

HIGHER EDUCATION AND TRAINING AWARDS COUNCIL, IRELAND

Comhairle na nDámhachtainí Ardoideachais agus Oiliúna, Éire

Institutional Review of Providers of Higher Education and Training

TERMS OF REFERENCE

Waterford Institute of Technology

SET

www.hetac.ie

Higher Education and Training Awards Council

TERMS OF REFERENCE FOR INSTITUTIONAL REVIEW OF

Waterford Institute of Technology in May 2010

STATUS: Set

Section 1. Purpose

The purpose of this document is to specify the Terms of Reference for the Institutional Review of Waterford Institute of Technology in May 2010. The HETAC Institutional Review policy applies to all Institutions providing HETAC accredited programmes, or programmes accredited under Delegated Authority. These Terms of Reference are set within the overarching policy for Institutional Review as approved in December 2007 and should be read in conjunction with same. These Terms of Reference do not replace or supercede the agreed policy for Institutional Review. The Terms of Reference once set may not be amended and any significant revision required to the Terms of Reference will result in a new Terms of Reference to be set by HETAC following consultation with the Institution. These Terms of Reference should be read in conjunction with the supplementary guidelines for Institutional Review.

The objectives of the Institutional Review process are

1. To enhance public confidence in the quality of education and training provided by the Institution and the standards of the awards made;
2. To contribute to coherent strategic planning and governance in the Institution;
3. To assess the effectiveness of the Quality Assurance arrangements operated by the Institution;
4. To confirm the extent that the Institution has implemented the National Framework of Qualifications and procedures for Access, Transfer and Progression;
5. To evaluate the operation and management of Delegated Authority where it has been granted;
6. To provide recommendations for the enhancement of the education and training provided by the Institution.

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

The approach taken by HETAC to Institutional Review will:

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

Section 2. Institution Profile

Waterford Institute of Technology (WIT) is located in the South East Region¹ of the Republic of Ireland. From the Institute's establishment in 1970, the learner community has grown to 8,000 full-time and 1,500 part-time learners including over 600 international students from 52 countries. The academic staff comprises of 450 full-time (with circa 25% holding doctoral level qualifications) and 180 part-time staff and over 150 researchers. Waterford IT considers itself to be the principal provider of higher education and training in the South East Region. WIT is not co-located in a city or region with an established University which it says has impacted on the range and level of programmes offered.

The Institute is clustered around four sites in Waterford City & County all within 5km of the city centre. The main campus is located on the Cork Road in Waterford. Facilities at all of these sites have seen considerable re-generation and development over the past decade including the investment of over €95 million in new buildings including library, ICT, health sciences, tourism & leisure, research & innovation buildings. Two further major buildings in Business and Engineering, are underway funded through the Public Private Partnership² scheme.

The four main sites and facilities include:

- The main campus is a modern campus located on the Cork Road. This houses the Schools of Business, Engineering, Health Sciences, Science and part of the School of Humanities along with the main student support and central administration services.
- The College street campus is centrally located and is home to the Schools of Humanities (including Art & Design facilities and Music) and Education.
- The Applied Technology building is located on the IDA³ Industrial Estate and adjacent to the main campus. This building is home to Craft Studies and Engineering Research Groups.
- The West Campus is comprised of 150 acres with facilities centred on the ArcLabs Research & Innovation Centre (including the TSSG - Telecommunications Software Group). The campus is also home to the WIT sports pavilion and facilities. The development of the West Campus continued with the opening of the sports pavilion and facilities in early 2010.

Further off - campus provision is provided in a number of other sites as detailed in the table under Objective 3 below.

Programmes and Learners

The Institute is structured around six Schools offering a broad spectrum of programmes in Business; Education; Engineering; Health Science; Humanities and Science. Table A (below) indicates the broad range of higher education and training programmes provided. This range also includes professionally accredited programmes; adult and community programmes; services and trade programmes and more recently, the addition of the first Doctor of Business Administration (DBA) programme to be accredited in the sector by HETAC under Delegated Authority. Doctoral level research activity is carried out in the School of Science under Delegated Authority and in the other Schools under approval from HETAC.

