agreed the agenda and logistics of the site visit.
- Highlighted areas of the SER where additional clarification would be required.
- Agreed that additional information and documentation be made available to panel members prior to and during the site visit.

The site visit took place from 30 November to 2 December 2009 in the Institute of Technology Tralee. The full panel met with members of the Institute, learners and other stakeholders. The agenda for the site visit, agreed in advance with representatives of the Institute, is set out in Appendix D. With minor changes, that agenda was followed during the visit. Lists of persons with whom the panel met are provided in Appendix E.

The panel was satisfied that it received full cooperation from Institute of Technology Tralee and considered that it had been provided with the necessary documentation and participated in appropriate discussions to reach its conclusions and produce its report.

Findings in relation to objectives of Institutional Review

Objective 1 — Public Confidence

To enhance public confidence in the quality of education and training provided by the Institute and the standards of the awards made

The panel notes that under this objective a “special consideration” for Institute of Technology Tralee is:

“The Institute welcomes the opportunity to highlight to the panel the specific role it has established and the recognition it has received as a driver of entrepreneurship in the education sphere. The importance of this initiative is endorsed by the involvement of high profile business leaders in related activities.”

Summary of Objective 1 — Public Confidence

The Institute places great store on the importance of generating public confidence. The SER states, in this context, that the statutory framework in which IT Tralee operates “underpins public confidence in the quality of the education and training that it provides”. It instances, *inter alia*, its placement within the Higher Education Authority’s sphere of authority in relation to funding, planning and research as significant in meeting this objective. The SER does not go on to substantiate this claim. While IT Tralee values its delegated authority to make academic awards, it does have an awareness of the importance of the HETAC label. Accreditation of some of the programmes by professional bodies such as, for example, Engineers Ireland and the Association of Chartered Certified Accounts (ACCA), is seen as significant. So too is the recognition by the Teaching Council of some eight programmes of their graduates’ eligibility to seek employment as second level teachers in Ireland. The Institute cites its appointment of a Schools Liaison Officer (2002), Freedom of Information Officer (2002) and a Marketing Officer (2007) as evidence of its commitment to placing accurate information and marketing, in relation to its services in the public domain.

Kerry Technology Park (KTP), located on the Institute’s North Campus, is a joint development of Shannon Development and Institute of Technology Tralee. The Institute’s master plan calls for a seamless development of education and enterprise on the North Campus. The Institute is engaged in a “rebranding” project in conjunction with KTP in an effort to exploit the Kerry brand. The Institute sees this development as having the potential to raise its profile. The re-branding initiative is currently on hold because the Institute’s Executive has decided to await the outcomes of the review of Higher Education.

The panel received the SER prior to the site visit. While panel members were unanimous in complimenting the Institute on the comprehensiveness and readability of the SER and on its electronic linkages to the large volume of supporting documentation, there was, however, an impression that the SER was overly narrative and descriptive at the expense of analysis and evidence of reflection.

Key Findings of Objective 1 — Public Confidence

The panel finds Institute of Technology Tralee to be well established and highly respected in its own region. The very high local enrolment it consistently attracts is evidence of this. From its meetings with stakeholders, the panel finds that the Institute is held in high regard in its region but that it tends to “hide its light under a bushel”.

The panel finds that consciousness of its regional profile is a key issue for the Institute. One of four goals in the Strategic Plan is that the Institute of Technology Tralee become recognised as a regional resource with the capacity to benefit the social, cultural and economic standing of the South West region.

The panel finds the Young Entrepreneur programme to be an imaginative exemplar of the Institute’s commitment to entrepreneur formation. This is a joint development with Shannon Development and the Institute participates as part of the Shannon Consortium. Prominent local and national business figures support and participate in this programme. Participation is open to second and third level students from the Shannon Consortium area.

The Endeavour Programme, another partnership between IT and Shannon Development, is aimed at young would-be entrepreneurs with a proven track record in business. The panel notes that prominent business figures also participate as mentors in this programme.

The panel finds that while the Institute’s website is comprehensive, it needs to be updated.

Commendations — Public Confidence

The panel commends:

1. The strong positive engagement with stakeholders in the region.

Recommendations — Public Confidence

The panel recommends that the Institute should:

1. Continue to build on and develop the entrepreneurship activities on which it has embarked.

2. Consider the appointment of a dedicated Industrial Resource person in an effort to strengthen the interface with the Kerry Technology Park.
3. Review and further develop the Institute's website.
4. Raise its profile by developing strong media links.
5. Continue with the Kerry Technology Park /IT Tralee re-branding project.

Objective 2 — Strategic Planning and Governance

To contribute to coherent strategic planning and governance in the Institute

The panel notes that under this objective a “special consideration” for Institute of Technology Tralee is:

“The Institute welcomes the opportunity to draw to the attention of the panel the way in which it has developed the strategic planning process from the initial plan developed in 2000 to the current plan, ‘Creating our Future’ 2008 - 2013.”

Summary of Objective 2 — Strategic Planning and Governance

The Institute claims to have been the first of Ireland’s Institutes of Technology (IoTs) to initiate a formal strategic planning process. It published its first Strategic Plan in 2000, covering the period 2000-2006. Changing circumstances prompted a mid-term review and a second Strategic Plan emerged to cover the period 2004 -2007. The current plan is for the period 2008-2013. All three were provided to the panel. The current (2008-2013) plan is a very well-produced, bi-lingual document. The Institute sees the 2008-2013 Strategic Plan as benefiting from its long experience in Strategic Planning. The Institute will undertake a mid-term review of the 2008-2013 Strategic Plan.

The SER identifies the four goals of the Strategic Plan:

- Quality Learning & Teaching Experience;
- Academic Differentiation;
- Greater Significance in the Region;
- Enhanced Alliances and Collaboration.

The five priority areas in the Strategic plan are:

- Programme Development;
- Teaching & Learning;
- Access & Lifelong Learning;
- International Activity;
- Research.

The panel sought clarification on one of the goals; “Academic Differentiation”. This refers to those characteristics that the Institute considers make it different from other providers of higher education, since it offers programmes in “niche” areas placing emphasis on the development of entrepreneurship. The Institute sees this approach as having been successful in the past, particularly as an incentive in

attracting students. It now seeks to develop it further as a means of strengthening the role of the Institute.

The SER details the rationale behind the absence of specific objectives in the Strategic Plan. The Institute aims to share ownership of the Strategic Plan with departments and staff by establishing a procedure whereby academic departments formulate their own operational plans on an annual basis, taking into account the Institute goals and priority areas. The SER states that these plans are reviewed and approved by the Senior Operational Management Committee, which is chaired by the President. The SER asserts that during the first year of department-centred operational planning, the departments identified more than 100 objectives for the year. These objectives are owned and managed at department Level. The annual departmental reports consolidate into the Institutional Annual Report.

The SER identifies the legislative instruments that regulate the establishment and governance of the Institute. The governance and management structures, and practices in place to meet these legal requirements are described. The President, as Chief Executive, reports to the Governing Body while the President and other senior management form the Executive Team, meeting fortnightly to assume responsibility for day-to-day management of the Institute.

Key Findings of Objective 2 — Strategic Planning and Governance

The panel notes that the level of governance in the Institute is compliant with all its statutory obligations and that a healthy and appropriate relationship exists between the Governing Body and the Institute Executive.

The panel finds that Institute of Technology Tralee was a pioneer among the IoTs in the strategic planning process; it has developed a strong commitment to the process. The panel furthermore finds that there has been a constant and imaginative evolution of the strategic planning process since it began. The goals and priorities identified in the current 2008-2013 Strategic Plan, “Creating Our Future”, are relevant and achievable.

The Qualifications and Training Act requires a commitment to bilingualism. The Strategic Plan is documented in a bound bilingual volume and the website is also bilingual. The Strategic Plan is “dynamic” in the sense that it will undergo a mid-term review; effectively the departments’ annual operational plans are intrinsically part of the Strategic Plan.

The panel notes that two of the three Heads of School posts are currently vacant and that the Institute plans to change to a “two-faculty” structure in 2010.

Commendations for Objective 2 — Strategic Planning and Governance

The panel commends:

2. The quality of the Working Management and Governance of the Institute.
3. The strong commitment to strategic planning and the evolution of the strategic planning process over the years.
4. The dynamic nature of the Strategic Plan (in that it evolves with the movement in annual departmental operational plans).

