

QUALITY MANUAL

BRIATHAR DÉ MO LÓCHRANN



MIC

MARY IMMACULATE COLLEGE
COLÁISTE MHUIRE GAN SMÁL

www.mic.ie



QUALITY MANUAL

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Introduction

History of the College

Founded in 1898, Mary Immaculate College (MIC) is the oldest third level institution in Limerick City. It is a Catholic College of Education and the Liberal Arts, standing in the Catholic university tradition. MIC was the first College for the professional education of national school teachers to be established outside of Dublin, in response to strong demand for such provision amongst the southern and western populace. The advent, nationally, of graduate entry status for primary teaching represented a landmark event for the College, leading to the introduction of the B.Ed. programme in 1974. This also marked the point at which the College attained the status of a university-level institution when it became a recognised college of the National University of Ireland, through its association with University College, Cork.

In 1992, MIC became the first College of Education in Ireland to offer a degree in Liberal Arts and it was the first College of Education to establish a BA in Early Childhood Care & Education as well as a B.Ed. in Education & Psychology (in 2003 and 2004, respectively). It was also the first College of Education to confer a doctoral award.

Academic Linkage & Accreditation

In 1991 an academic linkage governed by a Memorandum of Understanding was established between Mary Immaculate College and the University of Limerick. This provides for University of Limerick academic accreditation for NFQ Level 6-10 programmes at MIC.

MIC is a linked provider of the University of Limerick as defined in the [Qualifications and Quality Assurance \(Education and Training\) Act 2012](#). The University of Limerick is the designated awarding body (DAB) for all higher education programmes at MIC, save where other arrangements are jointly agreed by UL and MIC. As a linked provider of UL, MIC is subject to review and external quality assurance by UL or, if requested, Quality and Qualifications Ireland (QQI).

Mission and Strategy

Mary Immaculate College is committed to ensuring the very highest standards of excellence in its teaching, learning and research activities. MIC's [Quality Policy](#) commits Mary Immaculate College (MIC) to the highest standards of quality in its core mission of academic teaching, learning and research, through a process of Quality Assurance (QA) and Quality Enhancement (QE). This is embedded in the Strategic Plan (2018 - 2023) *A Flourishing Learning Community* which seeks to serve staff and students alike in achieving their potential for professional excellence and, in the case of students, the wherewithal for career entry and success in the 21st Century work place. Quality Assurance is a cross-cutting theme within the Strategic Plan, which sets out ambitious targets such as significantly increasing the number of postgraduate research students registered at MIC along with defined KPIs in many areas. Quality Assurance underpins a cohesive and consistent approach to delivering excellence in teaching, learning and research. The College community has a collective responsibility for Quality Assurance and Quality Enhancement and this is enshrined in the [Mission Statement of the College](#) "The College community promotes excellence in teaching, learning and research at undergraduate and postgraduate levels".

Governance and Management of Quality

Standards and Guidelines for Quality Assurance in the European Higher Education Area:

1.1 Policy for Quality Assurance

QQI Core Statutory Quality Assurance Guidelines:

- 1 Governance & Management of Quality
- 2 Documented Approach to Quality Assurance

Governance

The governance of the College is regulated, primarily, by two documents, the **Scheme of Incorporation** and the **Instrument of Government**. The Scheme of Incorporation sets out the role of [An tÚdarás Rialaithe](#) (the Governing Authority of the College), which according to the Scheme is "the body appointed by the [Trustees](#) to govern and control all the affairs of the College, subject to [the] Scheme of Incorporation and in accordance with the Instrument of Government approved by the Trustees."

[Code of Conduct for Trustees](#)

[Code of Conduct for Members of An tÚdarás Rialaithe](#)

The Instrument of Government is the document which sets out the structures and procedures for the governance and regulation of the College. **The Universities Act (1997)** requires that all universities adopt an Instrument of Government based on its provisions and, although MIC, as a College of Education, is not covered by this statute, it has adopted an instrument based on the Universities Act model, subject to the provisions of the Scheme of Incorporation. The Instrument of Government describes the role of the [College President](#) (Uachtarán) who is Chief Executive of the College. It also lists the bodies charged with governing and regulating the affairs of the College, in accordance with the Scheme of Incorporation, and details the role and membership of those bodies.

