



lyit

Institiúid Teicneolaíochta
Leitir Ceanainn

Letterkenny Institute
of Technology

LETTERKENNY INSTITUTE OF TECHNOLOGY

PERIODIC PROGRAMME EVALUATION

Report of the External Expert Group

PART 1 **GENERAL INFORMATION**

SCHOOL/DEPARTMENT: School of Science

DATE OF VISITATION: 10 and 11 May

MEMBERS OF EXTERNAL EXPERT GROUP (EEG):

Michael Hannon, Registrar Galway Mayo Institute of Technology (Chair)
Dr Edel Healy, Head of School of Health & Science, Dundalk IT
Nigel Whyte, Head of Department of Computing & Networking, IT Carlow
Professor Mike McTear School of Computing and Maths, Ulster University
Gerard Grant, Vice President, Information Technology, Pramerica
Dr Martin Gormley, Training Officer, ETB
Mick Mc Grath, SITA, LYIT Graduate and Industry
Aoife Gallagher, Research Masters Student, IT Sligo

SECRETARY TO EEG:

Mr Denis Mc Fadden
Dr Simon Stephens
Ms Anne Burke

INSTITUTE STAFF:

Dr. Gertie Taggart		
Science Dept.	Computing Dept.	Nursing & Health Studies Dept.
Dr Joanne Gallagher	Mr. Thomas Dowling	Dr. Louise McBride
Ms. Karen Bailey Dr. Anne Carney Dr. Brian Carney Ms. Mary Carr Ms. Aisling Coyle Ms. Marianne Dee Dr. Garrett Farrell Mr. Aidan Finnan Dr. Christine Forbes Mr. Mike Guckian Ms. Cathy Hannigan Ms. Lorna Larkin Ms. Susie Law Dr. Catherine Lynch Ms. Anne McAteer Dr. Denis McCrudden Dr. Ann McDaid Mr. Gerard McDaid Dr. Kim McFadden Mr. Liam McKinney Dr. Ciaran McLaughlin Mr. Cormac Murphy Dr. Anne Nelson Ms. Maureen O'Neill Ms. Tina Parnell Dr. Grainne Quinn Dr. Bill Scott Dr. John Slater Dr. Aneta Spring	Ms. Maria Boyle Mr. Michael Carey Ms. Andrea Carlin Ms. Maeve Carr Mr. John Conaghan Dr. James Connolly Mr. Paul Corey Mr. Gary Cullen Mr. Thomas Devine Ms. Clare Doherty Mr. William Farrelly Ms. Mairead Feeney Dr. Eoghan Furey Ms. Helena Gibson Ms. Maria Griffin Ms. Catherine Hamilton Mr. Martin Harran Mr. Dermot Hegarty Mr. Cyril Higgins Ms. Evelyn Keown Dr. Mark Leeney Ms. Ruth Lennon Mr. Simon McCabe Dr. Michael McCann Mr. Gerard McCloskey Mr. Danny McFadden Mr. John McGarvey Mr. Nigel McKelvey Ms. Helen McMahan Mr. John O'Raw Ms. Martina Quinn Dr. Martin Robinson Ms. Angela Sweeney Ms. Edwina Sweeney	Ms. Stephani Bonar Mr. John B. Doherty Mr. Frank Donegan Ms. Mary Dunnion Ms. Anna Edwards Ms. Monica Freeburn Mr. Seamus Gallagher Ms. Rhona Jacob Dr. Grainne Ketelaar Ms. Majella McBride Mr. Sean McEntee Ms. Rosemary McGill Ms. Mary McMenamin Ms. Breda Mulgrew Mr. Maurice Murray Dr. Kevin O'Brien Ms. Karen Patton Ms. Christine Price Ms. Bernardine Wilkie

Note: it is Institute policy that the report of the External Expert Group is published on the LYIT website.

PART 2 FINDINGS OF THE EXTERNAL EXPERT GROUP

The External Expert Group is satisfied that the self-study and revised programmes adequately addresses the following criteria:

(1) Academic Processes

A fundamental review of the programmatic area is clearly set out in the self-study document.

The self-study demonstrates how the Institute's Quality Assurance procedures have been properly applied in the development of the self-study and in revising the programmes taking cognisance of the relevant QQI standards, and that satisfactory procedures exist for the ongoing monitoring of these programmes.