Recommendations for Objective 2 — Strategic Planning and Governance

The panel recommends that the Institute:

6. More strongly reflects its plans on Entrepreneurship in the Strategic Plan.
7. Clarifies the concept of “Academic Differentiation” in the Strategic Plan.

Objective 3 — Quality Assurance

To assess the effectiveness of the Quality Assurance arrangements operated by the Institute

The panel notes that under this objective a “special consideration” for Institute of Technology Tralee is:

The Institute would like to highlight the important role of the Centre for Educational Development in relation to:

- *Staff Continuing Professional Development*
- *Student supports.*
- *The rollout of the Learning Styles initiative at second and third level in the region.*

Summary of Objective 3 — Quality Assurance

The SER describes the background to the development of Quality Assurance (QA) within the Institute. Quality Assurance Procedures were first agreed with HETAC in 2004. The Academic Council, through its Quality Assurance sub-committee, has overall responsibility for Quality Assurance and there is an online Quality Assurance Manual comprised of two sections – Academic and Services. New staff members are provided with briefings on the QA systems. Students’ class representatives are briefed on QA procedures and systems.

The SER describes how the implementation of a modularised and semesterised delivery modality has been a driver of development of QA systems. A major outcome here was the creation of an on-line module-descriptor within the Institute’s Management Information System (MIS). This provides on-line information relating to all module characteristics, including audit trails and learning outcomes. The module descriptor information is accessible by learners. The SER states that the modularisation and semesterisation project has enabled the development of a more efficient and flexible framework for programme development.

There have been other enhancements to the QA procedures since 2004. These include developments in such areas as Examination Procedures, Marks and Standards and New Programme Development.

An Audit Committee reports to Academic Council through its Planning Sub-Committee. This Committee conducted an audit of the Quality Manual in the academic year 2008-09. To date, some six procedures and processes have been audited and four more are “work in progress” in 2009-10. The following procedures have been audited. The reports were made available to the panel

- New Course Development Procedures
- Examinations 1 (Papers/Continuous Assessment/Projects)

- Examinations 2 (Boards)
- Examinations 3 (Reviews/Rechecks)
- Recruitment/Selection Process
- Post-Graduate Procedures

The remaining procedures to be audited in 2009-10 are:

- Ongoing monitoring of programmes
- Evaluation of each programme
- Feedback mechanisms
- Complaints

This will leave Part B of the Quality Assurance Manual, comprising of procedures in some five service areas, to be audited post 2009-10.

The QA manual differentiates between programme approval procedures for new programmes and the review of existing programmes and awards.

i. New Programme Approval

The QA documentation is clear that the procedure exists, inter alia, to ensure that any proposal is in line with the Strategic Plan, the Institute's aims, objectives and modularisation policy. A programme proposal may be made for example by staff, internal Institute organs or an external body. It is made to the Head of School who assesses it for compliance with the Strategic Plan. If approved, it is submitted to the Planning Sub-committee of Academic Council. If approved by the Sub-Committee, a programme development team develops a feasibility proposal for the programme with resource requirements and proposed structure. This goes to the Executive and if approved is considered by the Academic Council at its next meeting. Once approved by Academic Council, the Programme Team is invited to develop a full submission which is dealt with by an internal panel. Any recommendations are incorporated before consideration of the proposal by an external panel. The panel report, having been considered by the Programme Development Committee is sent to Academic Council and the amended/approved proposal is forwarded to the President who proposes it to Governing Body for inclusion in the Institute suite of programmes. All of these steps are made in a standard prescribed format using pro forma templates.

ii. Monitoring of Existing Programmes

Section A6 of the Quality Manual provides for the on-going monitoring of programmes. A Course Committee, consisting of two students and all academic staff lecturing on the programme(s) in question, is established for each programme or group of closely related programmes. The Course

Committees are Sub-Committees of Academic Council. The “JAWs” (Joint Academic Workshops) process (comprising a small group of course staff and student representatives meeting on a regular basis) is an alternative to Course Committees and, according to the Institute, addresses issues in a more focused, direct way.

The Course Committees must meet three times a year and are empowered to review syllabi regularly, and ensure that minor changes to syllabi, following consultation with the Extern Examiner, are recorded on a revised syllabus and approved by the Course Committee and Academic Council. The committees, each of which is required to make an annual report to Academic Council may also monitor the quality of the programme from the student viewpoint. The committees are enjoined to maintain an open and transparent dialogue with their student members.

Summary of assessment of learners

The assessment of learners is dealt with by some 15 procedures/processes in the QA Manual. These cover such areas as the conduct of Examination Board Meetings, the Entry of Marks and Grades on to the Student Records System and Examination Setting Guidelines. Standards, for the years leading to the review and for the current year, are as specified in the Institute’s Marks and Standards. The panel notes that there is one grading scheme in use throughout the Institute as recommended by the HETAC *Assessment and Standards 2009*.

Summary of Quality Assurance of teaching staff

The SER states that the Quality Assurance of teaching staff is dealt with by Section A8 of the QA manual. Section A8 is concerned with recruitment processes and aims to ensure that statutory requirements are discharged. Normally vacancies are filled as a result of an Institute resource requirements planning exercise. Short-listing procedures, specifying interview scoring practices etc., are utilised to ensure the Institute engages the quality of staff it requires. The SER states, through the Quality Assurance Manual, that in-post quality of teaching staff is assured by means of the use of forms QA1, QA2 and QA3. These are nationally agreed standards in the Institute of Technology sector.

With the help of Strategic Innovation Fund (SIF) funding, the Centre for Educational Development (CED) was founded by the Institute in 2007 to support teaching, learning and learner support. Teaching and assessment strategies were reviewed as part of the modularisation and semesterisation process. CED responded to this by organising, in conjunction with the Human Resources Department, a range of Continuing professional development (CPD) activities. A log, provided with the SER, indicates that 325 person days were provided for 531 staff members. Staff participating in an assessment strategies

workshop amounted to 119. Participation in CED activities by teaching staff is voluntary. The CED organises an annual Staff Development Day at which external experts deliver sessions on such topics as “New Approaches to Assessment”. The President presents the “IT, Tralee Teaching Awards” at this event to the staff receiving awards. It is not clear how the awardees are selected.

Summary of learning resources and learner support

The panel notes that the SER references six procedures from the Quality Assurance Manual as evidence of meeting the *European Standards and Guidelines for Quality Assurance*, 2007. The Institute had conducted a review of “Student Services” in 2009, reporting in May 2009. The report of this review was provided to the panel as part of the documentation. The document provides details of a review of ten student service functions grouped within the three broad areas of: Access and Disability, Health and Wellbeing and Careers, Sports and Societies. This very thorough report identifies weaknesses in the lack of a retention officer and draws attention to an increasing number of students presenting with learning difficulties. The panel notes that library and IT services to students were not reviewed. The library service, holding some 30,000 volumes and 250 journals, is divided between the two campuses. There are 27 computer laboratories, both specialised, such as CAD (Computer Aided Design) and general. The laboratories are available to students up to 20.00hrs each weekday evening and up to 16.00hrs on Saturday.

The Shannon Consortium is supported by the Strategic Innovation Fund (SIF) to establish a “Learning Styles” diagnostic centre for second and third level students in the region. The Institute of Technology Tralee leads this project in the consortium.

The Institute in Tralee comprises two campuses. The North campus (25.5 hectares) adjoins the Kerry Technology Park; the South campus comprises 2.8 hectares. The North campus holds 12800m² of teaching space, and a 3500m² library with some 450 reading spaces. There is also a business incubation unit and a crèche. 12,400m² of buildings stand on the South campus. A privately contracted bus service connects the two campuses. The panel was provided with the Institute’s master plan which calls for the consolidation of all activities into the North campus and a full development of the North campus site in collaboration with its neighbour, Kerry Technology Park. The panel notes that the implementation of this plan is now behind schedule. It is not clear when it will be realised.

Summary of information systems

The panel was provided with a live demonstration of the Institute’s Student and Academic Record System, in common with the other IoT’s, the Institute possesses a powerful computerised student and academic records system (Banner). The system interfaces, *inter alia*, with the Central Applications Office (CAO) - Ireland’s centralised Higher Education application system- and the Institute’s timetabling system.