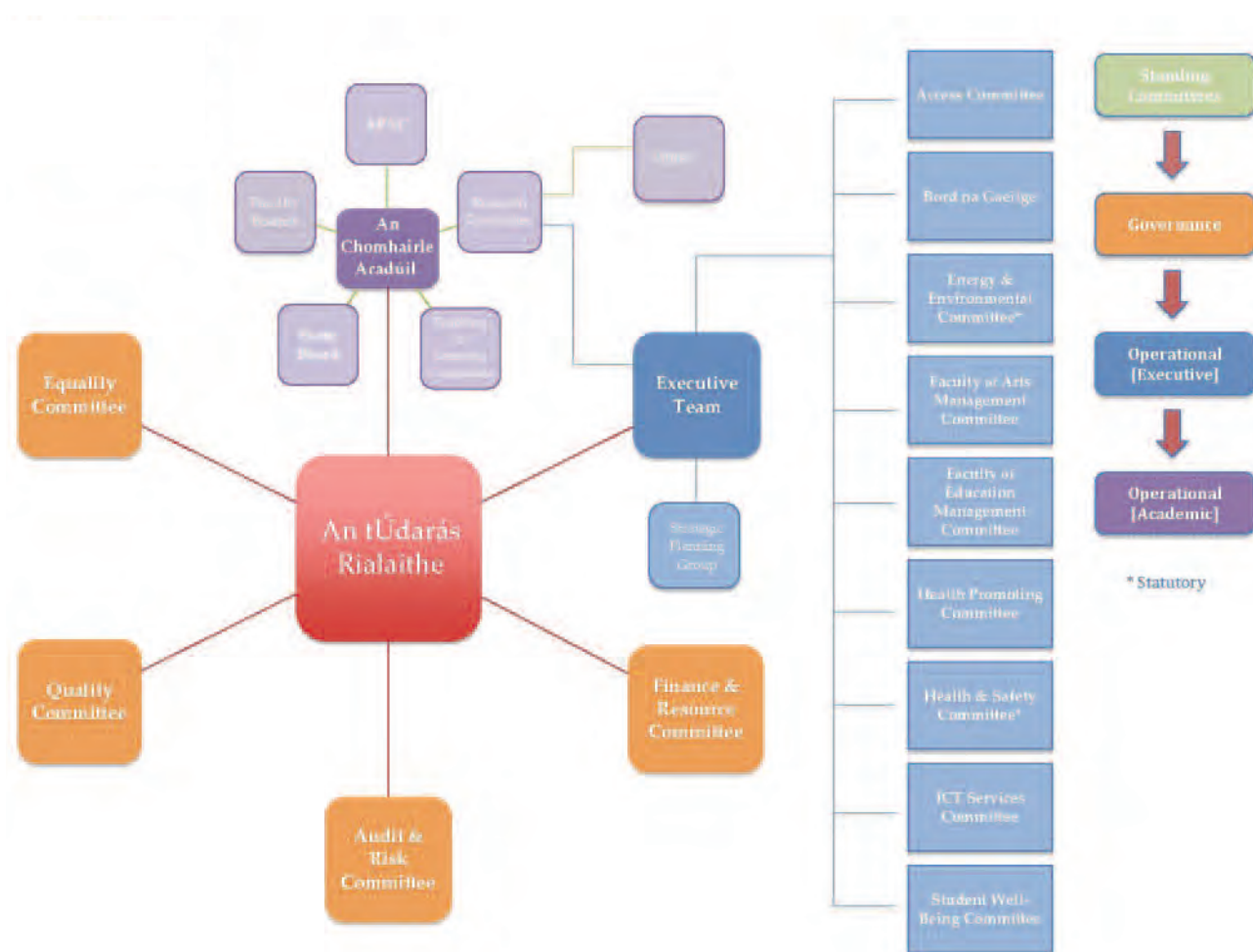


Figure 1: Governance Structures at MIC

The governance of quality assurance and quality improvement at MIC is the responsibility of the MIC Governing Authority – *An tÚdarás Rialaithe*. *An tÚdarás Rialaithe* has established a governance level body the *MIC Quality Committee* to oversee the process of quality assurance at the College, and to report on the outputs and effectiveness of the quality improvement process.

Responsibility for operational management and decision making in respect of quality assurance and quality improvement is twofold. *An Chomhairle Acadúil* is charged with setting out the procedures and systems for maintaining quality academic standards. The design, development, modification and review of academic programmes is overseen and approved by *An Chomhairle Acadúil* under powers delegated to it by Academic Council of the University of Limerick, which accredits the College's awards. The Executive Team is mandated to resource academic programmes, research activity and professional services.

The College is comprised of two faculties and twenty academic departments, as well as a Research & Graduate School. Overall responsibility for the academic faculties resides with the faculty deans, who report to the Vice President Academic Affairs. Each dean is supported in his/her role by an assistant dean, heads of academic departments and a faculty office. The faculty dean, assistant dean and heads of academic departments comprise the Faculty Management Committee. All academic members of a faculty, together comprise the Faculty Board. The Research & Graduate School (RGS) is led by the Associate Vice President for Research, supported by the Head of Graduate School. The role of the RGS is to provide strategic and practical support for staff and postgraduate research at MIC.

MIC Professional Services report to a senior member of Executive Team, as per the administrative organisational chart. As with academic units, periodic quality reviews are undertaken for all professional services. In the case of both academic and professional services, quality review reports and the implementation of the associated quality improvement plans are monitored by [Executive Team](#) and [Quality Committee](#).

The College's [Audit & Risk Committee](#) have responsibilities regarding risk management, internal control and audit (internal and external). The Director of Quality is a member of the Audit & Risk Committee thus ensuring linkage between risk, control and quality assurance oversight. Systematic and ongoing risk assessment exercises (feeding into risk registers) are undertaken by academic and professional services.

Management of Quality Assurance

Day-to-day management and coordination of Quality Assurance is the function of the [MIC Quality Office](#) which is overseen by the [Quality Committee](#) and has a reporting relationship to [An Chomhairle Acadúil](#) and to the [Executive Team](#) through the Vice-President Academic Affairs.

The Quality Office (QO) has responsibility for the establishment and implementation of procedures directed at maintaining and improving quality. The organisation of the QO is set out in Figure 2.

