Galway-Mayo Institute of Technology (GMIT)

Progress Report on the actions taken to address

the recommendations made by

the expert panel visit

as part of the Institutional Review

held on 28 - 30 September 2010

28th may, 2012

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INTRODUCTION

The terms of reference of the "Institutional Review at the GMIT" were set out in the HETAC Policy on Institutional Review of providers of Higher Education Training, 2007.

The prescribed objectives of the Institutional Review process were as follows:

1. To enhance public confidence in the quality of educational training provided by the Institute and the standards of awards made.
2. To contribute to coherent strategic planning and governance in the Institute.
3. To access the effectiveness of the quality assurance arrangement operated by the Institute.
4. To confirm the extent that the Institute has implemented the National Framework of Qualifications and 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 expert panel produced its final report, commendations and recommendations in January 2011.

The key findings in the report were that:

- "the effectiveness of the quality assurance arrangements operated by GMIT has been assessed and the arrangements have been found to be generally effective in accordance with the 7 elements of part one of European Standards and Guidelines for Quality Assurance 2009, Helsinki, Third edition, and the HETAC Guidelines and Criteria for quality assurance procedures in Higher Education, 2004.
- GMIT has implemented the National Framework of Qualifications (NFQ) and procedures for access, transfer and progression, as determined by the National Qualifications authority of Ireland (NQAI)

- GMIT meets the criteria for the delegation of authority to make awards that relate to operations and management; education and training programmes; council conditions related to delegation of authority and the objects of the Qualifications (Education and Training) Act 1999".

GMIT understands "generally effective "to be the second highest HETAC category, more generally referred to as "well established". The Institute is very pleased to have received commendations under each of the objectives. This is an endorsement of the Institutes ethos reflecting its ethos and commitment to continuous quality improvement.

The Institute received 39 recommendations in the report. These include recommendations that are strategic and structural in nature, and others that are specific and operational. The Institute welcomes the recommendations and is addressing them comprehensively as outlined in the attached Quality Improvement Plan (QIP).

In March 2011, the Institute responded to the final report with an action plan addressing the recommendations in the report. An interim progress report was made to HETAC in May 2011 showing significant progress with a number of the recommendations. This report, dated May 2012, provides an update to the actions taken and future plans to address the recommendations made by the Institutional Review expert panel.

Since the Institutional Review a process of continuous quality improvement is in place at GMIT. As changes are made to the QA Framework, ratification is sought from the Academic Council and approval from the Governing Body. In parallel the QIP is updated and reviewed annually. During this academic year the QIP was reviewed by the Middle Management team, the Executive Board and changes were approved by the Academic Council. The Governing Body will be notified of the changes at the June meeting.

The following section gives an overview of progress to date and leads into a detailed Quality Improvement Plan (QIP).

OBJECTIVE 1 – PUBLIC CONFIDENCE

A new President was appointed in 2011 and he embarked on a consultation process leading to a new organisational structure. Some elements of this new structure have already been implemented while other elements will take effect from September 2012. A senior executive will be assigned responsibility for developing a communications and marketing strategy. During the 2012 – 13 Academic Year a revised business

process framework will be discussed dealing with *inter alia* semesterisation, assessment overload, work placement and common first year programmes per discipline area.

Community engagement is an area where GMIT is continuing to grow and develop links with the community. The role out of a civic engagement module across three schools in association with community groups was a particular success during the current academic year. The organization is heavily involved in the Volvo Ocean race which returns to Galway for a second time in July 2012. Our 40th Anniversary celebrations will be launched in September with a calendar of events already planned. The 25th Anniversary of the opening of the Letterfrack Campus also occurs in 2012. This will be celebrated with the opening of a prestigious exhibition of student work at the Farmleigh Gallery in November.