(2) Student Throughput

Enrolment and examination statistics are adequately addressed and details are presented of appropriate special initiatives in relation to admissions and retention e.g. broadening access, mature students, facilitating gender equality.

(3) Review of Course Design

A sufficient description of the revision of each programme, highlighting any changes implemented or proposed, has been provided. In addition, the course schedules in operation at the time of the previous review together with course schedules proposed as part of the current PPE are presented.

(4) Assessment

Procedures in place for the assessment of learners are documented. The methods for assessment of learners (i) are fair and consistent and comply with standards determined by QQI, (ii) are in keeping with the National Framework of Qualifications, (iii) are effective in measuring the students' attainment of the intended learning outcomes, (iv) contribute to the total learning experience, and (v) encourage creativity and originality in demonstrating achievement of the intended learning outcomes.

(5) Employment and Further Studies of Awardees

Employment gained and further studies undertaken by awardees is appropriately detailed and analysed in comparative tabular format.

(6) National and International Transfers

Evidence of commitment to co-operation with inter-institutional linkages, both national and transnational, is set out, including the structures in place to facilitate these arrangements.

(7) Review of Laboratory, Workshop, Studio and Other Facilities

The necessary facilities available in terms of accommodation, equipment, and library and information technology resources are satisfactory to support the revised programmes.

(8) Deployment and Development of Academic Staff

The staffing levels are appropriate and the levels of qualifications and competence of the staff is sufficient to deliver the programme.

(9) Links with Industry, Business and the Wider Community

Evidence is presented that the School/Department actively engages with the world of work and the wider community in order to maintain a high degree of relevance in its programmes and in its research activity. The procedures and processes used to establish and maintain these links are described.

In particular, the means by which School/Department elicits from industry, educational interests, public bodies and professional bodies how well the programmes meet their demands is included. The School/Department also examines its programmes against the relevant offerings of other higher education institutions.

(10) Research

The self-study documents postgraduate research carried out by learners in the previous five years together with School/Departments plans for the next five years.

Research conducted by staff since the previous review is also detailed together with plans for the next five years.

(11) Course Delivery Methodologies

Evidence is provided of innovation in relation to teaching, such as the use of new types of educational technology, teaching strategies and methodologies.

(12) Adult and Continuing Education

Information is presented in relation to adult education provision, which has evolved in the Institute over the previous five years in response to the perceived needs of industry and the local community.

(13) Academic Regulations

The self-study sets out the form of regulations made by the Governing Body on the advice of the Academic Council.

(14) Development Plan

A coherent plan for the School/Department for the succeeding five years is included.

(15) Programme Documents

Revised programmes are fully justified in terms of their approach to teaching and learning, alignment with the relevant QQI standard, programme content, and assessment methods.

QQI Standards: QQI determines, for each named award, the specific standard of knowledge, skill and competence that must be acquired by the learner before that award can be made. The learning outcomes of the programme are stated in such a way that the compliance with the appropriate QQI standard is demonstrated.

Revised Programme Titles and Award Titles: Any revised award titles are consistent with the named awards determined by QQI. The programme titles are clear, accurate, succinct, and fit for informing prospective learners and other stakeholders.

Access, Transfer and Progression: Revised programmes incorporate the procedures for access, transfer and progression that have been established by QQI and are consistent with the policy of QQI, awards accommodate a variety of access and entry requirements.

(16) Student Engagement

Students described their experience at LYIT as ‘very positive’. The institute (especially ‘The Curve’) provide excellent support for ‘mature’ learners. Academic staff are described as generally very accessible, engaging and current. Students indicated they had very limited career guidance support. International students were satisfied with the level of support they received. Overall students regarded the lab facilities at the Institute as excellent.

The External Panel were impressed with the philosophy and approach underpinning the Professional Scholarship module and recommend that this module should be mainstreamed across the Institute.

Student issues for consideration for the Dept. of Science:

- Placement Support
- Career Guidance Support
- Content of Dental Nursing Programme
- Maths content in Science programmes
- Provision of Science Direct
- Reinstatement of Science Journal Subscriptions

(17) Employer Engagement

Graduates were described as follows:
Good communication skills including when dealing with front line duties;
Having ‘cop-on’;
Wide spread support for inclusion of work placement on programmes.

Employer issues for consideration for the Dept. of Science:

- Dental Nursing programme content
- Placement support
- Career Guidance support for students and graduates

PART 3 COMMENDATIONS, RECOMMENDATIONS AND CONDITIONS

School Review 10 May

The panel wish to commend the staff of the three Departments, the three Heads of Department and the Head of School for the quality of the documentation produced and the open and constructive engagement with the External Panel.

