Institute of Technology, Tallaght

Annual Institutional Quality Assurance Report 2017

Based on the reporting period 1 September 2015 – 31 August 2016

The Cyclical Review Process

| **Please enter a brief synopsis of the overarching institution quality policy which sets out the links between QA policy and procedures and the strategy and strategic management of the institution.** | Quality Assurance and Enhancement seeks to confirm that the quality of educational provision and the standards of awards are being consistently maintained and improved upon. The scope of academic quality assurance encompasses the curriculum, module development, the student experience, staff development, and research and related activities that support the delivery of the curriculum.

The QA&E procedures are applied to all programmes of study leading to awards of the Institute including those involving collaboration with external organisations.

The QA system is sustained through a number of guiding principles including:

- An institutional responsibility for the quality and standards of the educational provision;
- Providing students with appropriate opportunities to participate in the continuing development and monitoring of programmes;
- Continuing scope for system enhancement to accommodate fresh thinking, new perspectives, and adaptation to embrace students from increasingly diverse backgrounds;
- Self-evaluation processes to identify strengths and weaknesses, and remedial action as appropriate;
- National and international peer evaluation processes to challenge and affirm quality assurance mechanisms and programme standards involving consultation with learners and other stakeholders;
- Publication of the outputs of quality assurance processes. |

Please enter a brief description of institution-level quality assurance decision-making fora.

Institute of Technology Tallaght (IT Tallaght) was founded in 1992 as an autonomous higher education institute under the Institute of Technology Acts 1992-2006. IT Tallaght provides a suite of taught higher education programmes across Levels 6 to 9 on the National Qualifications Framework in both full and part-time mode. In addition, the Institute engages in applied research and development involving postgraduate research activity across science, computing, business, humanities and engineering at Levels 9 and 10. The research agenda is regionally focused and aligned to the National Research Prioritisation Exercise 2012. IT Tallaght has Delegated Authority from Quality Qualifications Ireland (QQI) to make awards to Level 9 for all of its taught programmes and for research awards to Level 10 in Biology, Chemistry, Engineering, and Humanities.

According to the European Standards and Guidelines 2015 [1], accountability and enhancement lie at the heart of all quality assurance activities, giving confidence in the performance of a higher education institution. The term 'quality assurance' is used to describe all activities within the continuous improvement cycle (i.e. assurance and enhancement activities).

The governance of IT Tallaght is primarily as set out in the Regional Technical Colleges Acts 1992 to 2001, the Institute of Technology Act (IoT Act) 2006, Qualifications (Education & Training Act 19 9 the Ethics in Public Office Act 1995, Standards in Public Office Act 2001, Data Protection Act 1988 and Amendment Act 2003, and the Freedom of Information Act.

Academic Council is entrusted primarily with the role of maintaining academic standards and making recommendations to Governing Body regarding academic matters. [2]

The Governing Body is (collectively) responsible for the management and control of the affairs of the Institute and for ensuring that an effective system of internal financial control is maintained and operated. [3]

Changes were made to the functions of Governing Bodies in the 2006 Institutes of Technology Act, specifically with regard to their reserved and executive functions, including reporting on budgets and the keeping of accounts. The responsibilities of the Governing Body were expanded to include strategic development planning. They were also charged with drawing up an equality policy and procedures for the resolution of disputes that arise in the college.

The role and membership of the Governing Body and Academic Council are set out in   Chapter 2 of the Institute's *Quality Assurance Procedures Manual [4]* and are summarised below.

Section 6 of the RTC Act 1992 provided for the establishment of the Governing Body and its functions which were further amended by Section 7 of the Institutes of Technology Act 2006:

·   To manage and control the affairs of the college;
·   To approve courses of study as it considers appropriate;
·   To approve annual programmes and budgets;
·   To determine numbers and terms and conditions of staff subject to the approval by the Minister.
·   To control and administer the land and other property of the college;
·   To appoint the Director (now President) and such other staff as it thinks necessary for the purposes of the college;
·   To perform such other functions conferred on it by the IoT Act 2006 or any other Act.