In response to the Higher Education National Strategy the Institute is preparing to sign a MOU with the Sligo and Letterkenny Institutes of Technology with an emphasis on developing a Centre of Excellence in Learning and Teaching informed by research. In the past year a MOU was signed with the local University, NUIG, which improves progression pathways for our graduates to postgraduate programmes. A pilot MOU will be signed with the Galway City VEC in the coming weeks to provide increased advanced entry opportunities for graduates from the Further Education and Training sector. The elements of this MOU will be rolled out to the VECs in the region covered by the new alliances from September 2013.

Detailed action plans with timelines and responsibilities are contained in the attached QIP.

OBJECTIVE 2 – STRATEGIC PLANNING

The Strategic Plan "Your Place – Your Future 2010 – 2015" is constantly under review. A new internationalisation strategy is under development. A Head of International Relations was appointed during the current academic year. A new Head of Research is in place and a new Research Development and Innovation Strategy was approved by the Academic Council in May 2012.

An Executive Research Committee was established to support and plan for the creation of 3 dedicated Research Centres in the areas of Mechanical Engineering; Aquatic Science, Energy and the Environment. The Centre for Educational Development (CED) was developed to support pedagogical research and qualifications up-skilling. This unit will implement the Learning, Teaching and Assessment Strategy which is aligned with the Learning and Teaching pillar of the Strategic Plan.

OBJECTIVE 3 – QUALITY ASSURANCE

A number of work groups were established by the Academic Council to review existing policies and procedures and devise new ones as deemed necessary by Council. Examples of some of the new policies under development by these work groups include:

- Retention Policy
- Child Protection Policy
- Ethics Policy
- Policy on Collaborative, transnational and joint awards.

Some examples of working groups updating existing codes and policies include;

- Plagiarism, a new policy will be in place for September 2012.
- Recognition of Prior Learning (RPL)
- Marks and Standards
- Research Code of Practice.

Significant progress was made in addressing the Quality Assurance recommendations in the Institutional Review Report. Additional actions are added as they are identified, resulting in a process of continuous improvement rather than simply addressing the recommendations in the report.

A new process was piloted in conducting the Programmatic Review at the Castlebar Campus in February 2012. Additional expertise was added to the peer review panel to allow a more comprehensive review be conducted. The Programmatic Review Report was noted at the May Academic Council and the Castlebar staff are now engaged in a review of the process and are formulating a response and an implementation plan.

To keep abreast of changes in European Higher Education Area (EHEA), the Registrar was nominated as one of seven National Bologna experts. This resulted in GMIT hosting a Diploma Supplement workshop with the HEA which included GMIT, NUIG and AIT. GMIT has also included the Degree Profile in the new programme validation procedures, which can then be extracted to the Diploma Supplement and incorporated into CVs to create greater employer awareness of the quality of our awards and the competencies of our graduates.

The Centre for Educational Development (CED) was established to give effect to the Learning Teaching and Assessment Strategy and to provide a framework for staff to help themselves while simultaneously keeping up to date with national and international developments in the area of learning and teaching. This bottom-up

approach with top-down support is appreciated by staff, judging by the numbers that are willing to engage and their enthusiasm towards this new initiative.

Through the CED, GMIT is focusing on the professional up-skilling of staff aligned to targets set in the Strategic Plan and more recently the Technological University criteria. In addition GMIT is a member of the Learning Innovation Network (LIN)   and to date has delivered two of the Academic Professional Development (APD) modules, namely Technology Enhanced Learning (TEL) and Learning and Teaching and plans are in place to deliver the Assessment module in 2012 / 13.

GMIT recognises that all aspects of QA are unlikely to operate as intended one hundred per cent of the time. Since the Institutional Review it emerged that procedures in relation to plagiarism may have been misinterpreted in one particular incident, by a particular committee. The President at the time instigated an investigation, which is being carried out by two persons external to the Institute. During the current academic year a new plagiarism policy was approved by Academic Council, which will be effective from September 1st 2012.

GMIT actively engaged in the National Modularisation Project and had members on the Governance Committee, the Steering Committee and the various work groups. The new reports from this project are now operational and training on these plus changes to the Marks and Standards was provided to key stakeholders in the Institute over the past two months. In addition, on-line admissions, on-line registration and on-line payment facilities are in place in GMIT and will be used from September 2012.