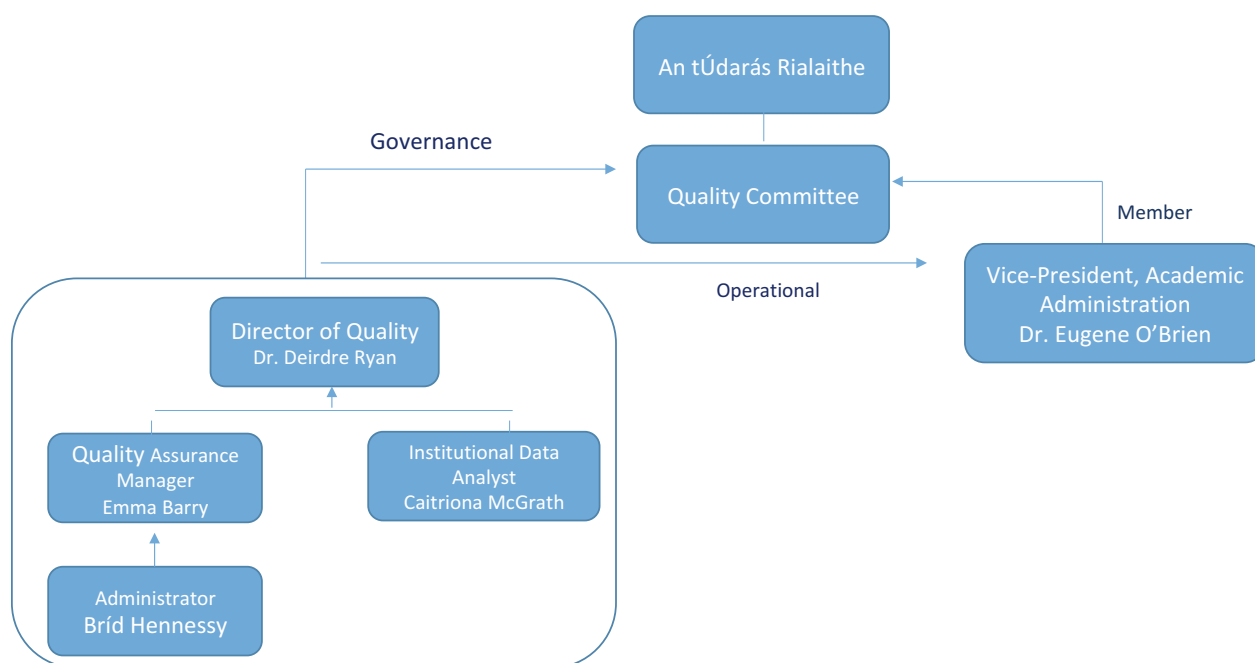


Figure 2: Quality Office Organisation Chart

To achieve this, the Quality Office:

- 1 Supports the development of College policy (Figure 3) and procedures in relation to quality assurance and enhancement in line with best international practice
- 2 Develops, maintains and evaluates the [College's Academic and Professional Service review processes](#) while promoting a sense of ownership by the individual department
- 3 Provides the necessary help and support to all departments within the College in implementing the quality review process.



Figure 3: Protocol for Policy Development

Development, Approval and On-Going Monitoring of Programmes

Standards and Guidelines for Quality Assurance in the European Higher Education Area:

1.2 Design and Approval of Programmes

1.9 On-Going Monitoring and Periodic Review of Programmes

QQI Core Statutory Quality Assurance Guidelines:

3 Programmes of Education & Training

Development and Approval of Programmes

MIC follows a well-established, rigorous, documented procedure for the development and approval of new programmes. All new programmes must align with the UL and MIC strategic plans, with justification included in approval documentation.

Under the terms of the Memorandum of Understanding between MIC and the University of Limerick, programmes at Level 10 are developed by the Research & Graduate School along with the MIC Faculties/Departments in consultation with colleagues in the University of Limerick. These programmes are processed through the same academic and administrative pathways as Level 6-9 programmes at MIC, but by exception, Level 10 programmes must receive final approval from the Academic Programme Review Committee (APRC) of the University of Limerick following a rigorous scrutiny of programme content, academic standards and quality KPIs.

The MIC-UL MOU gives delegated authority to [An Chomhairle Acadúil](#) (MIC Academic Council) to approve academic programmes from Level 6 up to and including Level 9. The first stage in the development of these programmes is the establishment of a Course Design Team within a department or on a cross-departmental level. New programme approval follows a twin-track route:

- The first route involves scrutiny of its academic merit by the host department / faculty and Academic Programme Approval Committee (APAC). APAC is a subcommittee of [An Chomhairle Acadúil](#), is chaired by the VPAA (Vice-President, Academic Affairs), who is also a member of the University's Academic Programme Review Committee (APRC). The VPAA's joint membership of the two committees is intended to ensure that the work of APAC mirrors the processes and standards adopted by APRC. When a programme has been evaluated by APAC, a report is issued to [An Chomhairle Acadúil](#) which then decides whether to grant academic approval to the programme.
- The second parallel route followed by a new programme is a submission to the College's [Executive Team](#) to determine the compatibility of the programme with the College's strategic plan and also to evaluate and approve the resource implications associated with running the programme (see Figure 4: Academic Programme Approval Process).