Governing Body meets on dates agreed at the beginning of each year, typically seven or eight times per academic year. Special meetings may also be arranged by agreement. In addition to the annual report and accounts of the Institution, the Governing Body is required to submit a comprehensive report to the Minister for Education and Science outlining all financially significant developments affecting the Institution in the preceding year. In carrying out its functions, the Governing Body is guided by the guidelines, policies, procedures and advice of HETAC (now QQI) and by the *Code of Best Practice for Corporate Governance in Third level Institutions* (2004).

The objectives of quality assurance as applied to teaching and learning in higher education are:

a)   To contribute, in conjunction with other mechanisms, to the promotion of high quality and standards in teaching and learning.

b)   To provide students, employers and others with reliable and consistent information about quality and standards at the institution.

c)   To ensure that educational programmes are identified where quality or standards are unsatisfactory, as a basis for ensuring rapid action to improve them.

d)   To provide a means of securing accountability for the use of public funds received by the institution.

These objectives are secured primarily through the internal quality assurance procedures and audit processes operated by the Institute. Academic quality issues are brought to Academic Council and the relevant Department (below).

The current Strategic Plan for IT Tallaght 2016-2018 was released in Q4 of 2016 [5]. The Institute goals focus on achieving designation as a Technological University (TU4D – Technological University for Dublin) in partnership with Dublin Institute of Technology and IT Blanchardstown, providing career focused higher education, excellence in teaching, learning and the quality of the student experience, strengthening our engagement with enterprise and the community, further internationalisation, and growing research and innovation capacity. The central role of quality assurance and enhancement is articulated throughout the Strategic Plan and is pivotal to the developing reputation of IT Tallaght as a provider of higher education for the South Dublin County region and nationally.

Academic Council

The Academic Council of IT Tallaght was established in accordance with the Regional Technical Colleges Act, 1992 and subsequent amendments. The role of the Council is to assist Governing Body in the planning, development, implementation and oversight of the educational remit of the Institute. In particular, it seeks to protect and maintain the academic standards of the educational programmes offered by the Institute in line with national and international norms. The structure, composition, and roles of Academic Council are described in the Institute's Quality Assurance Procedures Manual[6].

The constitution of Academic Council states that at least three meetings should be held during the academic year. The composition of the Academic Council is President, Registrar, Head of Development, three Heads of School, eight Heads of Department, Institute Librarian, three staff members of Governing Body, three elected students, twelve elected academics - four from each of the three schools, one staff member representing Technical and Library staff, and one staff representative representing all other staff. The President and the Registrar are, respectively, Chairperson and Secretary of the Council and are *ex officio* members of Academic Council sub-committees.

To assist it in exercising its general responsibilities, and in particular its academic quality assurance and enhancement functions, Academic Council appoints specialist committees to examine specific issues in accordance with defined terms of reference. The functions of the Academic Council sub-committees are focused and evident in their titles. The following are the current committees of Academic Council:

Marks and Standards Committee:

The Marks and Standards Committee has responsibility for the ongoing review and monitoring of the implementation of the IT Tallaght Marks and Standards   [7], and the validation, review and approval of taught programmes as laid down in Book 2 of the Institute Quality Assurance Manual.

Access, Transfer and Progression Committee:

The Access, Transfer and Progression Committee is responsible for monitoring and keeping under review the Institute's student admissions requirements and where appropriate for formulating proposals for enhancing student access, transfer and progression arrangements.

Postgraduate Policy Committee:

This committee assists Academic Council in the analysis, review and development of strategy in relation to supervised postgraduate research studies. It makes recommendations to Academic Council on issues related to research policy and procedures, regulations and codes of practice. It assists Council in the making of Academic Regulations relating to postgraduate research degree progression and transfer. It engages with external academic bodies or accrediting agencies as required by Academic Council or the Registrar. It is involved in the annual review and approval all new applications for registration to research degree programmes, approval of the results of any qualifying examination process as required supporting a registration process, and reviewing the annual assessment reports and the annual renewal of registrations, and / or transferring between postgraduate research degrees registers. It provides advice on the approval of internal and external examiners as required and deals with appeals and complaints as appropriate.