OBJECTIVE 4 – THE NATIONAL FRAMEWORK OF QUALIFICATIONS (NFQ)

Discussions are on-going with the local VEC in relation to progression opportunities and collaboration possibilities. An MOU will be signed between both organizations in the coming weeks. Mappings and evaluations are being conducted to determine if advanced entry is possible from cognate discipline areas. A number of agreements are already in place for example electrical apprentices are able to gain advanced entry to year two of the electrical engineering ordinary degree programme and similarly FETAC level 6 PLC students from the Furniture Design and Manufacture programme are able to gain advanced entry to year two of the ordinary degree in Furniture Design and Manufacture.

The Institute has a working group developing an e-learning/ flexible delivery policy. The Institute is actively encouraging the development of Minor and Special Purpose Awards and eight such awards are coming on stream in the next academic year.

OBJECTIVE 5 – OPERATION AND MANAGEMENT OF DELEGATED AUTHORITY

The panel noted that GMIT is compliant with its obligations in the operations and management of Delegated Authority, first granted in 2004 and recommended that Delegated Authority be continued as provided for in the qualifications (Education and Training) Act 1999.

OBJECTIVE 6 – TO PROVIDE RECOMMENDATIONS FOR THE ENHANCEMENT OF THE EDUCATION AND TRAINING PROVIDED BY THE INSTITUTE

The panel noted that the self evaluation report produced by the Institute contained recommendations for enhancement which are now embedded in the QIP attached to this report. A special consideration referred to the Institutes validation of minor, special purpose and supplementary awards. This recommendation has now been addressed with the inclusion of a more robust accreditation process for minor, special purpose and supplemental awards in line with HETAC guidelines. The revised policy and procedures are contained in Code of Practice No 2 which was approved by Governing Body in May 2012.

Quality Improvement Plan (QIP)

GMIT Quality Improvement Plan (QIP) Addressing Recommendations in IR Report

Objective	Improvement / Recommendation	Actions	Responsible	Monitoring	Timeline/ Progress
1) Public Confidence	1.11 – 1 Establish detailed action plans with timelines and responsibilities in relation to the recommendations arising from the Self-Evaluation and Institutional Review reports.	This QIP will address this recommendation.	President, Registrar, YP-YF sponsors, Executive Board, Management Group, Academic Council	Annual progress report and review reporting to Academic Council and Governing Body HOS + Reg: March 2012. Man. Group: April 2012.	AC: May 2012. GB: June 2012.
	1.11 – 2 Co-ordinate and focus the different means of communicating with the public.	Communications audit Develop and implement a coordinated communications and marketing strategy. Annual engagement with external stakeholders. Review and update Institute website	Head of School of Business Secretary/Financial Controller	Communications and marketing strategy developed. Feedback report to AC, Ex. Bd and GB stakeholder engagement Independent review by Design company	From Sept. 2012 Annually March 2013
	1.11 – 3 Make GMIT's distinctive mission clearer and communicate it to all stakeholders, especially employers.	Terms of Reference for Communications and Marketing Strategy	President Head of School of Business	Communications and marketing strategy developed.	From Sept. 2012

	1.11 – 4 Exploit potential opportunities for work placements and other collaboration with all local industries including multinational companies.	Considered under Learning, Teaching and Assessment Strategy (Objective 2) Develop implementation plan for LTA strategy CED established with Sept 2012 as a launch date.	Head of L&T HOS Registrar Registrar	Institute planning framework published Annual report from schools to the Executive Board Annual reports from Registrar to ExBd and from LTA Chair to Ac Council.	Ongoing Annual From Sept. 2012
	1.11 – 5 Revisit the element of the strategic plan dealing with community engagement and ensure that prominence is given to engagement with public and other stakeholders in implementing the plan.	Considered under 1.2 and also under Community Engagement Pillar in Strategic Plan (Objective 2). Revisit recommendations from Community and Voluntary focus groups. Integration with work placement strategy. Volvo Ocean Race. 40th anniversary activities	Head of School of Business Head of Hotel School	Implementation report on Community Engagement Pillar to Ex. Bd. and Gov. Body Report on level of engagement with Community and Voluntary groups.	Annual
2) Strategic Planning and Governance	2.14 – 1 Ensure that the internationalisation and collaboration 'pillars' of the strategic plan develops coherently in relation to the other four pillars <u>and states an understanding of HETAC policy on this area of activity</u>.	Align this pillar with HETAC policy and procedures. Appoint Head of internationalisation / Collaborate with other HEI's on the management of this area. International Strategy	Head of International Relations President	Internationalisation and Collaboration pillar amended in strategy review Annual report to Academic Council on Internationalisation	Strategic Review in progress From Sept. 2012 Annual