Student registration data is held, as well as relevant academic information such as the assessment records and examination broadsheets. The system allows students to access examination results, examination timetables etc. Institute of Technology Tralee has developed an in-house, module management system which is integrated with the Banner Student System. The panel was provided with samples of reports produced by the system. These typically include Pass rate reports, student profile reports etc. While the implementation of the Banner Student System in the Institute of Technology Tralee is exemplary, there is opportunity for further development.

Summary of public information

The Institute promulgates information in relation to its activities by means of its annual prospectus, published in September in the year before commencement of studies, along with a part-time student prospectus and its website. The Institute also publishes, retrospectively, its Annual Report, in fulfilment of its statutory obligations. The Annual Report sets out, *inter alia*, an account of the Institute's activities for the academic session in question and provides data relating to the Institute's finances. The data in the prospectus is clear and concise, pointing to career information, college contact point, contributions from graduates, details of student support services etc. The full-time prospectus indicates the number of places available on each programme, providing a degree of transparency not usually available to Irish higher education applicants. The Institute website www.ittralee.ie delivers links to the module database, allowing the prospective learner to access the content of modules, assessment systems etc.

Key Findings of Objective 3 — Quality Assurance
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The panel considered the Institute's procedures in relation to the seven elements of the *European Standards and Guidelines for Internal Quality Assurance* and concludes that the criteria have been met.

In relation to each of the seven elements of the *European Standards and Guidelines*, the panel has found as follows:

Element 1 — Policy and procedures for Quality Assurance findings

The panel finds that there is a documented QA system, subject to audit, in place in the Institute. The semesterisation and modularisation project was a milestone in the development of the Institute but there is little information available as to its efficacy. While there is ample student representation on Course Committees, Academic Council etc., meetings with students strongly suggested that students are often unaware of the feedback systems in place and frequently the feedback does not reach them. Course Committees are a key ingredient in the QA process and are postulated as an alternative to Joint Academic

Staff Student Workshops (JAWs). The panel finds however that there is no clear description of the distinction between JAWs and Course Committees in any of the documentation provided.

Element 2 — Approval, monitoring and periodic review of programmes and awards findings

The panel finds that procedures in place for approval, monitoring programmes and awards are well documented and rigorous. There is institutional adherence to these processes and there is ample external participation at all stages. Once approved, there is a major review of each programme every five years. The course committees fulfil an important role in monitoring the programmes.

Element 3 — Assessment of learners findings

Assessment takes place in accordance with approved Marks and Standards. The Institute is currently preparing to adopt the new *HETAC Assessment and Standards, 2009* during the 2010-11 Academic Year. The panel finds that, while protocols relate to formal assessments, there is little evidence of equal rigour of the management of marks for continuous assessment. The panel is impressed by the Module Descriptor database and in particular by the access available to students to detailed assessment information.

Element 4 — Quality assurance of teaching staff findings

The only formal mechanism in place to measure teaching quality is the nationally agreed QA1, 2 and 3 forms. Occasionally however, teaching problems may be indicated by external examiner communications. The panel finds that the perception of the effectiveness of these forms is not uniform across the Institute and that the students do not have regard or respect the process. The Institute Executive asserts that procedures in place before the QA1, 2 and 3 processes were agreed and implemented were more effective. The panel finds that many students have not seen these forms and there is apparently no information available on any analysis of the data they provide. The panel notes that the QA1-QA3 system is nationally approved and finds that the Institute may be constrained in this connection. Should a problem be identified with any member of teaching staff, that person is dealt with on an individual basis by management.

The panel commends the Institute on its initiative in setting up the CED and notes its potential to make a very significant contribution to teaching quality. The ranges of CPD courses already run are appropriate and have been well attended.

Element 5 — Learning resources and support findings

The panel finds that the processes for selecting and employing teaching staff are appropriate and that staff resources in place to run the programmes are adequate. There is an impressive range of services

available to students, delivered in a professional manner. The Review of Student Services conducted in 2009 is of high quality and points to concern on the part of the Institute with the welfare of its students. However, since the Institute is located on two sites, this creates problems for students, irrespective of where a programme is delivered, the services are split between both sites and all students must in some way travel between North and South locations. There is a bus service, provided by a third party, but the vehicle(s) do not have disabled access and there are safety issues, particularly late at night. The panel notes, however, that while the Institute's master plan calls for total relocation to the North Campus, it is uncertain as to when this will happen. The panel is impressed with the learning supports available through the CED and sees the Learning Styles Initiative as offering particular potential.

Element 6 — Information systems findings

The panel is impressed with the quality of the Institute's MIS systems. The panel finds that all student data is resident in one central database, with appropriate access levels to all users. Students may, for instance, access all module descriptor data and their examination timetables. The management of all examination results is carried out on-line and the Institute plans to develop a paperless examinations system. The quality and quantity of customised development to this system is very impressive and could serve as a national model. The panel finds however that there is ample opportunity to develop the system further as a management tool. There is a wealth of data in the Banner system which is not used, for example, to analyse and report on key performance indicators (KPIs) in the Institute.

Element 7 — Public information findings

This standard deals with the quality of public information made available by the Institute in relation to the programmes on offer. The annual prospectus and the website are the main media used to promulgate this information. The panel finds that the prospectus in general is a clear, attractively produced document, easy to read and logically laid out. The practice of indicating the number of places available on each programme is unusual in the sector and delivers a new degree of transparency. The panel finds a serious discrepancy in the presentation of information relating to the NFQ levels of minor awards whereby the levels are consistently specified only at the level of the major award to which they are linked; e.g. a Level 8 minor Certificate may in reality reflect Level 6 or Level 7 learning outcomes.

Special Commendation

The panel specially commends the Institute on the quality of its Student/Academic Management Information System and on the imaginative manner in which it has been developed to meet the Institute's and its students' needs. The panel considers this aspect of the Institute's MIS to be "State of the Art".

Commendations of Objective 3 — Quality Assurance

The panel commends:

5. The positive attitude of staff on the supportive nature of its relationship with students.
6. The support mechanisms in place for students and the policy of providing student representation on all quality committees.
7. The mechanisms and controls in place for the review of programmes. In particular: Sections A6- Procedures for Ongoing Monitoring of Programmes; and A7- Procedures for the Evaluation of each Programme of the QA manual and the module descriptor capability.
8. The vision of the Institute in the establishment of the CED and the appropriateness of the courses and services it provides.
9. The establishment of an Ethics Committee in the Department of Nursing and Healthcare.

Recommendations of Objective 3 — Quality Assurance

The panel recommends that the Institute should:

8. Establish an Institute-wide Ethics Committee, based on the existing Nursing model in place.
9. Investigate why, in spite of wide student communication mechanisms, students do not feel engaged with the Institute. Following this, it should initiate remedial action.
10. Continue to develop and support the CED as a key instrument in the creation and nurturing of a quality ethos.
11. Review the assessment protocols in the QA manual so that all types of assessment are covered.
12. Ensure that the QA1, 2 and 3 system is promulgated and implemented across the Institute. The system should be used to the best advantage of the data it provides, while recognising that it is nationally agreed and may not be the instrument of first choice.
13. Build a Business Intelligence capacity to develop tools in order to better exploit the data stored in the Management Information Systems, e.g. develop reports to better inform management and to monitor key performance indicators in the Institute.
14. Amend the prospectus presentation to reflect more realistically the structure of the programmes on offer.
15. Amend its documentation to unequivocally distinguish between the course committee and JAWs (Joint Academic Workshops) approaches to programme monitoring.

Objective 4 — Qualifications Framework, Access, Transfer and Progression

To confirm the extent to which the Institute has implemented the National Framework of Qualifications (NFQ) and its procedures for access, transfer and progression

This objective has two main strands:

- I. Review of the Institution's activity in implementing the National Framework of Qualifications
- II. Procedures for access, transfer and progression

The National Qualifications Authority has produced guidelines in relation to this.¹ These include issues such as credit, transfer and progression rules between levels and award types, entry arrangements, information provision, and policies and procedures for the Recognition of Prior Learning (RPL).