The Institute says that it has prioritised programme development at level⁴ 8 for some years and again, more recently, at level 9 in response to demand from learners. Approximately 60% of the full-time learners of the Institute are enrolled on 54 Level 8 Bachelor Degree programmes; 6% are enrolled on 33 Level 9 postgraduate programmes and 33% of full-time learners are enrolled on the Level 6 and Level 7 programmes. Table B provides more details on this breakdown. The Institute has 1,476 part-time learners, 41% of which are enrolled on the Level 6 Higher Certificate programmes. Table C provides a breakdown on all part-time learner enrolment. The Institute has over 600 international learners on campus and also has a number of Erasmus programmes in place.

¹ Counties Waterford, Wexford, Kilkenny, Tipperary and Carlow.

² Irish Government Public Private Partnership programme website - www.ppp.gov.ie

³ The Irish national Industrial Development Authority website - www.idaireland.com

⁴ Programme 'levels' refer to the Irish 'National Framework of Qualifications' - www.nfq.ie.

The relationship with the South East region is a defining characteristic of the Institute. The Institute has important relationships with community groups, local government, Chambers of Commerce and industry groupings. In some cases, these collaborations lead directly to programme development and delivery. Locally-based initiatives that have resulted in programme development include linkages with SunLife Financial (for whom a version of the Higher Diploma in Business was developed) and BAM Contractors (for whom a version of a bespoke version of the MSc in Construction Project Management was created). The Institute is actively engaged since 2009 with local trade unions, in collaboration with FÁS, on initiatives to support newly unemployed people, to provide access routes into third-level education, and to contribute to economic development and renewal within the region.

Significant development in the curriculum has occurred at the Institute in the period since the 2005 HETAC review leading to Delegated Authority. The Institute considers that modularisation has been the key driver of reform in this regard. WIT introduced MAP⁵ in 2005, its semesterised credit-based modular system of curriculum design. According to the Institute the MAP system is compliant with national and international standards, has the module as the core unit of learning and implements the European Credit Transfer System (ECTS) in the Institute's curriculum.

Research Activities

WIT sees itself as one of the leaders in research in the Institute of Technology (IoT) sector. Over the last 10 years, the Institute has achieved over €86 million in external research funding. This represents approximately one quarter of all research funding received by the IoT sector as a whole. The Institute has secured funding from all of the major funding agencies:

- Science Foundation Ireland's Research Frontiers, Strategic Research Cluster and Technological Sector programmes;
- The Higher Education Authority's Programme for Research in Third Level Institutions (PRTLII) cycles 3 and 4;
- The European Commission's Framework Programme (FP4, FP5, FP6 and most recently FP7);
- Government agencies- The Environmental Protection Agency, the Department of Agriculture, Fisheries & Food, COFORD⁶; and the Irish Research Councils. There are three Enterprise Ireland (EI) funded Applied Research Enhancement Centres (AREs) in the areas of applied materials research, telecommunication research and pharmaceutical and biotechnology research.

The Telecommunications Software & Systems Group (TSSG) has pioneered the development of research in the Institute. The group carries out large-scale applied research and commercialisation in communications software services at the Institute. TSSG has over 150 staff and students and secured €55 million in funding in the period 1996-2009. Two further multidisciplinary research centres have been established with the aim of replicating this success: the Pharmaceutical & Molecular Biotechnology Research Centre (PMBRC) and the Eco-Innovation Research Centre (EIRC).

The Office of the Head of Research & Innovation supports the development and delivery of the Institute's Research & Knowledge Strategy. This office manages all aspects of externally funded research at the Institute. In 2008 the Institute established and staffed a Technology Transfer Office to support and develop industrial research, intellectual property and commercialisation activities.