There was a high level of engagement by the Programme Teams and all staff demonstrated significant enthusiasm, commitment and subject knowledge. The learner centred approach of the staff was commended by the students.

For the attention of the Academic Council:

The External Expert Group advises the Academic Council that the Institute and the School/Department should take cognisance of following recommendations:

The Institute should consider a more appropriate title for the Department of Science at the earliest opportunity.

The Department will consider this suggestion.

The External Expert Group advises the Academic Council that approval of the programmes subject to general conditions of approval together with the following additional conditions:

There are no additional conditions other than the general conditions attaching to some programmes.

Programme Review 11 May - Department of Computing:

Chair: Nigel Whyte, Head of Department of Computing & Networking, IT Carlow

Professor Mike McTear, School of Computing and Maths, Ulster University

Mick Mc Grath, SITA, LYIT Graduate and Industry

Gerard Grant, Vice President, Information Technology, Pramerica

List of Programmes:

M.Sc. in Computing in Systems and Software Security
M.Sc. in Computing in Big Data Analytics
M.Sc. in Computing in Private Cloud Technologies
Certificate in Computing in Private Cloud Technologies
M.Sc. in Computing in Enterprise Applications Development
Certificate in DevOps
Higher Diploma in Computing
Higher Diploma in Computing for Educators
Higher Diploma in Computing in Business Systems Analysis and Design
Higher Diploma in Computing in IT Project Management
BSc & BSc Honours Core Modules
BSc in Computing in Applied Computing
BSc (Hons) in Computing in Applied Computing
BSc in Computing General Stream
BSc in Computing in Cloud Stream
BSc in Computing in Mobile Stream
BSc (Hons) in Computing
BSc (Hons) in Computing in Cloud Stream
BSc (Hons) in Computing in Mobile Stream
BSc in Computing with Computer Games Development
BSc (Hons) in Computing with Computer Games Development
BSc in Computing with Computer Security & Digital Forensics
BSc (Hons) in Computing with Computer Security & Digital Forensics
BSc (Hons) in Computing in Data Centre Management
Higher Certificate in Computing in Information Technology Support
BSc (Hons) in Computing in Computer Services Management
BSc in Computing in Information Systems
Higher Certificate in Computing
Certificate in Computing in Information Technology Support
Diploma in Object Oriented Programming
Certificate in Object Oriented C++ Programming
Certificate in C++ for Java Programming
Certificate in Coding for Teachers
Certificate in Coding Principles for Educators
Certificate in Professionalism for Computing
Certificate in Computing in Industry Studies
Certificate in Computing in Civic & Social Engagement
Certificate in Computing in Student Led Initiatives
Certificate in Computing in Peer Mentoring

For the attention of the Academic Council:

The External Expert Group advises the Academic Council that the Institute and the School/Department should take cognisance of following recommendations:

The EEG approved all proposed changes to the programmes and modules and make the following additional recommendations:

1. Introduction of unit testing (JUnit) in semester three.

This recommendation has been implemented and the appropriate syllabi has been revised.

2. Introduce shared assessment over a number of modules in second and third years of the BSc programmes.

This does not require a change to modules but lecturers will bear it in mind in future. Implementing the recommendation should not present any difficulties.

3. In the Personal Development module, include a component whereby students set up their LinkedIn profile.

This recommendation has been implemented and the appropriate syllabi has been revised.

4. Change applied modules (e.g. programming) to have 100% CA as on the JavaScript stream.

Staff members have reviewed all modules to assess which modules suit this recommendation and changes have been made.

5. Remove the inclusion of technologies in the module titles.

This change is being made and the changes are reflected in the relevant course schedules and module descriptions.

6. As GitHub will be used in the team projects in 3rd year, introduce GitHub formally to students in the 3rd semester.

This recommendation has been implemented and the appropriate syllabi has been revised.

7. The Development Office and Computing Department support the delivery and attendance at conferences but there is a lack of administrative support. For example: the circulation of funding opportunities and support in the application for same.

We are in discussion with the Development Office about specific actions, which we can assist each other. Support for Research requires a comprehensive intuitional response.

8. Embed work placement into some of the BSc programmes prior to and to inform the next programmatic review.

This is a major change and is not required to be acted on immediately. However, the Department is actively looking at ways to offer this option to more of our students.