The panel notes that under this objective a “special consideration” for Institute of Technology Tralee is:

The Institute welcomes the opportunity to highlight to the panel a case study demonstrating how the Institute facilitates the progression of learners from further education programmes to higher education and training programmes.

- *A case study highlighting:*
 - *Engagement with regional providers of FETAC programmes, particularly Kerry Education Services*
 - *Progression opportunities for holders of FETAC awards onto Institute programmes*

Summary – Objective 4 — Qualifications Framework, Access, Transfer and Progression

The SER states that in 2004 the Institute restructured its legacy awards to align to the National Framework of Qualifications (NFQ), which had been established in 2003. Thus, the initial migration of awards on to the NFQ had taken place some five years before the review had taken place.

The “module descriptors” are held in the Banner Student system which holds all student and course related records. Information held in the descriptors in relation to each module is very comprehensive and includes, *inter alia*, details of content, learning outcomes, assessment methodologies, delivery details and reading lists. The examinations Module in Banner, whereby examiners enter grades takes its assessment information for each module from the appropriate module descriptor. Each module is assigned a level on the National Framework of Qualifications, mapping to the learning outcomes. There is a user guide

¹ “Policies, Actions and Procedures for Access, Transfer and Progression”. National Qualifications Authority of Ireland. 2003. www.nqai.ie.

for entry of module data on to the Banner System and rigorous controls for modifying/updating module content are in place. This is an on-line process.

The National Qualifications Authority of Ireland (NQAI) specifies that arrangements for Access Transfer and Progression be implemented by all education providers. It goes on to define access, transfer and progression as:

***Access** – the process by which learners may commence a programme of education and training having received recognition for knowledge, skill or competence required.*

***Transfer** – the process by which learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill or competence acquired.*

***Progression** – the process by which learners may transfer from one programme of education and training to another programme, where each programme is of a higher level than the preceding programme.*

The Institute regards applicants for admission to its programmes as “standard” or “non-standard”.

The former group possessing the knowledge, skills or competences required for admission by virtue of having attained the required standard in the Irish Leaving Certificate (or equivalent). The Institute also has an arrangement with the Kerry Education Services (KES) whereby applicants holding FETAC qualifications may have their qualifications recognised for the purposes of granting exemption from certain modules on their chosen programmes at the Institute. These exemptions may amount to a full year in some cases. A sub-group of the panel met with, *inter alia*, representatives of KES. The articulation with FETAC qualifications was discussed with this group in the context of the special consideration. The Institute and KES produce a joint brochure aimed at candidates applying on foot of FETAC qualifications gained in any of the KES colleges. For candidates presenting with FETAC qualifications, the prospectus is explicit in detailing FETAC modules required for entry to each programme. The prospectus informs that “non-standard” applicants are considered on an individual basis. Groupings falling within this category include; mature applicants, sports scholarship applicants, applicants with specific health conditions and applicants from groups currently under-represented in higher education. Progression opportunities are identified from all awards. The panel was informed that a Recognition of Prior Learning (RPL) process is under development.

Key Findings - Objective 4 – Qualifications Framework, Access, Transfer and Progression
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The panel finds that the Institute of Technology Tralee is in compliance with the National Framework of Qualifications and its awards are properly placed on the framework. Activity in RPL is evident only in Engineering. The panel finds that the Institute intends further developing its RPL activities on a pan-Institute basis.

Access, transfer and progression routes are available and clearly indicated in the Institute's publicity literature. The panel finds that links with PLC providers are strong and delivering results. The joint brochure of the Institute and Kerry Education Services is a significant document. Details of International student movement are unclear, however, and there is an insignificant outward flow of IT Tralee students to overseas higher education institutions. While the panel was presented with a list of 87 "Partner Institutions", there is no data on the extent or type of co-operation with these "Partner Institutions." The panel finds that there is negligible activity in the participation of Institute students in European Credit Transfer Systems (ECTS) type studies in Europe. There is a very dedicated Access Office, with robust processes for identifying students with special needs and providing the required support. However the panel finds the Access Office to be under-resourced for the level and breadth of services it provides.

Commendations of Objective 4 — Qualifications Framework, Access, Transfer and Progression

The panel commends the Institute for:

10. The effectiveness of the links established with PLC providers, particularly with the Kerry Education Services.
11. The clear expression of progression opportunities evident in Institute literature, in particular for applicants holding FETAC qualifications.
12. The considerable achievements of the Access Office, especially in circumstances of constrained resources.
13. The designation of Access and Lifelong Learning as a priority area in the Strategic Plan.

Recommendations of Objective 4 — Qualifications Framework, Access, Transfer and Progression

The panel recommends that the Institute should:

16. Establish clarity on level of minor awards to align with HETAC guidelines. The level of the minor Awards should reflect HETAC guidelines in the establishment of their Levels on the Framework.
17. Take steps to further enhance its RPL systems as soon as possible.

18. Take steps to provide opportunities for more of its students to achieve an overseas learning experience.

Objective 5 – Operation and Management of Delegated Authority

To evaluate the operation and management of Delegated Authority for both taught and research programmes

Summary – Objective 5 – Operation and Management of Delegated Authority

The Institute received delegated Authority to make awards on all taught programmes from Level 6 to Level 9 inclusive in June 2004. Well-defined procedures for developing new programmes in the Institute have evolved as a result. The Institute instances a simplified process in developing new minor awards (of which there are 53) as a consequence of this. Many of these were initiated in a response to the Higher Education Authority (HEA) labour force reactivation initiative. The Institute described to the panel how it had benefited from Delegated Authority. The Institute has developed a rapid response approach towards meeting the needs of local stakeholders, and the Institute's profile in its own community is enhanced.

Key Findings of Objective 5 – Operation and Management of Delegated Authority

The panel finds that IT Tralee is compliant with its obligations in the operation and management of Delegated Authority. The panel also finds that Delegated Authority has worked to the advantage of the Institute in that it has given it more control over the shape of its suite of programmes. It has also enhanced its status in the local community, enabled it to respond more flexibly to stakeholder requirements, and facilitated its development of a large array of minor awards.

Recommendations of Objective 5 — Operation and Management of Delegated Authority

19. The panel recommends that Delegated Authority granted to Institute of Technology Tralee be continued as provided for in the Qualifications (Education & Training) Act 1999.

Objective 6 — Recommendations for Enhancement

To provide recommendations for the enhancement of the education and training provided by the Institute

Summary — Objective 6— Recommendations for Enhancement

The panel notes that the self-evaluation process carried out by the Institute produced some 50 recommendations for enhancement. These recommendations were detailed in Section 7 of the SER.

Each recommendation identifies the required actions for implementation and assigns responsibility and a completion date for each. The recommendations are grouped under the following headings:

- Information Technology and Management Information Systems
- Centre For Educational Development
- Quality Assurance
- Student Services
- Library Services
- Research
- Centre for Entrepreneurship
- Planning.

Key Findings — Objective 6 — Recommendations for Enhancement

The panel finds that the Institute is clearly committed to enhancement of its teaching and learning offerings. The panel also finds that the plans for enhancement, as detailed in the SER are valid and appropriate. Many of them are concerned with process improvement and the “tuning” of systems and while some are relatively minor, however the panel finds that, taken together, they coalesce into a valuable management tool. While they are expressed as “recommendations” the SER is not explicit on whether they have been adopted formally by the Institute. The panel considers that, while the Quality Assurance section calls for updating of processes/systems by June 2010 to comply with the new HETAC *Assessment and Standards, 2009*, it also requires an update of the current Marks and Standards by September 2010 to reflect new examination arrangements.

Commendation

The panel commends:

14. The Institute for its clear commitment to enhancement of its operations.

Recommendations for Enhancement

The panel recommends that the Institute:

20. Proceed with the plans/actions as identified in the SER.
21. Endeavour to establish a balanced flow of international exchange students.