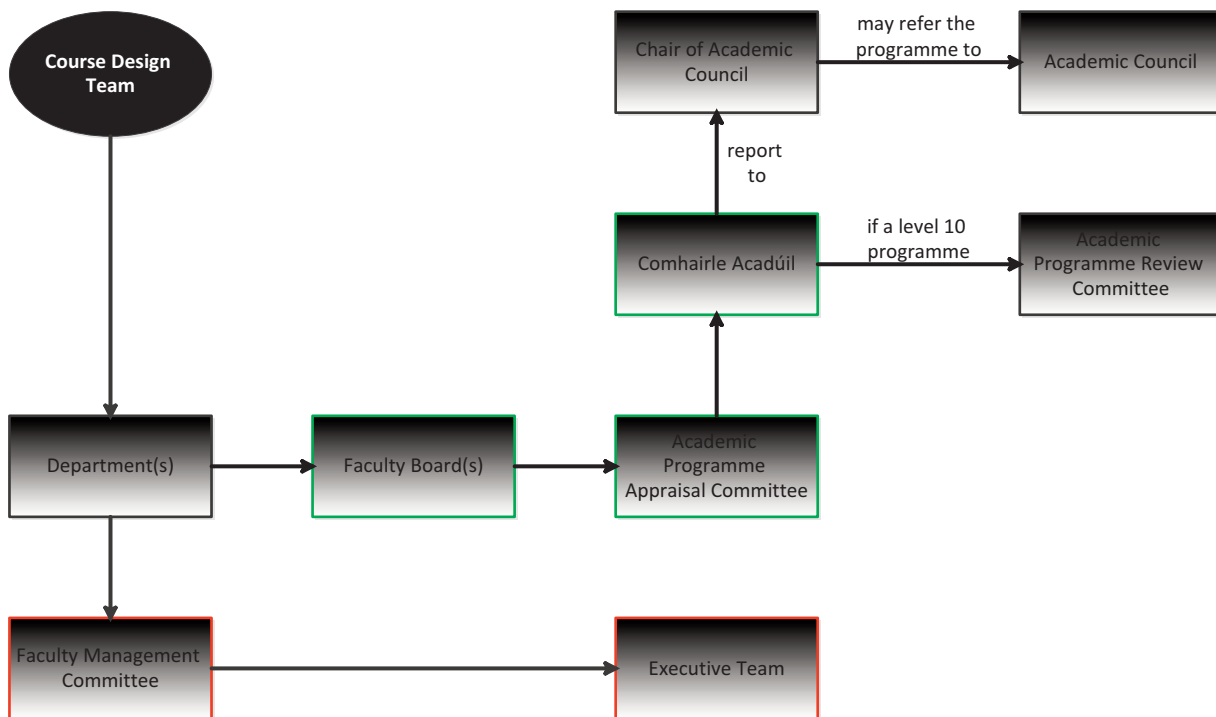


Figure 4: Academic Programme Approval Process

All programmes (and modules therein) have associated learning outcomes, and the programme qualification is clearly specified and articulated in the context of the [National Qualifications Framework](#) for higher education (and consequently, in the framework for qualifications of the European higher education area).

Modification of Programmes

Proposals to modify programmes and/or modules also follow a route from the Course Management Team through to [An Chomhairle Acadúil](#). In the case of programmes requiring external accreditation, such as from the Teaching Council or the Psychological Society of Ireland, the relevant documentation is submitted to APAC for consideration and approval.

Annual Programme Monitoring and Periodic Programme Review

MIC ensures the quality of its programmes through Annual Programme Monitoring and Periodic Programme Review.

Annual Programme Monitoring

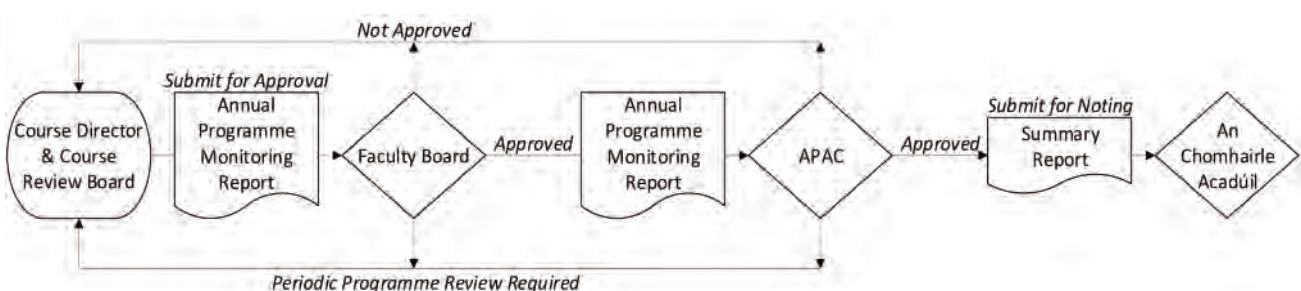


Figure 5: Annual Programme Monitoring Process

All programmes must undergo Annual Programme Monitoring. The Course Director is responsible for conducting the Annual Programme Monitoring in conjunction with a Course Review Board. The monitoring process is documented using the Annual Programme Monitoring Report template.