9. The modules Commercial Programming 1 and 2 should have an additional laboratory hour to facilitate the delivery of this applied material.

This change has being made and the changes are reflected in the relevant course schedules and module descriptions.

The External Expert Group advises the Academic Council that approval of the programmes subject to general conditions of approval together with the following additional conditions:
No conditions.

Programme Review 11 May - Department of Science:

Chair: Dr Edel Healy, Head of School of Health & Science, Dundalk IT
John Behan, Head of Department of Applied Science, IT Tallaght
Ben Wilkinson, Teagasc, Regional Manager
Nadine Cutliffe, Randox, LYIT Graduate and Industry
Claire Mac Dougall, St Elmo Veterinary Clinic, Graduate and Industry

List of Programmes:

B.Sc. in Agriculture
Higher Certificate in Science in Agriculture
B.Sc. (Honours) in Bioanalytical Science
B.Sc. in Bioscience
B.Sc. in Food Science & Nutrition
B.Sc. (Honours) in Food Science & Nutrition
B.Sc. in Pharmaceutical Science and Medicinal Science
B.Sc. (Honours) in Pharmaceutical Science and Medicinal Science
B.Sc. in Veterinary Nursing
B.Sc. (Honours) in Animal Behaviour and Welfare
Higher Certificate in Science Pharmacy Technician
Higher Certificate in Science in Dental Nursing

For the attention of the Academic Council:

The External Expert Group advises the Academic Council that the Institute and the School/Department should take cognisance of following recommendations:

The EEG approved all proposed changes to the programmes and modules and make the following additional recommendations:

1. Strong consideration should be given to providing a central budget for Science Direct based on feedback from students and staff.

The Department of Science acknowledges that this is currently a significant resource deficit in the Department and welcomes the recommendation of the External Expert Panel that Science Direct is funded for the Department from central budget.

2. Review the appropriateness of the title for the 'BSc Pharmaceutical Science and Medicinal Science' programme in view of the extensive chemistry in the programme.

The title of the programme is BSc and BSc Honours in Pharmaceutical and Medicinal Science. Considerable thought was given to the title of this programme by the programme board and it was agreed that the title BSc and BSc Honours in Pharmaceutical and Medicinal Science was agreed as reflecting the programme content. This was endorsed by the external validation panel and indeed the validation panel recommend change in certain module titles to reflect the programme title.

3. Review the assessment details in module descriptors. Currently the descriptions are very broad

outlining all possibilities for CA. It would be preferable to give the student a more defined list of the type of assessment, which will be used without providing prescriptive descriptions of specific assessment.

The list of CA in the module descriptor is currently broad however; this is in line with the module template. At the start of each semester, an assessment schedule is compiled for each stage and semester of each programme indicating the nature and timing of the assessment. This information is then made available to students through the virtual learning environment - Blackboard.

In addition to the module descriptor a complete assessment schedule has been provided for each module on each programme in the submitted documentations, see the following sections:

Bachelor of Science in Agriculture	Section 5.5.1
Bachelor of Science Honours in Bioanalytical Science	
Bachelor of Science in Bioscience	Section 5.12.1
Bachelor of Science Honours in Food Science and Nutrition	
Bachelor of Science in Food Science and Nutrition	Section 5.19.1
Bachelor of Science Honours in Pharmaceutical and Medicinal Science	
Bachelor of Science in Pharmaceutical and Medicinal Science	
Section 5.26.1	
Bachelor of Science Honours in Science (Sections 5.12.1, 5.19.1, 5.26.1)	
Bachelor of Science in Veterinary Nursing	Section 5.29.1
Bachelor of Science Honours (add-on) in Animal Behaviour and Welfare	
Section 5.32.1	
Higher Certificate in Science in Pharmacy Technician	Section 5.35.1
Higher Certificate in Science in Dental Nursing	Section 5.39.1

4. Consider the introduction of veterinary specific software in the Vet Nursing programme e.g. vetscope.

Veterinary software will be purchased when funds are available.

5. Review the frequency of skills assessment on placement, although it is understood that this is subject to VCI requirements.

The frequency of skills assessment is in line with the requirements of the Veterinary Council of Ireland (VCI) and the programme team are satisfied that this is sufficient. The VCI are the accrediting body for the BSc in Veterinary Nursing. The programme has been successfully revalidated by the VCI in November 2015 and is not due for revalidation until 2020.