	2.14 – 2 In the context of the current rate of change, urgently develop and use operational-level performance indicators in relation to the top-level KPIs and ensure that they are monitored.	Develop implementation plan for Your Place – Your Future (YP-YF) 2010 - 2015	Head of School of Science + YP-YF sponsors	Quarterly reporting on YP-YF to the Executive Board	Quarterly, from April 2011 On Target
3) Quality Assurance [7 elements]	3.8 – 1 Develop procedures for programmes run in out-centres and incorporate these procedures into the quality assurance system and documentation.	Same policies and procedures cover all campuses and out-centres as GMIT . GMIT will conduct an audit of the programmes, from a QA perspective, delivered at out-centres. QA collaborative agreement to be drafted for (i) Mountbellew, (ii) EO Teilifis and (iii) Europas Teo.	Registrar	Audit Report considered by Academic Council and the Executive Board	From September 2012
	3.8 – 2 Develop a learner-friendly document on the quality assurance system as a whole of the kind described in *European Standards and Guidelines* Part 1 paragraph 1.1.	GMIT recognise the need for this. Document will define the roles of the various bodies / committees.	Registrar	Document approved by Academic Council and Governing Body.	From Sept. 2012

	3.21 – 1 Define the point at which proposed amendments to programmes change the programme sufficiently to require external expert input.	Process to be clearly documented in COP No 2. as an appendix and PB more involved. Include Differential Validation in COP No 2. Incorporate the use of MMS in tracking changes. Programme Boards to annually review changes to modules. HOD workshops	Registrar Registrar / Assistant Registrar / HODs	QA Framework updated and reapproved by AC and GB (April 2012) MMS protocol incorporated in QA Framework as appendix to COP No. 2 Existing QA Framework updated in 2010 and annually or as the need arises.	May 2012 Complete Ongoing
	3.21 – 2 Seek external advice whenever a new award is in prospect, whether or not the modules have been separately approved.	Existing QA Framework amended in November 2010	Registrar	Approved by AC in Nov. 2010	Complete
	3.21 – 3 Complete the evaluation of the programmatic review process and implement changes including a forward schedule for programmatic reviews.	School meetings to be scheduled to review the process. Forward schedule to be prepared. Consult with Castlebar staff and management re upcoming programmatic review. Evaluation of process by C/Bar staff	HOS/Centre Registrar	Reports forwarded to Registrar and compiled. Lessons learned reviewed at Academic Council Planning meetings held in Castlebar. Programmatic Review	Complete Ongoing

	3.21 – 4 Find an effective means of providing feedback to learners on the outcomes of their evaluations of programme quality.	Attach to function of Programme Board. Annual school meeting to brief students on actions arising from feedback on previous evaluations. School student reps meeting to be briefed. Annual focus group with students. National Student Survey QA3 forms online	AC Programme Boards / Learner reps. HODs	Programme Board reports to Ac. Council Programme chairs receive analysis of QA3 forms. Feedback from QA3 forms discussed at Programme Boards	From Sept. 2011 From Sept. 2012
	3.21 – 5 Find a way to achieve more equal rates of return from evaluative questionnaires administered at different campuses.	Setup QA3 forms online Continue using online student survey Report to Registrar, circ to AC Monitored on a cross sectional and longitudinal basis	Head of School of Science	Report on annual rates of return to Registrar for Ac. Council and circulated to HOS	From Sept. 2011
	3.21 – 6 Establish procedures for the induction of international students and improve induction procedures for postgraduate students. Ensure that research students are adequately supported in particular in communicating their work	International students induction programme established from Sept. 2010. Further develop support systems for international students, e.g. English language module to be mandatory in first year. Implementation plan of Research pillar to address supports for research students. Prepare an induction manual for postgrad students.	Head of L&T Student Services Head of Research LTA committee	Procedures developed and published on web. YP-YF review Implementation plan developed. Education Conference Website updated	From Sept. 2012 Q.4 2012 Immediate