Periodic Programme Review

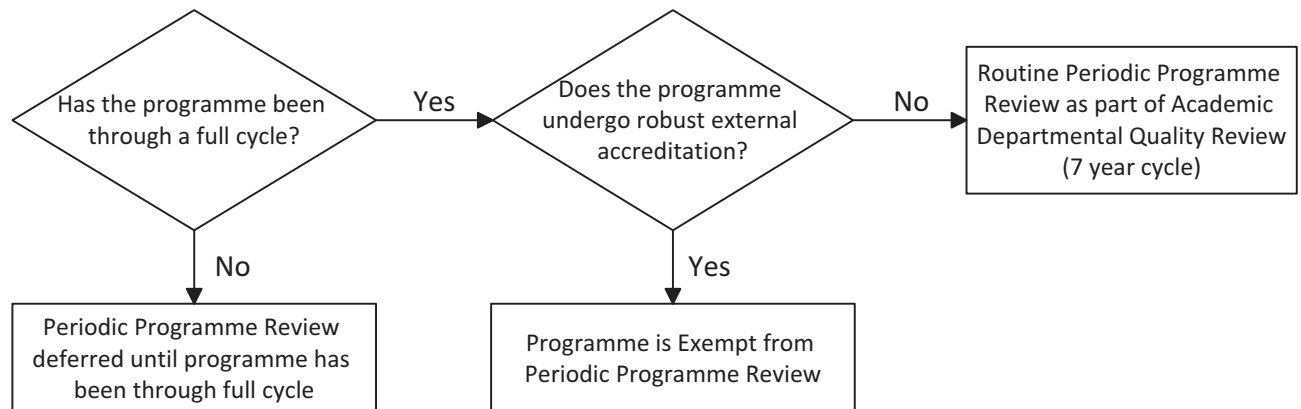


Figure 6: Periodic Programme Review Process

- All programmes must undergo Periodic Programme Review which in routine circumstances is conducted as part of Academic Departmental Internal Quality Reviews.
- Programmes that undergo robust external accreditation will be exempt from Periodic Programme Reviews.
- The Course Director is responsible for coordinating Periodic Programme Reviews.
- The review process is documented using the Periodic Programme Review Report template.

A Periodic Programme Review may be initiated by Faculty Board or APAC where recurring issues are identified and remain unresolved in successive Annual Programme Monitoring Reports.

Enhancing and Ensuring a Quality Student Experience

Standards and Guidelines for Quality Assurance in the European Higher Education Area:

- 1.3 Student-Centred Learning, Teaching and Assessment
- 1.4 Student Admission, Progression, Recognition and Certification
- 1.6 Learning Resources and Student Support

QQI Core Statutory Quality Assurance Guidelines:

- 3.2 Learner Admission Progression and Recognition
- 5.4 Learning Environments
- 6 Assessment of Learners
- 7 Supports for Learners

Student-Centred Learning, Teaching and Assessment

Mary Immaculate College has in place, several complementary mechanisms to ensure quality assurance in respect of student-centred, learning, teaching and assessment. These include:

- The [Centre and Directorate for Teaching and Learning](#);
- An independent system for [Student Evaluation of Teaching](#);
- A dedicated [Blended-Learning Unit](#);
- A transparent system for the appointment of external examiners; and
- Department and Faculty-Level systems for the implementation of external examiners' observations and recommendations;
- A [Research & Graduate School](#) for the support of research postgraduate students and academic staff research

The Centre for Teaching and Learning combines technical (through its [Blended Learning Unit](#)) and academic expertise with a participatory governance structure (Teaching and Learning Directorate) to ensure on-going reflective praxis in enhancing and refining learning and teaching (face-to-face, blended, online) in Mary Immaculate College. The inter-disciplinary membership, which includes academics, professional service staff and student representatives, ensures that the Directorate provides a platform for information exchanges and the promotion of best practice. There is systematic student involvement in programme delivery and assessment-related activity. Programme boards include student representation as do associated QA oversight fora, including [Quality Committee](#), Academic Programme Appraisal Committee, and [An Chomhairle Acadúil](#).

Mary Immaculate College's commitment to championing good practice in teaching and learning, assessment and feedback is captured in the MIC Assessment and Feedback policy. The key driver for the formulation of the Assessment and Feedback Policy is the facilitation and enhancement of student learning.

Institutional-level student feedback is collected systematically through the annual [Exit Survey](#) and the [Module Satisfaction Survey \(MSS\)](#), as well as a range of other survey activities including but not limited to [Irish Survey of Student Engagement \(ISSE\)](#). The College operates a confidential and comprehensive [Student Evaluation of Teaching \(SET\)](#) under the aegis of the Centre for Teaching and Learning, complementing the MSS. Survey findings are considered, as appropriate, at local level (by individual academic staff, course boards, heads of department) and at institutional level (by Deans, Executive Team and An Chomhairle Acadúil).

The [MIC Student Handbook](#) is circulated to all students on admission. This handbook sets out the criteria for the assessment of and feedback on students' work and the classification of awards. The operational side of these criteria are synthesized and presented in an accessible manner in the handbook. All departments provide students a module outline / descriptor in either hard copy or electronic format, and this document presents the learning outcomes, criteria on which assessment is to be based, the weighting allocated to each assessment instrument associated with the module, mode of feedback and the repeat assessment instrument(s) associated with the module. Assessment is externally reviewed through the external examiner system, which is considered to be part of programme reviews. The roles, functions and procedures associated with external examining are governed by the [UL Handbook of Academic Regulations and Procedures \(Section Two\)](#).

Regulations pertaining to the assessment of postgraduate research students are included in the [UL Handbook of Academic Regulations and Procedures \(in particular Sections 2 and 5\)](#).

The [Research & Graduate School](#) provides active and practical support for academic staff research and postgraduate research within the College. This is comprised of academic services, professional development services, specialist services and technical and administrative services. The quality of research is reviewed through the quality review process.