6. The content of the 'Research Project' module in the BSc (Hons) Animal Welfare and Behaviour should be updated to more accurately reflect the options for projects. At the moment, the content is very much geared towards science based laboratory projects.

This has been updated.

7. Consider introducing an assessment into the Pharmacy Practice module on the Higher Cert in Pharmacy Technician programme that addresses 'people skills' due to the nature of the programme.

“People skills” are covered in Pharmacy practice 1 and 2. Communication skills are currently covered in pharmacy practice 1, which includes body language, eye contact etc. Responding to symptoms is covered in pharmacy practice 2, which includes asking the correct questions to get the correct information to respond to queries correctly.

Currently students are assessed on the theory in the final exam. An additional practical role-play type of assessment will be introduced into Pharmacy practice 2 to cover practical assessment of this skill (Section 5.35.1)

8. In order to apply the learning in the Pharmacology module in the Dental Nursing Programme, consider introducing an assessment on drugs relevant to dental nursing.

The pharmacology course (Year 1) is a shared module, as is Drug Action and Usage follow-on (Year 2). The main aims of the year 1 module are to embed the principles and concepts that are necessary to enable an understanding of the mechanisms of drug action and their potential use as therapeutic agents in year 2.

The pharmacology module references certain drugs to illustrate and explain primarily pharmacokinetics but also aspects of pharmacodynamics. The drug examples used are relevant to both student cohorts (Dental Nursing and Pharmacy Technician) and are medications that students would be familiar with in their discipline setting (eg. penicillin, aspirin, warfarin). This enables a standard written examination and course work to be assigned to these groups. However, it may be useful to set a discipline specific 'workbook' to re-enforce certain aspects of the pharmacology course to the Dental Nursing students and this is currently under consideration.

In Year 2 (Drug Action and Usage) both groups of students are afforded individual group tutorials that focus on drugs that may be of more relevance to their discipline although the core lectures are again shared. This allows students apply their more detailed knowledge of specific drugs to shared assessments making best use of available resources.

9. Make more explicit content on Genomics, Botany and Breeding Indices in Agriculture programmes.

A summary of where Genomics, Botany and Breeding Indices are addressed in the BSc in Agriculture is indicated below. To help make this content more explicit additional content has been added to the indicative content of two module descriptors, which have been attached.

Botany is addressed in the following areas,

- **Introduction to Agriculture (Sem 1), Weed identification skills;**
- **Animal Husbandry, Nutrition & Welfare (Sem 1), Aspects of Plant Nutrition;**
- **Agricultural and Environmental Impact (Sem 3) Botanical aspects covered within the AEOS and GLAS scheme specifications;**
- **Grassland & Crop Production (Sem 4) Examination of perennial grasses and clover found in pasture, Common disease of plants, weeds. Additional indicative content added**

Genomics is addressed in the following areas:

- **Ruminant Husbandry (Sem 2) influence of genetics on beef production;**
- **Advance crop production (Seem 6) GM Crops;**

- **Sheep Pigs & Poultry Production (Sem 5) Intensive poultry production, Intensive bacon production;**

Breeding Indices are covered in the following areas:

- **Animal Science (Sem 5) Specific requirements of bovine animals in intensive situations, Use of AI and Embryo transfer;**
- **Sheep Pigs & Poultry Production (Sem 5) Sheep production, Mid-Season and Early prime lamb production;**

Ruminant Husbandry (Sem 2) Systems of beef production;

10. Review career guidance support for students (based on feedback from learners 10th May).

Career guidance is provided centrally by the Institute with a designated careers advisor, an annual careers fair and an annual careers week in which workshops are conducted on subjects such as CV preparation, Postgraduate opportunities and Linked-in.

11. ECTS for Cell Culture Module should be amended in the module descriptor to 5 ECTS (currently 10ECTs incorrectly entered).

This has been amended (Section 5.11).

12. Make reference to practical skills obtained in husbandry modules in Agriculture programme.

Due to the nature of the module template, individual practical's or skills are not listed in module descriptors however; practical skills are covered by the following existing module-learning outcome.

Year 1 Semester I - Animal Husbandry Nutrition and Welfare

1. **Demonstrate an understanding of the routine care, safe handling and restraint of animals.**

Year I Semester II - Ruminant Husbandry

7. **Perform routine handling skills associated with cattle and sheep**

In each module skills are performed and assessed during farm based practical classes.