		Update the research section of the website. School based seminars by postgrad students. Financial support for postgrad students to attend conferences.			
	3.32 – 1 Introduce a means whereby Academic Council or the Academic Standards Committee is regularly able to consider comparative performance in assessment across the whole Institute.	More quantitative analysis in report on External Examining presented to Academic Council. Reports should also be considered at school level. Design and implement a statistical report across schools that capture the performance of all stages in a programme. Performance reports on each module to be available at Exam Boards.	LTA Committee / Ac Council / Registrar / Prog. Boards	New template developed for Ex. Examiner report to Ac. Council Benchmark findings with other HEI's in the sector. (U-Map / BMW alliance) New performance reports developed and considered at Exam Boards. Attrition report analysis. Annual Report to Academic Council First Destination Survey benchmarked against Australian Schools survey	Complete Ongoing Annually
	3.32 – 2 Define expected standards for feedback from teaching staff to learners on individual items of assessed work.	Incorporate institutional expectations in QA Framework. Roll-out pedagogical upskilling plan. Continue to develop a culture of professionalism in academic practice. Establish Centre for	LTA Committee Ac Council Head of L&T / Registrar	QA Framework reapproved by Ac. Council and Gov. Body. Trends in uptake of APD modules / PGCE / PGDE. CED Up-skilling committee established.	From Sept. 2011 January 2012

		Educational Development (CED)			
3.32 – 3 Consider GMIT practice in relation to HETAC guidelines in Assessment and Standards, 2009, on anonymous marking and team-based assessment.	Update COP No 3 Staff Development is scheduling a CPD programme on assessment. LIN APD module on Assessment	Registrar Ac Council Head of L&T / Registrar	Approved by Gov Body CPD programme on assessment	Annually From Sept. 2012	
3.32 – 4 Coordinate the date of required submission of external examiners' reports with the prescribed date of programme board meetings for discussion of monitoring data.	Schedule Programme Board meetings in October to review reports from External Examiners.	Registrar	Reflected in the Operations/Academic Calendar	From Sept. 2011 Complete	
3.32 – 5 Replace external examiners early enough to ensure each programme always has an external examiner in post.	Heads of School to notify the Registrar in April of External Examiner changes for the following academic year, with recommendations for replacement. Consider and develop enhanced mechanism for identification and recruitment of EE both at Institute level and national level.	Registrar Ac Council HOS LTA Committee	New External Examiners appointed no later than September 30th.	From Sept. 2011 Complete from March 2012.	
3.32 – 6 Revise external examiners' periods of office to meet HETAC guidelines.	The Code of Academic Policy (No. 7) will be reviewed with reference to the HETAC guidelines and in the context that GMIT offers progression to L8 on all programmes.	Registrar	QA Framework reapproved by Ac. Council and Gov. Body. Specifically the Code of Academic Policy No. 7.	May 2012 On target	