Appendix A Terms of Reference

Higher Education and Training Awards Council
TERMS OF REFERENCE FOR INSTITUTIONAL REVIEW OF
Institute of Technology Tralee in November-December, 2009

STATUS: SET

1. Purpose

The purpose of this document is to specify the Terms of Reference for the Institutional Review of Institute of Technology Tralee in November/December 2009. The HETAC Institutional Review policy applies to all institutions providing HETAC accredited programmes, or programmes accredited under delegated authority. These Terms of Reference are set within the overarching policy for Institutional Review as approved in December 2007 and should be read in conjunction with same. These Terms of Reference does not replace or supersede the agreed policy for Institutional Review. The Terms of Reference once set may not be amended and any significant revision required to the Terms of Reference will result in a new Terms of Reference to be set by HETAC following consultation with the Institute. These Terms of Reference should be read in conjunction with the supplementary guidelines for Institutional Review.

The objectives of the Institutional Review process are:

1. To enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made;
2. To contribute to coherent strategic planning and governance in the institution;
3. To assess the effectiveness of the quality assurance arrangements operated by the institution;
4. To confirm the extent that the institution has implemented the national framework of qualifications and procedures for access, transfer and progression;
5. To evaluate the operation and management of delegated authority where it has been granted;
6. To provide recommendations for the enhancement of the education and training provided by the institution.

It is possible that, within the objectives outlined above, institutions may have specific sub-objectives to which they will attach particular importance and wish to emphasise in their TOR. To maximise the benefits of the review process, institutions may also consider including additional objectives relevant to its context.

The approach taken by HETAC to Institutional Review will:

- Acknowledge that institutions have ownership of and responsibility for their activity;
- Be conducted in a spirit of partnership with institutions, with a view to improvement and enhancement, whilst acknowledging statutory requirements for accountability;
- Be conducted in a manner which adds value to the institution, minimises overhead and assists in building institutional capacity;
- Be flexible, adaptable and scalable in order to meet the needs of diverse institutions;
- Be conducted in an open, consistent and transparent manner;
- Be evidence-based in accordance with established criteria;
- Promote learning and development for all involved;
- Reward innovation and experimentation when it seeks to enhance our understanding of good practice;
- Promote collaboration and sharing of good practice between institutions;
- Take cognisance of international best practice and contribute to European and international developments in this area.

2. Institution Profile

The Institute of Technology Tralee was originally designated as a Regional Technical College on its establishment in 1977; Institute of Technology status was assigned in 1997. Its location in the South West of the Ireland means that it primarily serves a regional role as a provider of higher education and related research and development services to a widespread mixed rural/urban community.

The Institute has in excess of 3,250 (full-time or part-time) students consisting of a diverse mix of home, EU and other overseas students taking programmes at levels 6 to 10 on the National Framework of Qualifications (NFQ) and there are over 250 academics on the Institute staff. The Institute was granted Delegated Authority in 2004 to make awards in respect of taught programmes at Level 6 to 9 on the NFQ. The diverse range of programmes now offered, a number of which are unique in character, reflects an innovative and creative response to the demands of learners and employers in the region. The Institute offers programmes in the following areas:

- Business Studies
- Humanities & Social Studies
- Hotel Catering and Tourism
- Agriculture and Manufacturing Engineering
- Civil Engineering and Construction Studies
- Computing
- Chemical and Life Sciences
- Health and Leisure Studies
- Nursing and Health Care Studies

The provision of niche programmes that respond to emerging demands has allowed the Institute to enhance its relevance in the wider community.

The profile of the students demonstrates the Institute's commitment to supporting diversity. Mature students, students with disabilities and groups traditionally underrepresented at third level are well represented in our student body. The number of international students studying at the Institute continues to increase and there are currently students from 34 countries registered on Institute's programmes and over 250 classified as international students.

The Institute was the first Institute of Technology to initiate a systematic strategic planning process in 2000. Strategic Planning, Institutional Review and Delegation of Authority processes have firmly established self study and continuous improvement as embedded practices in the Institute.

The Institute operates within a comprehensive Quality Assurance (QA) framework that was approved by HETAC in 2004. Ongoing operation of the QA procedures identifies opportunities for improvement and the Institute has recently established a role of Quality Manager to oversee the development of Quality Assurance including improvements identified as part of review processes such as Institutional Review.

Creativity and flexibility are part of the culture of the Institute and these attributes enable the Institute staff to respond effectively to a dynamic and increasingly challenging higher education environment. These qualities are reflected in the approach taken by the Institute when it initiated the Modularisation and Semesterisation of its suite of programmes in the AY 2006-07.

The Institute places particular emphasis on entrepreneurship and has a number of initiatives promoting an entrepreneurial ethos both within the Institute and in the wider community. The Institute is committed to ensuring the provision of cohorts of graduates with the knowledge, skills and confidence to develop new business opportunities in the region. The Institute shares its campus with Kerry Technology Park. A seamless and symbiotic relationship has evolved between academia and a generation of

knowledge economy entrepreneurs that have established new businesses in the Park. The Institute operates the Tom Crean Business Centre which provides support for entrepreneurs, campus companies and other knowledge based ventures.

Enhancement of Learning and Teaching is a strategic institutional goal. The Institute has been proactive in this area and recently established the Centre for Educational Development to support and advance the areas of teaching, learning and learner support. The centre assists in the identification and dissemination of best practice through the formation of internal working groups as well as through external collaboration.

Enhanced Alliances & Collaborations are a key goal of the Institute's Strategic Plan 2008 -2013. The Institute's participation in the Shannon Consortium with the University of Limerick, Mary Immaculate College of Education and Limerick Institute of Technology has widened its influence in the higher education space regionally and nationally.

The Institute has established 'The Research Institute' as the mechanism for the management and development of an ever increasing portfolio of postgraduate and commercial research provision. Research programmes are organised within a number of research centres including:

- Shannon Applied Biotechnology Centre
- Centre for Innovation in Distributed Systems
- Centre for Language Acquisition Research
- Centre for Geometric Optics
- Centre for Entrepreneurship
- Centre for Intelligent Mechatronic and Sensor Systems

The Institute is a dynamic, innovative and flexible organisation and has an impressive track record of achievement. It has the vision, plans and ability to achieve its ambitious goals. The Institute is committed to ensuring that it is a key driver of economic, cultural and social development in the region.

The Institute is undertaking the Institutional Review in a spirit of partnership with its stakeholders. It is availing of the Institutional Review to reflect on its activities and procedures and to amend these in light of the outcomes of the evaluation process.

3. Institution's Team

- Head of Institution - Mr. Michael Carmody, President
- Registrar - Dr Oliver Murphy
- Project Manager / Liaison for Institutional Review - Dr. Noel Mulligan, Project Manager

4. HETAC objectives for Institutional Review

There are six prescribed objectives for Institutional Review as outlined below.

Objective 1. To enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made

This objective is to enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made. This is an overarching objective which covers all areas of the institution's activity. The quality of the institutional review process itself is a critical part of this as

is the internal self study, the publication of the Self Evaluation Report and panel report. The information provided by the institution to the public falls within this objective.

Special consideration for Institute of Technology Tralee

- The Institute welcomes the opportunity to highlight to the panel the specific role it has established and the recognition it has received as a driver of entrepreneurship in the education sphere. The importance of this initiative is endorsed by the involvement of high profile business leaders in related activities.

Objective 2. To contribute to coherent strategic planning and governance in the institution.

This objective is to contribute to coherent strategic planning and governance in the institution. The review may address the coherence of institutional mission, vision and values and overall institutional strategic planning. For recognised institutions with delegated authority this objective also includes the Operation and Management criterion of the review of delegated authority (governance, management, administration, planning and evaluation) and the Objects of the Qualifications Act criterion relating to national contributions *etc.*

Special consideration for Institute of Technology Tralee

- The Institute welcomes the opportunity to draw to the attention of the panel the way in which it has developed the strategic planning process from the initial plan developed in 2000 to the current plan, 'Creating our Future' 2008 -2013.

Objective 3. To assess the effectiveness of the quality assurance arrangements operated by the institution

This objective is to assess the effectiveness of the quality assurance arrangements operated by the institution. This will be based on Part One of the *European Standards and Guidelines for Quality Assurance*². By including this in the Institutional Review process the statutory requirement for review of QA is met. How the Institute manages its QA for the “seven elements” of Part One of the *European Standards and Guidelines* should be explicitly addressed by the review process including: Policy and procedures for quality assurance; Approval, monitoring and periodic review of programmes and awards; Assessment of students; Quality assurance of teaching staff; Learning resources and support; Information systems; Public information.