13. Assessment breakdown for 'Quality and Regulations' should have increased CA based on feedback from graduates and panel members. Currently there is 70% exams. in this module on the B.Sc. in Bioanalytical Science programme.

This has been amended to Final Exam 50% and Continuous assessment 50% with the additional CA marks being attributed to peer reviewed group presentations (Section 5.11).

The External Expert Group advises the Academic Council that approval of the programmes subject to general conditions of approval together with the following additional conditions:

1. 'Work Placement' Module descriptor should be updated to capture the options to carry out placement in agri-business and also the fact that the placement can be split into two x 6-week placements.

This has been amended.

**lyit**Institiúid Teicneolaíochta
Leitir CeanainnLetterkenny Institute
of Technology**Department of Science - Summary of amended modules following panel visit, 22-5-2017.**

Programme Title	Module Title	Semester/Credits	Summary of Change
BSc Hons in Animal Behaviour and Welfare	Research Project	Semester 8 (10 credits)	Amendment of module descriptor to reflect the range of projects conducted.
BSc in Bioscience BSc in Pharmaceutical and Medicinal Science BSc (Hons) in Bioanalytical Science BSc (Hons) in Pharmaceutical and Medicinal Science	Quality and Regulations	Semester 6 (5 credits)	Change of CA final exam weighting – updated module descriptor
BSc in Bioscience	Cell Culture	Semester 6 (5 credits)	Correction of credit weighting and hours
BSc in Agriculture	Work placement	Semester 4 (30 credits)	Module descriptor updated to capture that the placement can be split into two x 6-week placements and includes the options to carry out one six week block of placement in agri-business/enterprise.
HC in Pharmacy Technician	Pharmacy Practice 2	Semester 2 (10 credits)	Introduction of role play assessment see section 5.35.1 main document.
BSc in Agriculture	Grassland and Crop Production	Semester 3 (10 credits)	Additional indicative content - updated module descriptor
BSc in Agriculture	Ruminant Husbandry	Semester 2 (10 credits)	Additional indicative content - updated module descriptor



Programme Review 11 May - Department of Nursing and Health Studies:

Chair: Michael Hannon, Registrar Galway Mayo Institute of Technology

Dr Martin Gormley, Training Officer, ETB

Aoife Gallagher, Research Masters Student, IT Sligo

Oliver Hegarty, Head of Department of Social Science and Design, Athlone IT

Vincent Mc Cauley, School of Sociology and Applied Social Studies, Ulster University

List of Programmes:

Higher Certificate in Health & Social Studies

B.Sc. in Health & Social Studies

B.Sc. (Honours) in Health & Social Studies

Higher Certificate in Early Childhood Care, Health & Education

B.Sc. embedded award in Early Childhood Care, Health & Education

B.Sc. (Honours) in Early Childhood Care, Health & Education

For the attention of the Academic Council:

The External Expert Group advises the Academic Council that the Institute and the School/Department should take cognisance of following recommendations

The EEG approved all proposed changes to the programmes and modules and make the following additional recommendations:

1. The module 'Civic Engagement' should be renamed to 'Placement (Civic Engagement)'
This has been amended (Sections 4.6.9 and 4.6.10)
2. The module 'Teaching & Assessment for Professional Practice' should be renamed to 'Professional Practice'
This has been amended (Section 4.3.9 and 4.6.10)
3. The Institute should consider offering a Supervisory module for workplace providers.
Work in Progress for the New Academic Year to validate the current mentoring Programme for workplace providers.
4. Every effort should be made to align placements to the focus and ethos of the programme.
Noted for Programmes Boards in New Academic Year 2017/18
5. The need for greater engagement with students in the selection of their placements.
Review the preference application forms and consider placement requests outside of catchment areas
6. Sufficient time should be allowed for the workplace providers to conduct Garda Vetting prior to the commencement of placements.
Placement Providers noted in advance of student allocations to ensure additional or separate Garda Vetting applications completed in a timely manner

The External Expert Group advises the Academic Council that approval of the programmes subject to general conditions of approval together with the following additional conditions:

1. Students should receive a visit from a LYIT staff member during each placement.

***Arrangements will be made in conjunction with Placement Providers, LYIT Academic Staff and the Student in advance of a visit. This visit will be recorded in the Student Portfolio booklet and signed and dated by the LYIT Staff & Student Mentor**