Ethics Committee:

The REC is a decision making committee established to review and approve applications for all research proposals using human or animal participants.

Teaching Learning and Academic Support Committee:

This subcommittee will advise Council on teaching, learning and student support strategies such that the institute has a holistic view of its core business. Given the increasingly multicultural nature of the institute the subcommittee will provide advisory policies on teaching, learning and student support that recognise and respect the diversity and individual needs of our students and staff. It is mandated by Academic Council to produce advisory policies for Council's consideration in the following specific areas of Teaching, Learning and Academic Student Support

Library Committee:

The Library Committee is responsible for advising on, developing and monitoring policies on information storage and retrieval and other library issues within the Institute.

Programme Board Committees[8]:

At School/Department level, Programme Board Committees are established for each of the Institutes programmes. Each Programme Board carries out a critical self-reflection regarding the delivery, relevance and effectiveness of the programme. It produces for Academic Council an Annual Programme Board Report. These reports typically cover

 Analysis of student performance/retention to support evidence based decisions on the operation of the programme

 Identify operational issues that may have impacted on performance and seek to resolve those issues through an action plan for the future

 Consider feedback on the programme from employers, placement providers, and graduates

 Review programme assessment strategies, consider feedback from external examiner reports, and demonstrate how any such issues have been addressed

 Propose minor changes to module descriptors or programme schedules as necessary; to introduce significant changes (>10% of curriculum) to a programme will require a new programme validation

 Identify any training/resource gaps that need to be addressed

 Review the operation of QA procedures and suggest opportunities for quality enhancement

 Report on the outcome of actions undertaken as a result of previous reports.

A Programme Board is comprised of a Head of Department or Head of School or his/her nominee as Chair, all academic staff lecturing on the programme, support staff representative, student representatives, and others where appropriate.

Graduate Research School Board

The Graduate Research School Board based in DIT, acts as a joint office for the overall administration of research programmes for the three TU4D partner colleges. All three Institutes have representation on the Board including, from IT Tallaght, the Registrar, a representative lead researcher, and postgraduate research student representative. The Board is responsible for developing, implementing and monitoring the research and development policies and regulations for postgraduate study by research.

Learning, Teaching and Assessment Committee

The Learning, Teaching and Assessment Committee is responsible for advising on the development and enhancement of learning and teaching standards and practices within the Institute, including developing and monitoring the Institute's assessment procedures and regulations, the General Assessment Regulations.

[1] European Standards and Guidelines 2015. http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

[2] Section 10 of the Regional Technical Colleges Act, 1992.

[3] Section 7 of the Regional Technical Colleges Act, 1992.

[4] http://intranet.it-tallaght.ie/contentfiles/documents/registrars_office/quality_assurance/books/BOOK1_Institute_Quality_Assurance_Structures.pdf

[5] http://www.it-tallaght.ie/contentfiles/Documents/publications/strategic%20plan/strategic_plan_english.pdf

[6] http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/QA_Manual_1.pdf

[7] Available for download at http://www.it-tallaght.ie/marks_and_standards

[8] Described in Book 2 of the Institute Quality Manual, section 5.5 http://intranet.it-tallaght.ie/contentfiles/documents/registrars_office/quality_assurance/books/BOOK2_Taught_Programme_Quality_Manual.pdf