Delegated Authority

WIT was one of the first Institutes of Technology to receive Delegated Authority from HETAC to validate its own programmes and make its own academic awards⁷. In 2003 the Institute received Delegated Authority to award honours Bachelor and Masters degrees, taught and research. In 2005 Delegated

⁵ This is the system's name – it is not an acronym.

⁶ COFORD - the National Council for Forest Research and Development - www.coford.ie

⁷ Within parameters set out, administered, and subject to periodic review by HETAC - www.hetac.ie/publications.cfm?sID=47

Authority was confirmed for Research Masters degrees in all fields within the Schools of Science, Humanities, Business, Mechanical & Electronic Engineering. This also included Delegated Authority for the PhD, Level 10 in the School of Science. The Institute received Delegated Authority for the Doctor of Business Administration (DBA) in 2009.

Partnerships

WIT has significant partnerships with a diversity of research collaborators, educational institutions, industry and business. These partnerships extend from local and regional to strong national and international collaborations. Local partnerships have been referred to earlier under programme development.

Nationally, the Institute has built partnerships and collaborations with other Higher Education Institutes, frequently through jointly funded research initiatives. WIT works with other Institutions as a co-partner in a number of projects under the Strategic Innovation Fund (SIF). Some examples of the more notable projects include:

- The SIF 1 projects and involvement with fellow co-partner Cork Institute of Technology (CIT) in the University College Cork (UCC) led 'National Academy for the Integration of Research, Teaching & Learning'.
- WIT leads the SIF 2 'Knowledge Transfer in the Curriculum' project which aims to enhance the ability of students to utilise the specific knowledge they gain at WIT in the world beyond the Institute. The overarching aim of this initiative is to integrate transferrable and employability skills into the curriculum in order to equip students for their professional futures.
- Similarly jointly-funded research initiatives such as SFI Research Clusters and the Programme for Research in Third Level Institutes have seen WIT build strategic partnerships and collaborations with other Higher Education Institutes at a national level.

The Institute also works closely with national professional bodies who accredit many of its programmes, including An Bord Altranais⁸, Engineers Ireland, Chartered Institute of Management Accountants, the Honorable Society of King's Inns, and others. The Institute is actively engaged with a number of national stakeholders on programme delivery. Amongst these are the National Adult Literacy Agency, Fáilte Ireland⁹, Teagasc¹⁰ and the Construction Industry Federation.

Overseas Partners

The Institute has a wide range of international partners, including research partners, in a number of Countries. Approximately 15% of all external examiners are based in Institutions outside of Ireland. WIT considers it has a long history of participation in undergraduate student mobility schemes such as the Erasmus and Socrates schemes with partnership agreements with over 70 European Universities in 18 countries as part of the EU Erasmus programme. Staff and student exchange agreements operate with Universities in Brazil, Canada, China, Egypt, India, Mexico, and the USA. The TSSG research centre has developed a range of further student placement opportunities including with the University of Évry Val d'Essonne (France) and in Motorola's Autonomic Management laboratory in Chicago. The Institute maintains close association with a number of Chinese universities and the Moscow State University in the area of computing, associations that have led to joint research conferences and projects, as well as to undergraduate programme development (as detailed below).

The Institute is currently actively engaged with the HSI Limerick Business School on the delivery of a programme at that Institution in 2010. The Institute has one existing transnational collaboration leading to the delivery of a programme—at the Nanjing Technical University in China, as detailed in the table under Objective 3 below. The Institute is actively engaged in discussions with several others, including Luoyang Normal University, China, Pharos University, Alexandria, Egypt, and Universities in Cyprus.

⁸ An Bord Altranais – the Irish Nursing Board - www.nursingboard.ie

⁹ Fáilte Ireland – the national tourism development agency - www.failteireland.ie

¹⁰ Teagasc - the Irish Agriculture and Food Development Authority - www.teagasc.ie

Social & Cultural Profile

The Institute considers itself to be a major cultural resource for the region through its arts and music programmes, exhibitions, collections such as the Pauline Bewick ‘Seven Ages’ collection and events such as New Music Week. Over its forty year history WIT considers it has made a distinct social and cultural contribution to the life of the region in addition to serving its educational needs.