Special consideration for Institute of Technology Tralee

- The Institute would like to highlight the important role of the Centre for Educational Development in relation to:
 - Staff Continuing Professional Development
 - Student supports.
 - The rollout of the Learning Styles initiative at second and third level in the region.

Objective 4. To confirm the extent that the institution has implemented the national framework of qualifications and procedures for access, transfer and progression

This objective is to confirm the extent to which that the institution has implemented the National Framework of Qualifications and procedures for access, transfer and progression. The National Qualifications Authority has produced guidelines in relation to this. For example, this includes issues such as credit, transfer and progression routes between levels and award types, entry arrangements and information provision. As part of this objective, HEA-funded institutions should be mindful of the goals of the HEA's National Plan for Equity of Access to Higher Education (2008-2013) and pay particular attention to the objectives relevant to higher education institutions.

² “Standards and Guidelines for Quality Assurance in the European Higher Education Area”. European Association for Quality Assurance in Higher Education, 2007, Helsinki, 2nd edition.

Special consideration for Institute of Technology Tralee

The Institute welcomes the opportunity to highlight to the panel a case study demonstrating how the Institute facilitates the progression of learners from further education programmes to higher education and training programmes.

- A case study highlighting:
 - Engagement with regional providers of FETAC programmes, particularly Kerry Education Services
 - Progression opportunities for holders of FETAC awards onto Institute programmes

Objective 5. To evaluate the operation and management of delegated authority where it has been granted

This objective is to evaluate the operation and management of delegated authority for both taught and research programmes. The Institutional Review process will satisfy the statutory requirement for the review of delegated authority for recognised institutions, once Objective 5 of the Institutional Review process is included in the Terms of Reference. The majority of the delegated authority criteria are covered under the objectives of Institutional Review. Additional criteria which relate specifically to the operation of delegated authority are included in the *Supplementary Guidelines* and should be addressed in the institution's submission. Institutional review will cover all areas for which Institute of Technology Tralee has Delegated Authority.

Institute of Technology Tralee has Delegated Authority for taught programmes to National Framework of Qualifications Level 9.

Objective 6. To provide recommendations for the enhancement of the education and training provided by the institution

This objective is to provide recommendations for the enhancement of the education and training provided by the institution. This will include both the recommendations arising from the external peer review process and recommendations arising from the internal self study process.

5. Institution-specific objectives

In addition to the prescribed HETAC objectives and the special considerations noted in relation to them, institutions have the option to include additional objectives to maximise the benefits of the review process. These might include for example:-

- the management of significant organisational change (such as a merger, campus relocation, organisational re-structuring, etc.);
- accommodating joint review with other statutory or non-statutory bodies from Ireland/overseas;
- integrating Institutional Review and programmatic review where feasible (e.g. in the case of specialised institutions having a single (or few related) programmes);
- using the process to progress a priority policy area or strategic objective (e.g. research management, internationalisation, etc.).

6. Schedule for Institute of Technology Tralee

As outlined in the Institutional Review policy, the process consists of six phases

1. HETAC sets terms of reference following consultation with institution;
2. Self-study by the institution;
3. Visit by expert panel appointed by HETAC and written panel report;
4. Institutional response including implementation plan;
5. Panel report and response published;
6. Follow-up report submitted by the institution.

The major milestones in the timeframe for the Institutional Review of IT Tralee are outlined overleaf. This should be read in conjunction with the *Supplementary Guidelines for Institutional Review*.

Relative timeframe	Actual Date	Milestone
At least 6 months before Panel visit	28 January 2009	Institution indicates timeframe for Institutional Review as per overall HETAC schedule of reviews
Approx. 6 months before panel visit	June 2009	Terms of Reference set following consultation with institution and post on HETAC website
3 to 6 months before panel visit	March – October 2009	Institution undertakes self study process and produces self evaluation report
Approx 7 weeks before site visit	9 October 2009	Submission of Self Evaluation Report (SER) and other documentation
1 week following receipt of SER	16 October 2009	HETAC desk based review of SER and feedback to institution
Approx. 3 weeks before site visit	5 November 2009	Advance Meeting between Chair, Secretary and institution
Panel Visit	30 November- 2 December 2009	Site Visit by external peer review panel (3 days approximately as determined by TOR) Preliminary (oral) feedback on findings
Approx. 12 weeks after site visit	Estimated: 8 March 2010 Actual: 30 April 2010	Draft report on findings of panel sent by HETAC to institution for factual accuracy
4 days following this	Estimated: 12 March 2010 Actual: 14 May 2010	Final report on findings of panel sent by HETAC to institution
6 weeks following receipt of final report	Estimated: 26 April 2010 Actual: 21 June 2010	Response by institution to HETAC including plan with timeframe for implementation of any changes
Next available HETAC Academic Committee meeting	5 July 2010	Consideration of report and institutional response by HETAC Academic Committee Publication of report, response and SER on website once adopted
12 months after adoption	July 2011	Follow-up report by Institution to HETAC on implementation of recommendations

Appendix B

Panel Membership

Chairperson

Prof. Colm Kearney

Professor of International Business at Trinity College, Dublin

Secretary

Mr. Tony Quinlan

Former Consultant Registrar, An Chéim

Dr. Irene Müller

Head of the Centre for International Cooperation and Mobility (ICM) at the Austrian Agency for International Cooperation in Education and Research

Dr. Tim Creedon

Former President of the Institute of Technology Tallaght

Ms. Nicola Horgan Rogers

Education consultant specialising in programme validation and HR/OB issues

Dr. William Bourne

Former Academic Resource Coordinator at Coventry University

Mr. Bartley Rock

Former Education Officer with the Union of Students in Ireland 2008/2009, currently studying for a Masters Degree at the University of Bristol

Appendix C List of Supporting Documentation

Documentation provided in advance of the site visit

- IT Tralee Self Evaluation Report
- Quality Assurance Procedures, Part A
- Quality Assurance Procedures, Part B
- Strategic Plan 2008-2013
- IT Tralee Prospectus 2010
- Part-time Programmes 2009/10

Documentation provided to the panel at the site visit			
	Details	Hardcopy	Computer
1	Qualifications (Education & Training) Act, 1999	x	
2	Standards and Guidelines for Quality Assurance in the European Higher Education Area	x	
3	Policy on Institutional Review of Providers of Higher Education and Training, 2007	x	
4	Institutional Review of Providers of Higher Education and Training – Supplementary Guidelines, 2008	x	
5	Institutional Review Terms of Reference	x	
6	Modularisation & Semesterisation Project		x
7	Centre for Educational Development		x
8	Institutional Review Newsletters	x	
9	HETAC Supplementary Guidelines on Organising Institutional Review Site Visit	x	
10	Full list of Programmes offered in AC 09/10 by School and Department	x	
11	List of Minor Awards and Special Purpose Awards	x	
12	Performance Management Development System	x	
13	List of enterprises in Kerry Technology Park	x	
14	CREAN		x
15	Crean Business Listing	x	
16	HETAC Award Standards	x	
17	HETAC Postgraduate Research Degrees	x	
18	ITT QA Postgraduate Procedures	x	
19	An Bórd Altranais	x	
20	IOTI Research Summary document	x	
21	Research Strategy	x	
22	Young Entrepreneur Programme	x	x
23	Endeavour		x
24	Nobel Prize Winners	x	
25	Honorary Fellowships	x	
26	CARA	x	
27	CAIPE	x	
28	Graduate Survey	x	
29	Freedom of Information at IT, Tralee		x