Student Admission, Progression, Recognition and Certification

MIC is a designated linked provider under the aegis of the University of Limerick and satisfies UL's criteria for the delivery of programmes and UL academic regulations apply fully in MIC. In addition, there are co-governance arrangements in place, with MIC having direct representation on UL's Governing Authority and Exam Boards.

As a linked provider MIC adheres to the Policies and procedures for student enrolment, registration, assessment, grading, performance standards, progression and academic awards as outlined in the [University of Limerick's Handbook of Academic Regulations and Procedures](#). MIC has a dedicated [Admissions Office](#), with all the requisite documentation available to students in an accessible format and on-line. The Office, which sits within the [Student Academic Administration](#) framework, supports students throughout their College trajectory, but especially in the period between the first round of CAO offers and the middle of the Autumn Semester. A dedicated [student orientation programme](#) (scheduled and rolled-out in conjunction with the Students Union) draws on all professional services and academic departments. MIC's [Access & Disability Programme](#) provides for growing diversity of students. MIC has adopted the University's Recognition of Prior Learning (RPL) policy, RPL is used to enable applicants to gain entry to a programme, to award credits for part of a programme and to award exemptions for some programme requirements. Admission to Postgraduate taught programmes is coordinated by the Admissions Office. Entry requirements for all MIC programmes are published annually. Admissions and related processes are periodically reviewed as part of the quality review process for professional services. Students under going work placement involving activities relating to children or vulnerable adults are subject to the provisions of the MIC [Garda Vetting Office](#).

Postgraduate research students apply to the [Research & Graduate School](#) for places on research programmes or for traditional 'monastic' or apprenticeship places within the academic departments. The selection of such students is based on academic potential and suitability for advanced study as determined by academic departments. Students must then formally apply in writing to the Postgraduate Research Sub-Committee (PRSC - which is a sub-committee of the Research Committee) for official approval of their candidature and approval of the supervisory arrangements proposed by the department. Once approved the postgraduate student begins their studies. As well as oversight by assigned supervisors, a system of assessment involving annual progress reviews is conducted through the annual Progression process. This is coordinated by the [Research & Graduate School](#) and involves Progression Review, Confirmation and Appeals Panels as required. This process is set out in the [University of Limerick's Handbook of Academic Regulations and Procedures](#).

[Student Academic Administration](#) maintains and controls the College's student records, including all personal information, grant records, student registrations, module grade entry, performance reports and student results, the issuing of all graduate parchments and the publication of all class and examination schedules. The Research & Graduate School maintains research student records, personal information, grant/award details, registrations, performance reports and results. Student progression information is considered at a number of fora, most notably the faculty exam boards, and [An Chomhairle Acadúil](#). These results are also considered during the annual programmatic review process, at which course boards propose quality enhancements on the basis of (in part) annual programme performance metrics.

Learning Environment, Resources and Student Support

Most teaching now take place in the Tara Building, which was opened in 2010, and which also houses the main student support services, including The Medical Centre, Counselling Service, Chaplaincy, Student Parent Service, Students' Union and exhibition and communal spaces.

The Library / Learning Resource Centre is located centrally in the Aras an Phiarsaigh Building and provides an extensive range of resources and expertise to support the teaching, learning and research needs of students and staff.

The John Henry Newman Campus has dedicated facilities for the support of staff research, office accommodation for postgraduate students, visiting scholars, visiting professors, headquarters for the Mary Immaculate Research Ethics Committee (MIREC) and the Mary Immaculate Research Repository, facilities for several research institutes and centres, as well as meeting/function/seminar rooms and events spaces. In addition to its physical and infrastructural assets, MIC has in place a suite of student support services that are rooted in a philosophy of pastoral care. These services and the Academic Learning Centre come within the portfolio of the Director of Student Life, and all support service providers participate in a collective forum – the Student Well-Being Committee, which reports directly to College management. All supports are accessible. Students are informed about the services available to them in a variety of ways, including [orientation week](#), [MIC Website](#) and [Students Union Website](#).

The governance of Learning Resources and Student support is further strengthened by the work of a number of College committees:

- The Postgraduate Research Sub-Committee (PRSC) is responsible for quality assurance and critical support of postgraduate research students;
- The ICT Committee is responsible for the oversight of ICT facilities and for guiding the optimization of ICT services to students, staff and visitors.
- The Library Users' Group has responsibility for considering the changing needs of library users and proposing how the College might meet these strategically
- The **I-grade Committee** deals with students' applications for I-grades.
- The **Access Committee** deals with matters concerning students with disabilities and students coming from socio-economic groups under-represented at third level.
- The **Discipline Committee** hears all complaints in relation to alleged breaches of the Code of Conduct
- The **Student Status Committee** deals with those cases that are not fully covered by the remits of other committees. It also considers requests for leave of absence, exemptions, internal transfers, transfers from other HEIs and extraordinary requests from students.

All committees include students and representatives (elected and appointed) from professional services and academic staff. The office of the Vice-President for Academic Affairs coordinates their operations, ensures quality assurance by enabling effective flows of information, provides feedback to the relevant offices / departments, monitors compliance with academic regulations and maintains a constant focus on the progression and needs of

the student. Committee documentation (agendas, minutes, records) are accessed on the Staff Portal (intranet).