From a social perspective WIT’s commitment to equity in the region is evidenced in its targeted interventions and partnerships which aim to address educational disadvantage. Successful partnerships have been fostered with local agencies and communities and with primary and secondary schools. Since 2005, four hundred and thirty primary school children and three hundred and seventy five secondary school students from disadvantaged communities have participated in access programmes aimed at raising educational aspirations and attainment. In addition, one hundred and forty students from “non traditional” backgrounds in this region have been awarded places on WIT programmes through the REACH scholarship scheme. Parents from marginalised communities are now participating on intergenerational projects aimed at breaking the cycle of educational disadvantage.

Quality Assurance & Strategic Planning

The Institute’s Quality Assurance procedures for taught programmes were agreed with HETAC in 2004 and the Postgraduate Research policy and procedures were agreed in 2006. The role of Quality Promotion Manager was established in 2006/07 to develop the Quality Assurance and enhancement framework across all units within the Institute including managing the implementation of quality enhancements at both School and Institutional level identified through the School and Institutional quality review processes. The Institute has developed its periodic quality review guidelines to include an enhancement-led overall strategic review of all activities within each School in addition to programme and module-level review (Programmatic Review). Five Schools have completed their School Quality Assurance & Enhancement Reviews under this framework in 2009 with the review visit for the final School’s to take place semester 2, 2009-10. The School and Programmatic Reviews are feeding into the Institutional Review process with the self-assessment and panel recommendations collated under themes common with those of the Institutional Review process.

WIT’s current Strategic Plan runs from 2007-2010. A mid-term review of achievements to-date under the current Strategic Plan was carried out in early 2009. The Institute has initiated the process for the development of the next Strategic Plan, for the period 2011-2014. The critical reflection on the quality of activities and the development of recommendations for the enhancement of quality taking place through the School Reviews, and subsequent Institutional Review, will directly inform the Institute’s next Strategic Plan.

Table A: Range of programmes in the six Schools:

School	Areas include:
Business	a range of business programmes including accounting & finance, management & organisation and a department of graduate studies
Education	undergraduate education to adult literacy tutors, community and adult education professionals, post-graduate programmes in education
Engineering	programmes in architecture, construction management, electronics, mechanical, manufacturing, and building services engineering and trades ¹¹
Health Sciences	programmes in nursing, health promotion and recreation management
Humanities	programmes in applied arts, creative & performing arts, languages,

¹¹ Trades programmes are delivered in association with the national training and employment agency, FÁS.

tourism & hospitality
Science computing, chemical & life sciences, maths, physics

Table B: Current full-time student profile at the various award levels:

NFQ Level	Number of programmes	Student numbers	Percentage
Level 6 / Higher Certificate	16	877	11%
Level 7 / Bachelor Degree	27	1789	22%
Level 8 / Honours Bachelor Degree	54	4821	60%
Level 9 / Postgraduate degree	33	511	6%
Level 10 / Doctoral Degree		53	1% ¹²
Total		8051	100%

Table C: Part-time student cohort profile:

NFQ Level	Student Numbers	Percentage
Level 6 / Higher Certificate	610	41%
Level 7 / Bachelor Degree	253	17%
Level 8 / Honours Bachelor Degree	278	19%
Level 9 / Postgraduate degree	329	22%
Level 10 / Doctoral Degree	6	0.5% ¹³
Total	1476	100%

Section 3. Institution's Team

Head of Institution: Prof. Kieran Byrne, President
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Title: Quality Manager

¹² Note this figure is not representative of all students on a doctoral track as all doctoral candidates are required to initially register as masters students.

¹³ Note that as with the full-time figure for Level 10 this figure is not representative of all students on a doctoral track as all doctoral candidates are required to initially register as masters students.