	3.37 – 1 Consider ways in which the quality of teaching may be monitored more systematically and effectively, and in particular find a means of making better use for feedback from learners on teaching.	QA3 forms placed online. Online student survey. Analysis of online data considered by Programme Boards and incorporated in Programme Board reports to Academic Council	Registrar Ac Council	QA3 forms completed online. Response tracked. Response rate to online survey.	From Sept. 2012
	3.37 – 2 Define clearly the relative responsibilities of programme chairs, heads of department and heads of school in relation to teaching quality.	Responsibilities will be documented in QA Framework (COP No. 2). Recruitment processes and procedures reviewed and updated.	Registrar Ac Council HR Function	QA Framework reapproved by Ac. Council and Gov. Body. Staff recruitment and selection processes to clearly specify responsibilities.	From Sept. 2011
	3.37 – 3 Find ways of making a teaching qualification and pedagogical programme more attractive to staff.	New staff encouraged to attend one module on pedagogical upskilling. Sectoral framework in place for professional post-grad qualifications in this area. Consider informal mechanisms e.g. monthly staff seminars Engage academic managers in good practice in this area. Identify staff training needs. Education conference internally.	Head of L&T / Registrar HOS/HOD	APD module on **Technology Enhanced Learning** running in GMIT this term. Track number of additional APD modules offered to staff and no. of staff gaining qualifications via this route. Education Conference PMDS Round 2	With immediate effect. Annual Q.4, 2012 From Sept. 2012.

3.37 – 4 Find a more systematic means of identifying individual staff development needs.	HODs and line managers to hold annual discussions with staff to determine their needs and approve CPD consistent with institution strategy as part of PMDS.	Head of L&T Management Group and Executive Board	Staff development plan published on intranet. Report to Executive Board	From Sept. 2012
3.48 – 1 Consider how best to meet the study needs of the different learner populations, especially as regards availability of library study facilities and careers guidance.	Conduct stakeholder needs analysis survey of the library. Implement findings of the survey, subject to resource constraints. Career guidance to have greater visibility and prominence. Enhanced support will be provided for this function.	Head of L&T Registrar Librarian Careers Officer	Needs analysis survey of library conducted. Support for Career Guidance in place	From Sept. 2011
3.48 – 2 Ensure that the limitations of the student registration systems do not impede the legitimate study needs of learners.	Special registration status afforded to all students to allow immediate access to learning facilities. Online registration under consideration.	Registrar	TR registration status available until Oct. 31st Online registration in place	Complete From Sept. 2012
3.48 – 3 Ensure the adequacy of library resources for postgraduate student programmes, especially in respect of availability of journals.	The Library operates an effective and efficient inter-library loan system, e-journals and on-line resources. More specialised journals to meet established needs of postgraduate students will be provided.	Head of Research Librarian	Report on increased range of journals in the library. IEEE database available to P/G students	Annually From Sept. 2011

3.48 – 4 Include key learning support managers as members of relevant academic deliberative committees, particularly Academic Standards and Learning Teaching and Assessment Committees.	This will be facilitated where appropriate. Adjust the LTA membership to incorporate library staff. Academic Standards to consider this recommendation. Develop a procedure for communicating new resource requirements to the library.	Registrar Ac Council Chair of Standards	Membership of LTA committee expanded to include Library representative, Access Officer and/or Student Services Officer. MMS developments	Complete (Feb. 2011) Ongoing
3.48 – 5 Devise a systematic means of ensuring that learning support staff are informed of the outcomes of routine evaluative procedures at programme level, especially annual monitoring and programmatic review.	1. HODs will inform learning support staff in relation to developments in his/her department. 2. Student Services personnel will address school meetings annually. 3. Registrar's Office to setup a document management system where evaluative reports will be published and available to all staff.	Registrar HOS HOS	Each HOD to brief learning support staff One school meeting per year addressed by appropriate member of Student Services. EDMS in place for the Registrar's function.	From Sept. 2011
3.48 – 6 Consult relevant learning support staff routinely on the development and approval of new modules and programmes.	The Academic Standards sub-committee will incorporate this as a requirement for the proposers of new modules and programmes, where appropriate.	Registrar HOS AC Standards	Code of Practice No. 2 amended to reflect this recommendation.	From Sept. 2011