The Research & Graduate School, the [Arts Faculty](#) and the [Education Faculty](#) Offices provide support to both students and staff within each faculty and report directly to the relevant Dean / AVPR. All professional service and academic units are subject to periodic quality reviews, the reports from which are published on the [Quality Office Webpage](#).

Teaching and Learning

Standards and Guidelines for Quality Assurance in the European Higher Education Area:

1.5 Teaching Staff

QQI Core Statutory Quality Assurance Guidelines:

- 4.1 Staff Recruitment
- 4.2 Staff Communication
- 4.3 Staff Development
- 5.1 Teaching & Learning
- 5.2 A provider ethos that promotes learning
- 5.3 National and International Effective Practice

Recruitment and selection practice

Mary Immaculate College's Recruitment and selection practice is underpinned by the College Recruitment, Selection and Appointments Policy which states that "*Mary Immaculate College will recruit and appoint appropriately qualified and experienced staff to meet its strategic and operational needs. Appointments will be made on merit and as the result of fair and transparent processes based on best practice*". The policy statement is supported by the procedures set out within the same document. The College provides interviewer training to ensure the quality of the interview process. The policy and practice is benchmarked against the [Code of Practice for Appointment to Positions in the Civil Service and Public Service](#). Following appointment, a formal probation assessment process is in place to support the new appointee from the commencement of their appointment and to ensure that the appointee is meeting the requirements of the appointment.

Staff Development

Staff members' academic capacity is further built throughout their careers with access to various supports including CPD events, educational opportunities, financial support for further education and research leave. The Research & Graduate School provides a wide range of training for staff in matters to do with postgraduate supervision, viva voce examinations, research ethics, research methods, getting published and other similar areas. Several research support schemes for the support of staff research, including significant funded schemes, are available to support and encourage staff engagement in professional research. These are detailed in the [Academic Staff Research Support & PLOA Policy](#). The HR Department in MIC and the Centre for Teaching and Learning provide an extensive suite of opportunities for CPD including [Peer Observation of Teaching](#), [Student Evaluation of Teaching](#), and support and mentoring for candidates submitting for [Regional and National Teaching Awards](#).

A provider ethos that promotes learning

Through the MIC Research & Graduate School, staff members are supported and encouraged to engage in research and scholarly activity to strengthen the link between Teaching & Learning and academic / professional research / scholarly activity. This is underpinned by an institutional [Academic Staff Research Support & PLOA Policy](#) which is regularly reviewed and updated.

Teaching & Learning

Teaching and learning activity and direction is informed by the College's Strategic Plan (2018 -2023), [Teaching and Learning Policy Statements](#), Assessment & Feedback Policy, and overarching [Quality Policy](#). MIC through its dedicated [Blended Learning Unit](#) encourages innovation in learning and teaching methods and the use of new technologies. Implementation of the strategic plan is regularly monitored at various institutional fora, most notably [Executive Team](#) and [An tÚdarás Rialaithe](#). As part of the annual programme monitoring report, course review boards are requested to outline how the programme complies with MIC policy and procedures, including the Assessment and Feedback policy.

Cornerstone institutional QA/QE mechanisms for monitoring teaching-related activity include:

- Ongoing cyclical **academic departmental quality review** of academic units
- The **external examiner system**
- **Programme reviews** (annually by the relevant course review board and periodically (incorporated into the Departmental Level Academic Departmental. Reviewed by an external panel)
- The **Student Evaluation of Teaching** (SET) process
- The **Module Satisfaction Survey** (MSS)
- The **Student Exit Survey**
- Adherence to the **University of Limerick Handbook of Academic Regulations and Procedures**

Information and Data Management

Standards and Guidelines for Quality Assurance in the European Higher Education Area:

1.7 Information Management

QQI Core Statutory Quality Assurance Guidelines:

- 8.1 Information Systems
- 8.2 Learner Information Systems
- 8.3 Management Information Systems
- 8.4 Information of Future Planning
- 8.5 Completion Rates
- 8.6 Records Maintenance and Retention
- 8.7 Data Protection and Freedom of Information

Management Information Systems

The College has adopted a strategic focus on the development of integrated management information systems and analytics through the development of a data analytics platform or 'dashboard' that gathers and collates data against Key Performance Indicators (KPIs). This dashboard makes multiple data 'visualisations' available to key officers with planning and decision-making responsibilities, from the President and Executive Team, to all heads of department and operational areas.

The strategic plan (2018-2023), Institutional Review Implementation Plan (IRIP 2018) articulate specific aims and objectives, each with accompanying outcomes and targets. The Implementation Plans for each of these which outlines key deliverables, assignee and timeframe are held centrally in a SharePoint Database. Internal procedures are in place to routinely monitor, document and report progress to key decision-making individuals or committees, including [Executive Team](#), [An Chomhairle Acadúil](#) and [An tÚdarás Rialaithe](#).

The [Corporate Communications & Marketing Office](#) is charged with successfully marketing and effectively communicating the strategic priorities of the College.

The Communications division of the Office manages all media relations, public relations, social and digital media, web content, videography and photography for MIC; drawing attention to key strategic messages and successes of the College, its student community and alumni, in addition to promoting the many conferences, public lectures and other events that take place throughout the year.

The Marketing division of the CCM Office is responsible for all programme marketing campaigns; undergraduate, postgraduate, alternative pathway programmes in addition to a suite of Continuing Professional Development programmes; across two campuses.