Section 4. HETAC objectives for Institutional Review

There are six prescribed objectives for Institutional Review as outlined below. Institutions may wish to highlight any areas of specific importance to the Institution within each of the objectives.

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

This objective is to enhance public confidence in the quality of education and training provided by the Institution and the standards of the awards made. This is an overarching objective which covers all areas of the Institution's activity. The quality of the Institutional Review process itself is a critical part of this as is the internal self study, the publication of the Self Evaluation Report and Panel Report. The information provided by the Institution to the public falls within this objective.

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

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

Special consideration:

The Institute's management and governance structures include the Governing Body consisting of regional stakeholders; the Academic Council, an internal body responsible for the academic quality of the Institute; and statutory roles for key individual staff such as the President. The senior management team – the Executive Board - is comprised of the President (who is the Chairman), the Registrar, the Secretary/Financial Controller and all Heads of Academic Schools. As with the entire higher education sector in Ireland, WIT is experiencing financial pressure in an environment of finite resources and decreasing state funding. The Institute is currently undergoing substantial re-alignment, including the restructuring of its Executive Board, with the re-allocation of duties and the rationalisation of executive team numbers.

Objective 3 To assess the effectiveness of the Quality Assurance arrangements operated by the Institution

This objective is to assess the effectiveness of the Quality Assurance arrangements operated by the Institution. This will be based on Part One of the European Standards and Guidelines for Quality Assurance. By including this in the Institutional Review process the statutory requirement for review of QA is met. How the Institution manages its QA for the "seven elements" of Part One of the European Standards and Guidelines should be explicitly addressed by the review process including : Policy and Procedures for Quality Assurance; Approval, Monitoring and Periodic Review of Programmes and Awards; Assessment of Students; Quality Assurance of Teaching Staff; Learning Resources and Support; Information Systems; Public Information.

Special Considerations

The Institutional Review should consider the Quality Assurance arrangements/procedures in place for the following arrangements which fall under transnational provision, collaborative provision and also include

off-campus provision as set out in the table below: (The policy and criteria in the HETAC document - *Policy for collaborative programmes, transnational programmes and joint awards’ December 2008* (see Appendix A to the Terms of Reference) are relevant in this regard)

Partner	WIT School	Nature of Partnership	HETAC Policy
Nanjing Technical University, China	Science	The BSc (Hons) in Applied Computing is delivered in NUIST in China. WIT monitors QA arrangements. WIT staff do some teaching. Staff exchange and student exchange arrangements are also in place.	Transnational and Collaborative Provision
Failte Ireland/First Western	Business	Delivery of Certificate in Tourism Business Practice (Minor Award) in collaboration with Failte Ireland and with a private company, First Western. First Western provide the teaching and deliver the course under the mentorship of WIT staff. WIT provides student registration, QA, the syllabus, training, and looks after the examinations.	Collaborative provision
Nemeton Teo / Udaras na Gaeltachta ¹⁴	Humanities	Joint venture between WIT and Nemeton Television, in collaboration with (Irish language area development body) Udaras na Gaeltachta. Jointly developed syllabus. WIT manages QA. Nemeton sources staff. WIT staff are also involved in delivery. Partly delivered at WIT campuses but mostly delivered in facilities adjacent to Nemeton. Udaras has no input other than funding.	Collaborative provision
IT Tralee	Education	The MA in Learning and Teaching in Higher Education and the MA in Management in Education have both been delivered in IT Tralee and IT Sligo. WIT provides staff, delivers course, manages QA; The host ITs provide rooms and source students.	Off-campus provision
IT Sligo			
Enniscorthy Enterprise Centre	Education	A range of minor awards are delivered through the Enniscorthy Enterprise Centre, single subject accredited awards of a Higher Certificate in Business in Small Business Enterprise Development. WIT staff delivering programmes.	Off-campus provision
IT Sligo	Education	WIT’s School of Education and Professional Development, in conjunction with Sligo Institute of Technology offers the Higher Certificate in Arts in Advocacy Studies. The Higher Certificate in Arts in Advocacy Studies was designed by IT Sligo.	Collaborative provision
Waterford Pilot Training School	Education	A BSc (Hons) in Airline Transport Operations is delivered by WIT in collaboration with training school at Waterford airport. WIT delivers business elements; airport delivers elements related to	Collaborative provision