30	Full Time Prospectus	X	
31	Part Time Prospectus	X	
32	Student Handbook	X	
33	Mature Student Guide	X	
34	School Visits, Open Days etc	X	
35	IT, Tralee Website		X
36	Strategic Plan	X	
37	Campus Master Plan	X	
38	Annual Reports	X	
39	Events	X	
40	Modularisation & Semesterisation Newsletter	X	
41	Institutional Review Newsletters	X	
42	ACTS	X	
43	Code of Governance of the Institutes of Technology, 2009	X	
44	Governing Body Membership	X	
45	Regional Technical Colleges Act 1992	X	
46	Academic Council Annual Reports and Terms of Reference	X	
47	Academic Council Minutes of Meetings	X	
48	Student Services Self Study	X	
49	Strategic Plan 2000 - 2006	X	
50	Review of Strategic Plan 2000 - 2006	X	
51	Review of Strategic Plan 2004 - 2007	X	
52	Strategic Plan 2008 - 2013	X	
53	Strategic Positioning Self Study	X	
54	Modularisation and Semesterisation Project		X
55	Core Principles of Modularisation and Semesterisation	X	
56	Module Descriptor Handbook	X	
57	Banner User Guide & Banner Customised Reports	X	
58	Education Broadening Modules	X	
59	CED Strategic Plan 2008 - 2013	X	
60	List of Training Provided	X	
61	Learning Styles Diagnostics Initiative		X
62	Killarney Regional Learning Centre	X	
63	Student Services Review	X	
64	Student Services - Standard Operating Procedures	X	X
65	HETAC Guidelines & Criteria for Quality Assurance Procedures in Higher Education & Training	X	
66	Programme Development Template - Major Awards	X	
67	Strategic Plan Implementation Template	X	
68	Access Policy	X	
69	HEA Access Report	X	
70	AHEAD Citation	X	
71	Advanced Progression - Business	X	
72	Reserved Places Agreement	X	
73	Parchments	X	

Appendix D Site visit agenda

Institute of Technology Tralee, Institutional Review Site Visit 30th November – 2nd December 2009

The format of each session is a discussion in question and answer format unless otherwise indicated. Professor Colm Kearney, Review Chairman, will chair all sessions unless otherwise indicated.

	<p><u>Sunday 29 November</u></p> <p>6.00pm - 8.00pm - Panel Induction and planning in the Fels Point Hotel, Tralee, Co Kerry Karena Maguire, HETAC. Presentation on the Institutional Review Process in the context of Institute of Technology Tralee. This session will cover any issues and queries on the process raised by panel members.</p>
Day One	<p><u>INSTITUTE OF TECHNOLOGY TRALEE - Monday 30 November</u></p> <p>9.00am - 12.00pm - Panel Induction (continued) and panel planning and review of documentation provided by the Institute. Private meeting of panel in IT Tralee.</p> <ul style="list-style-type: none"> • Role of the Expert panel Member/Team member • Guidelines on FOI & Confidentiality • Overview of Initial impressions from panel members - Issues, areas for discussion; Focus Themes of visit • Format and style of the review process, planning for each session/meeting • Assignment of '<i>panel tasks</i>' and balance of general contribution • Panel member reporting process • Report Template - feedback & Timescale of follow-up • Format of concluding session with panel and Institute <p>12.00pm -1.00pm Lunch – Panel private lunch and opportunity for panel members to continue review of supplementary evidence – documentation.</p> <hr/> <p>1.00pm – 2.00pm –Objective 2 Strategic planning and governance; an overview of the Institute and the Institutional Review self study process. Links between internal reflection and strategic planning decision making. Brief presentation by President (10 mins) This meeting will involve setting the scene - institution overview, context, mission, and vision. Clarification on structure and roles and overall activities the Institute is engaged in. Environmental factors including competitive position.</p> <p>2.00pm - 3.30pm - Objective 1 - Public confidence – demonstrating evidence of public confidence in the quality of education and training and standards of awards made. Information provided by the institution; Overall approach taken to self study for Institutional Review (outline of self study process etc). Presentation by Dr Noel Mulligan</p> <p>3.30pm – 4.00pm coffee break and panel discussion</p> <p>4.00pm - 5.30pm - Objective 3 : Quality Assurance (Seven Elements Review): Overview of QA System - Presentation by Registrar on the overview of the Quality Assurance</p>

	<p>System/structures (10 mins) The “seven elements” covered by the European guidelines and the stage of development of the Institute’s QA system in each area ; evidence of performance of QA system in each area; evaluation of effectiveness of QA system in each area; improvements identified; integration between processes, (governance, management and planning etc) – Institute QA recommendations for enhancement plan – summary changes to the QA procedures over the last 5 years.</p> <p>5.30pm – 6.30pm Private meeting of panel</p>
Day Two	<p><u>INSTITUTE OF TECHNOLOGY TRALEE - Tuesday 1st December</u></p> <p>9.00am – 10.00am Objective 3: Quality Assurance continued (Seven Elements Review): Overview of QA System - Committee staff. The “seven elements” covered by the <i>European Standards and Guidelines</i>. Evidence of performance of QA system in each area; evaluation of effectiveness of QA system in each area; improvements identified; integration between processes, governance, management and planning etc).</p> <p>10.00am - 11.00am Objective 3 - Meeting with Learner Support/Service Staff/ Administrative Staff on the QA “seven elements” as appropriate.</p> <p>11.00am – 11.15 Coffee break and panel discussion</p> <p>11.15am - 12.15pm Objective 3: Quality Assurance continued (Seven Elements Review): Overview of QA System – Non Committee staff The “seven elements” covered by the <i>European Standards and Guidelines</i>. Evidence of performance of QA system in each area; evaluation of effectiveness of QA system in each area; improvements identified; integration between processes, governance, management and planning etc).</p> <p>12.15pm – 1.00pm Meeting with learners (student union representatives) and graduates representing a variety of students across the schools and programme levels including postgraduate and non-standard students. (2 parallel sessions)</p> <p>1.00pm – 2.00pm Private lunch for panel - panel Feedback on engagement with learners and review of documentation</p> <p>2.00pm - 2.45pm - Objective 4: Access, Transfer and Progression: Review of Implementation of the National Framework of Qualifications and procedures for Access, Transfer and Progression; learning outcomes; learner assessment; recognition of prior learning (RPL).</p> <p>2.45pm - 3.30pm Demonstration of MIS integrated support system</p> <p>3.30pm - 4.30pm coffee break and panel discussion</p> <p>4.30pm - 5.30pm Meeting with Stakeholders including representatives of CAIPE / Shannon Consortium partners and Second level reps (Two parallel sessions)</p> <p>5.30pm - 6.00pm Private meeting of panel – feedback and preparation and review of documentation.</p>

<p>Day Three</p>	<p><u>INSTITUTE OF TECHNOLOGY TRALEE - Wednesday 2nd December</u></p> <p>9.00am - 10.00am Objective 5: Operation of Delegated Authority - operation and management of DA, level 7, 8 and 9 original and level 9 - 10 to include Research accreditation. -Clarification meeting with Institute staff on any outstanding issues/ documentation required.</p> <p>10.00am - 10.30am – Panel meeting and coffee</p> <p>10.30am - 12.30pm – Review of documentation and private meeting of panel</p>
	<p>12.30pm – 1.30pm Private lunch for panel</p> <p>1.30pm- 3.15pm - Private meeting of panel to consider findings and recommendations</p> <p>3.15pm – 3.30pm - Coffee break</p> <p>3.30pm – 3.45pm - Meeting with President, Registrar (and institution's team) to provide preliminary feedback on findings and recommendations</p>

Appendix E List of people met by the panel

Monday 30 November 2009

1.00– 2.00pm - Session One with Institute Representatives - Objective 2: Strategic Planning and Governance

Mr Michael Carmody	President, ITT
Mr Seamus O'Shea	Head of School of Science & Computing
Dr Jerry Clifford	Head of Development
Mr Flan Garvey	Chairman of Governing Body
Dr Oliver Murphy	Registrar, ITT
Mr Donal Fitzgibbon	Secretary/Financial Controller
Dr Noel Mulligan	Project Manager, Institutional Review

2.00- 3.30pm - Objective 1 - Public confidence

Dr Noel Mulligan	Project Manager, Institutional Review
Mr Seamus O'Shea	Head of School of Science & Computing
Mr John Murphy	Head of Department of Civil Engineering & Construction Studies
Dr Jerry Clifford	Head of Development
Dr Oliver Murphy	Registrar, ITT
Ms Mary Rose Stafford	Head of Department of Business Studies & Hotel, Catering & Tourism
Mr Pat Flanagan	Academic Staff
Ms Aisling Sharkey	Head of Department of Computing & Mathematics
Mr Shane O'Connell	Researcher