The Office provides support to the various College departments and offices ensuring that their key messages are in keeping with the overall MIC brand positioning and communications strategy.

Learner Information Systems

The Student Information (SI) System that MIC shares with UL contains a very extensive and in-depth range of information about students, programmes, courses and systems. Profiles of the student population as well as student progression, completion and retention rates are gathered, reported and analysed in a number of ways for a number of stakeholders both internal (e.g. course review boards, An Chomhairle Acadúil, Executive Team) and external (HEA, DES).

Information for [Current](#) and [Prospective](#) Students is available via the MIC Webpage and through the relevant individual professional service webpages.

Student Feedback: Information relating to student engagement, satisfaction and outcomes is gathered in a number of ways. These include the Graduate Outcomes Survey, Irish Survey of Student Engagement, the Postgraduate Survey of Student Engagement, Exit Survey, Student Evaluation of Teaching (SET) and Module Satisfaction Surveys. Analysis of the data gathered is presented to relevant internal stakeholders for consideration and follow up (e.g. An Chomhairle Acadúil, Executive Team, Faculty Management Boards, Individual Academics and Student Union Council).

Student input, feedback and dialogue is also facilitated by student representation on various committees and boards, both at institutional level (e.g. An tÚdarás Rialaithe, An Chomhairle Acadúil and Faculty Boards) and local level (e.g. course review boards).

Records Maintenance, Retention, Data Protection and Freedom of Information

The [Audit & Risk Committee](#) has governance oversight of the College records management, freedom of information and data protection policies, protocols and activities.

The Office for [Information Compliance and Records Management](#) (ICRM), which is overseen by the Associate Vice President Administration, has responsibility for central management of records storage. This office also has a key role as the coordinating body for compliance with statutory Freedom of Information and Data Protection requirements. As well as handling these requests, ICRM works in tandem with the HR Office to provide staff development and training in relation to the latter to ensure that best practice is adhered to at all levels within the institution. The MIC [Record Retention Schedule](#) lists retention periods and disposal instructions for all corporate records.

Public Information

Standards and Guidelines for Quality Assurance in the European Higher Education Area:

1.8 Public Information

QQI Core Statutory Quality Assurance Guidelines:

- 9.1 Public Information
- 9.2 Learner Information
- 9.3 Publication of Quality Assurance Evaluation Reports

MIC adheres to the Freedom of Information (FOI) Act, 2014, Section 8 of the Act requires FOI bodies to prepare and publish as much information as possible in an open and accessible manner on a routine basis, having regard to the principles of openness, transparency and accountability as set out in Sections 8(5) and 11(3) of the Act. MIC regularly updates its [website](#) so that the MIC's wide range of stakeholders can easily source information of relevance to them.

- [General Information about Mary Immaculate College](#)
- [Information for Prospective Students](#)
- [Information on Faculties and Departments](#)
- [Information on Professional Services](#)
- [Annual Reports](#)
- [Compliance, Freedom of Information and Records Retention](#)
- [Publication of Quality Assurance Evaluation Reports](#)

Self-Evaluation, Monitoring and Review

Standards and Guidelines for Quality Assurance in the European Higher Education Area:

1.10 Cyclical External Quality Assurance

QQI Core Statutory Quality Assurance Guidelines:

- 11.1 Provider-owned internal review, self-evaluation and monitoring
- 11.2 Self-monitoring procedures
- 11.3 Self-evaluation, improvement and enhancement

The Strategic Plan (2018 – 2023) sets out the key institutional objectives. Key targets and deliverables from the Strategic Plan are monitored and reported on through the Annual Operating Plan which is managed via a SharePoint Database. The Annual Operating Plan is also cross tabulated against other active plans including:

- Institutional Review Implementation Plan
- HEA Performance Compact System framework objectives.
- The DES strategy
- Risk Register mitigating actions
- Internal Audit reports
- This allows monitoring of key strategic goals and resultant KPIs in an integrated and coordinated manner.

Internal review, self-evaluation and monitoring

A range of procedures are implemented at institutional and unit level with a view to monitoring, self-evaluating and enhancing the quality of our activities. These include:

- [Internal Quality Reviews](#)
- Annual Programme Monitoring
- Periodic Programme Review
- External Examiners System
- External Accreditation

External Quality Assurance

MIC is a linked provider of the University of Limerick. This means that, based upon the terms of a Memorandum of Understanding between the two institutions, UL is the designated awarding body (DAB) for all higher education programmes at MIC, save where other arrangements are jointly agreed by UL and MIC. As a linked provider of UL, MIC is subject to review and external quality assurance by UL. MIC is also subject directly to QQI for the review and oversight of Access Transfer and Progression arrangements.

Cyclical External Quality Review

Review, in this context, refers to the formal review of the effectiveness of the institution-wide quality assurance policies and procedures established and implemented by MIC.

- Instruments that underpin the basis for external quality review include the following:
- [Universities Act 1997](#)
- [Qualifications and Quality Assurance \(Education and Training\) Act 2012, specifically Section 42](#)
- Memorandum of Understanding between the University of Limerick and Mary Immaculate College

Annual Monitoring & Review

MIC reports on all quality related activities to University of Limerick on an annual basis as follows:

Annual Institution Quality Report followed by an Annual Dialogue Meeting in which the AIQR is discussed and targets for the following year are agreed.