¹⁴ Údarás na Gaeltachta – agency for the economic, social and cultural development of Gaelic language speaking regions - www.udaras.ie

		flying and leading to pilot's license.	
Teagasc Kildalton Agricultural College	Science	A range of programmes in Agriculture, Agricultural Science, Horticulture, Forestry, Food Science and Land Management are part-delivered in partnership with Kildalton Agricultural College.	Collaborative provision

Objective 4 To confirm the extent that the Institution has implemented the National Framework of Qualifications and procedures for Access, Transfer and Progression

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

Objective 5 To evaluate the operation and management of Delegated Authority where it has been granted

This objective is to evaluate the operation and management of Delegated Authority (where applicable) for both taught and research programmes. The Institutional Review process will satisfy the statutory requirement for the review of Delegated Authority for recognised Institutions, once Objective 5 of the Institutional Review process is included in the Terms of Reference. The majority of the Delegated Authority criteria are covered under the objectives of Institutional Review. Additional criteria which relate specifically to the operation of Delegated Authority are included in the Supplementary Guidelines and should be addressed in the Institution's submission. Institutional Review will cover all areas for which WIT has Delegated Authority (both taught and research).

Waterford Institute of Technology has Delegated Authority at:

- Levels 6,7, 8, 9 on the National Framework of Qualifications for all taught programmes;
- Level 9 Master degree level for research in all fields within the School of Science, Humanities, Business, Mechanical & Electronic Engineering;
- Level 10 - degree of Doctor of Philosophy for research in all fields within the School of Science.

The Institute also has a HETAC validated Doctorate in Business Administration (DBA) at Level 10 in the School of Business.

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

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

Section 5. Institution-specific objectives

In addition to the prescribed HETAC objectives and the special considerations noted in relation to them, there is an option to include additional objectives to maximise the benefits of the review process.

Section 6. Schedule for Waterford Institute of Technology

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

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

The major milestones in the timeframe for the Institutional Review of WIT are outlined below. This should be read in conjunction with the supplementary guidelines for Institutional review.

Relative timeframe	Actual Date	Milestone
At least 6 months before panel visit		Institute indicates timeframe for Institutional review as per overall HETAC schedule of reviews
From 6 months before panel visit	February 2009	Terms of Reference set following consultation with the Institution and post on HETAC website
3 to 6 months before panel visit		Institute undertakes self study process and produces self evaluation report
Approx. 6 weeks before site visit	22 March 2010	Submission of Self Evaluation Report (SER) and other documentation
1 week following receipt of SER	29 March 2010	HETAC desk based review of SER and feedback to Institution
Approx. 3 weeks before site visit	15 April 2010	Advance Meeting between Chair, Secretary, HETAC and Institution representatives
Panel Visit	18-20 May 2010	Site Visit by external peer review panel (3 days approximately as determined by TOR) Preliminary (oral) feedback on findings
Approx 12 weeks after site visit	16 August 2010	Draft report on findings of panel sent by HETAC to Institution for factual accuracy
4 days following this	20 August 2010	Final report on findings of panel sent by HETAC to Institution
Approx. 6 weeks following receipt of final report	1 October 2010	Response by Institution to HETAC including plan with timeframe for implementation of any changes
Next available HETAC Academic Committee meeting	18 October 2010	Consideration of report and Institution response by HETAC Academic Committee Publication of report, response and SER on website once adopted
12 months after adoption	October 2011	Follow-up report by Institution to HETAC on implementation of recommendations