4.00- 5.30pm - Objective 3: Quality Assurance: Overview of QA System

Dr Oliver Murphy	Registrar, ITT
Mr John Murphy	Head of Department of Civil Engineering & Construction Studies
Mr Seamus O'Shea	Head of School of Science & Computing
Ms Kay Fitzgerald	Head of Department of Business Informatics
Mr Andrew Quirke	Head of Computer Services
Dr Niamh Rushe	Manager of Centre for Educational Development
Mr Pat Doherty	Librarian
Mr Tim Daly	Academic Administration & Student Affairs Manager
Dr Michael Hall	Head of Department of Chemical & Life Sciences & Health and Leisure Studies
Mr Pat McGarty	Head of Department of Humanities
Dr Noel Mulligan	Project Manager, Institutional Review

Tuesday 1 December 2009

9.00 – 10.00am Objective 3: Quality Assurance continued - Committee staff

Dr Brendan O'Donnell	Academic Staff - AC -Quality Assurance committee
Mr Tomas Aylward	Academic Staff - AC – Student affairs
Ms Jackie Gavaghan	Academic Staff – AC – Planning
Mr William Evans	Academic Staff – AC – Quality Assurance
Mr Con O'Regan	Academic Staff – AC – Student affairs
Ms Catherine Moylan	Academic Staff – Business Course board
Mr Paul Collins	Academic Staff - AC - Planning
Ms Siobhan NiMhaolrunaigh	Academic Staff – AC – Research and Development

Ms Mary Leonard	Academic Staff – School Business – course board
Ms Katie Sheehy	President, Students Union

10.00- 11.00am Objective 3 - Meeting with Learner Support/Service Staff/Administrative Staff

Mr Tim Daly	Academic Administration & Student Affairs Manager
Ms Louise Nagle	Careers Officer
Ms Jennifer Healy	Sports Officer
Ms Valerie Moore	Access Officer
Fr Kevin Sullivan	Chaplain
Ms Clo Lyons	Student Counsellor & Clinical Psychologist
Mr Pat Doherty	Librarian
Mr Andrew Quirke	Head of Computer Services
Ms Margaret O'Neill	Academic Affairs Officer
Ms Catherine Murray	Assistant Librarian
Ms Sinead Lucey	International Development Officer (Non-EU)
Mr Eddie Scully	International Coordinator (EU)

11.15am- 12.15pm Objective 3: Quality Assurance continued - Non Committee staff

Ms Elizabeth Brunton	Academic Staff- Head of Leisure
Mr James Walsh	Academic Staff- Chemical & Life Science Dept
Ms Veronica Kennelly	Academic Staff- Chemical & Life Science Dept- teaches microbiology
Ms Marguerita O'Neill	Academic Staff- Dept Social Studies and Humanities
Mr Colm O'Doherty	Academic Staff- teaches Social Studies and Course Development work
Mr Tom Farrelly	Academic Staff- Social Care and Nursing programme
Mr Gerard O'Carroll	Academic Staff- Dept Humanities- degree in Early Childhood Education
Ms Deirdre Boyle	Academic Staff-Dept Humanities- Multi-media programmes
Mr John Jones	Academic Staff- School Engineering- Civil Engineering
Mr Pat Carney	Academic Staff-Engineering

12.15 – 1.00pm (2 parallel sessions) Meeting with learners (student union representatives) and graduates

Group A - Students Union & Undergraduates

Ms Katie Sheehy	President, Students Union
Ms Ciara Enright	Vice President Welfare, Students Union
Mr Jono Clifford	Past President, Students Union
Ms Mairead O'Mahony	BS300
Mr Lee Bradley	Clubs
Mr Dermot Petty	Societies
Ms Fatima Al Gabini	Management 300
Ms Laura Whelan	HL300
Ms Ann Marie Prendergast	HL300
Ms Marie O'Donnell	ISM300
Mr Bobby Barrett	CONS300
Mr JJ Canty	Mechanical & Electronic Engineering
Ms Susanna Holden	Social Studies in Social Care
Mr David Moore	CIV300
Mr Jerry Fitzgerald	IMM400

Group B - Students Union, Postgraduates & Past Graduates

Mr David Scott	Vice President, Students Union
Mr JT Deenihan	Past President, Students Union
Mr Ken McMahon	Past President, Students Union
Mr Padraig Doran	Past Graduate - CP 2008- Computing
Ms Juncal Nogales	Current Post Graduate - PhD -CLSc Chemical & Life Sciences

Ms Eilish Broderick	Past Post Graduate - CLSc -PhD, 2006- Biochemistry
Mr James Sayers	Past Graduate - Engineering
Ms Hazel Byrne	Graduate, H & L 2007- Health & Leisure Studies

2.00 -2.45pm - Objective 4: Access, Transfer and Progression

Mr Tim Daly	Academic Administration & Student Affairs Manager
Ms Kay Fitzgerald	Head of Department of Business Informatics
Dr Niamh Rushe	Manager of Centre for Educational Development
Ms Valerie Moore	Access Officer
Ms Mary Lucey	Academic Staff – FETAC co-ordinator
Ms Anne Marie Flynn	SIF Office Administration
Ms Siobhan McGarry	Dyslexia Support Tutor
Ms Anne Marie Courtney	Academic Staff
Ms Mary Stritch	Adult Education Officer
Ms Emma Foley	Student Services Secretary

2.45-3.30pm - Demonstration of MIS integrated support system

Mr Andrew Quirke	IT Systems
Ms Lis Heffernan	Banner
Ms Emer Lardner	Module Database
Ms Siobhan O'Donoghue	Syllabus +
Ms Ann Hogan	Core
Mr Tony Murphy	Millennium
Ms Frances Harney	Academic Affairs / Examinations Office
Ms Margaret Cronin	School Administrator
Ms Denise Doyle	Academic Affairs Office
Ms Lucy Fitzell	Admissions Officer

**4.30-5.30pm Meeting with Stakeholders and Second Level representatives
(2 parallel sessions)**

Group A - Education Sector Stakeholders

Mr Liam Cronin	Senior Case Worker, HSE
Mr Eamonn Moran	UL - Programme Manager SIF
Ms Rhona Sherry	Down Town Centre Limerick - Programme Manager
Sr Bernadette Costello	Guidance Counsellor
Ms Ann O Dwyer	Kerry Education Services- Education Officer
Ms Mary Joe Staunton	Instructor, FAS
Mr Pat Walsh	Ballyduff Central National School
Ms Mary Sheehy	VTOS, Tralee
Ms Mary Murphy	Tralee Community College
Ms Eileen Fitzgerald	Regional Coordinator- Business in the community

Group B - Industry / Employers

Mr Mike Fitzgerald	CEO, Altobridge
Mr Alan Scroope	CEO, KTP, Endeavour programme
Mr Philip Curtis	Associate Director of Admissions, RCSI, Business Development
Mr Ogie Moran	Regional Development Manager, Kerry
Ms Marie Lynch	Development Manager
Ms Monica Sheehan	Director of Public Health Nursing- Joint Working Group- Governing Body member
Mr Declan O'Driscoll	Quality Control Manager, Astellas
Mr Eamonn O'Neachtain	Bainisteoir Réigiúnach, Údarás na Gaeltachta, Governing Body member
Mr Tom O'Donnell	North & East Kerry Development, former CEO

Ms Margaret Culloty

KDYS (placements)

Wednesday 2 December 2009

9.00-10.00am Objective 5: Operation of Delegated Authority

Mr Michael Carmody	President, IT Tralee
Dr Jerry Clifford	Head of Development
Dr Niamh Rushe	Manager, Centre of Educational Development
Ms Kathrina Purtill	External Services Manager
Mr Joseph Walsh	Research Assistant, School of Engineering
Ms Sinead Lucey	International Development Officer
Mr Eddie Scully	International Coordinator
Ms Mary Stritch	Adult Education Officer
Dr. Oliver Murphy	Registrar, ITT
Dr Noel Mulligan	Project Manager, Institutional Review

3.30 – 3.45pm - Meeting with President, Registrar (and institution's team) to provide preliminary feedback on findings and recommendations

Mr Michael Carmody	President, ITT
Dr Oliver Murphy	Registrar, ITT
Mr Seamus O'Shea	Head of School of Science & Computing
Dr Jerry Clifford	Head of Development
Mr Donal Fitzgibbon	Secretary/Financial Controller
Dr Noel Mulligan	Project Manager, Institutional Review