	3.48 – 7 Make the routine evaluation of the various student support services more systematic, and consider reviews of key learning support services on the agendas of relevant academic committees.	Reviews of these areas will follow the five year cycle as per programmatic reviews. Report from Student Support Services to be made to the Ac. Council twice per year and Gov. Body once per year. Programme Board report update	Head of L&T Registrar	Schedule of reviews published with programmatic review schedule. Student Services presentation to Ac. Council (March and October) and to Gov. Body in November.	From Sept. 2011 Ac Co: April '12 GB: May 2012
	3.48 – 8 Co-ordinate more effectively the work of all student support services.	Institute Student Services Officer appointed (Jan. 2011) who is also a member of the Management Group.	Head of L&T / Registrar	Complete	Complete
	3.51 – 1 Should find a means of making data held in the student information system more readily accessible to staff for decision making and routine quality assurance purposes.	A complex problem to address due to internal and external demands on reporting. 1. Conduct analysis of information to inform managerial decisions requiring evidence-based data 2. Conduct requirement analysis of reports required. 3. Scope a reporting project, possibly in collaboration with other HEI's 4. National Reporting Project Planned. 5. Internal research on Data Marts / Data Warehousing scheduled.	Registrar IT Manager	Reporting environment to support QA and evidence-based decision making in place.	From Sept. 2012

	3.51 – 2 Should ensure that attrition reports are accompanied by action plans with timelines and responsibilities identified.	Develop an Institute Retention Strategy Establish working group	HOS Registrar LTA Committee	Institute Retention Strategy approved by Ac. Council and Gov. Body. School retention and achievement policy aligned to Institute Retention Strategy. Working group established	From Sept. 2012 From Sept. 2011
	3.54 – 1 Should coordinate open days with those of other local providers.	This initiative was piloted in the past and failed. Reconsidered with local HEI (Feb. 2011) and decision reached to retain individual open days.			
4) Qualifications Framework, Access, Transfer and Progression	4.8 – 1 Should liaise with second level and further education providers about the relationship between the Institute's programme portfolio on the needs of further education students	Review activities currently taking place. New modules and/or programme offerings to meet the needs of FE students. MOU with local FET providers. School engagement with local FET providers	Head of L&T / Registrar HOS	A forum / workshop will be established to explore this area further.	From Sept. 2012

	4.8 – 2 Expedite its intention to accredit all formal learning in the Institute.	The Institute will increase the number of Special Purpose Awards and accredited modules on offer in a flexible delivery format. e-Learning policy Education Technology Officer (ETO)	Registrar Ac Council Lifelong Learning	Track percentage increase in number of accredited modules on offer in a flexible delivery format. ETO appointed	Ongoing Sept. 2011
5) Operation and Management of Delegated Authority	5.7 – 1 Delegated Authority granted to Galway-Mayo Institute of Technology be continued as provided for in the Qualifications (Education & Training) Act 1999.	GMIT welcomes this recommendation and is committed to a continuous improvement policy from a QA perspective as evidenced in this quality improvement plan.	President Registrar Ac Council	Reporting on the KPIs in this plan and the implementation plan aligned to the Institute's Strategy 'Your Place – Your Future' (YP-YF).	Ongoing.
6) Recommendations for Enhancement	The panel recommends that the Institute proceed with the plans/actions as identified in the SER. Chapter 8: "Summary and recommendation for enhancement", pgs 56-59.	A planning framework incorporating this QIP and the implementation plan in support of YP-YF is being developed and will ensure the plans/actions identified in chapter 8 of the SER will be delivered.	Ac. Council Exec. Board All staff	Planning Framework published	From September 2011

Acronyms and Abbreviations:

AC	Academic Council	**GB**	Governing Body	**LTA**	Learning, Teaching and Assessment
APD	Academic Professional Development	**HEI**	Higher Education Institute	**PB**	Programme Board
COP	Code of Practice	**HOD**	Head of Department	**PGCE**	Postgraduate Certificate in Education
CPD	Continuous Professional Development	**HOS**	Head of School	**PGDE**	Postgraduate Diploma in Education
Ex. Bd.	Executive Board	**L&T**	Learning and Teaching	**YP - YF**	Your Place – Your Future