Do you have a Policy/Procedure for Programme Design and Approval?	Yes
Links for Policy/Procedure relating to Programme Design and Approval	Quality Assurance Procedures Manual - Book 2: http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2_Taught_Programme_Qu
Do you have a Policy/Procedure for Programme Delivery and Assessment?	Yes
Links for Policy/Procedure relating to Programme Delivery and Assessment	Quality Assurance Procedures Manual - Book 2: http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2_Taught_Programme_Qu
Do you have a Policy/Procedure for Research Quality?	Yes
Links for Policy/Procedure relating to Research Quality	Quality Assurance Procedures Manual - Book 3: http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK3_Research_Degree_Prog Code of Practice for Research Degrees http://www.it-tallaght.ie/contentfiles/Documents/publications/research/Code_of_Practice.pdf
Do you have a Policy/Procedure in place for Student Lifecycle?	Yes
Links for Policy/Procedure relating to Student Lifecycle	Not a specific document. However, the key elements are addressed in the Institute Regulations and the Institute's Annual Prospectus Institute Regulations http://www.it-tallaght.ie/contentfiles/Documents/publications/Institute_Regulations_Handbook.pdf; IT Tallaght Prospectus http://www.it-tallaght.ie/contentfiles/Documents/publications/prospectus/ft_prospectus.pdf

Do you have a Policy/Procedure in place for Teaching Staff?	Yes
Links for Policy/Procedure relating to Teaching Staff	Yes – the HR Office and the HR Intranet provide access to all policies governing recruitment, code of conduct, equal opportunities, bullying and harassment, etc. that are applicable for teaching staff. Through HR, staff can also avail of fee supports for CPD activities leading to higher level degrees, typically at Level 9 or 10 relevant to their domain. IT Tallaght teaching staff also have access to, with full fee waiver, CPD related to teaching and learning and other professional practice offered through the DIT Learning and Teaching Centre. HR policies available on the IT Tallaght Intranet: http://intranet.it-tallaght.ie/human-resources1 Quality Assurance Procedures Manual - Book 2: Sections 7 http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2_Taught_Programme_Qu
Do you have a Policy/Procedure in place for Teaching and Learning?	Yes
Links for Policy/Procedure relating to Teaching and Learning	Learning, Teaching and Assessment Strategy 2011 http://www.it-tallaght.ie/contentfiles//Documents/publications/strategic%20plan/Learning_Teaching_Assessm
Do you have a Policy/Procedure in place for Resources and Support?	Yes
Links for Policy/Procedure relating to Resources and Support	Quality Assurance Procedures Manual - Book 2: Sections 8 and 9 http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2_Taught_Programme_Qu
Do you have a Policy/Procedure for Information Management?	Yes
Links for Policy/Procedure relating to Information Management	A suite of policies exist covering: Computer Security Policy, ITT Email Policy, Policy Admin Rights, Policy use of Third Party Laptops, Web Accessibility Policy, HEANET Acceptable Usage Policy, Institute Web site - Adding / Amending Web Content, Guidelines for storing data on Institute network drives, Disaster Recovery Invocation Process, Business Continuity Plan http://intranet.it-tallaght.ie/itsupport_policies
Do you have a Policy/Procedure for Self-evaluation and Monitoring?	Yes
Links for Policy/Procedure relating to Self-evaluation and Monitoring	Quality Assurance Procedures Manual - Book 2: Sections 5, 6, 9 and 10 http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2_Taught_Programme_Qu
Do you have a Policy/Procedure for Stakeholder Engagement?	Yes

Links for Policy/Procedure relating to Stakeholder Engagement	Quality Assurance Procedures Manual - Book 2: Sections 5, 6, and 10 http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2_Taught_Programme_Qu Marks and Standards http://www.it-tallaght.ie/marks_and_standards; Quality Assurance Procedures Manual - Book 3 – Research Degree Programmes: http://intranet.it-tallaght.ie/contentfiles/documents/registrars_office/quality_assurance/books/BOOK3_Research
Do you have a Policy/Procedure for Engagement with other Bodies?	Yes
Links for Policy/Procedure relating to Engagement with other Bodies	Quality Assurance Procedures Manual - Book 2: Sections 5, 6, and 10 http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2_Taught_Programme_Qu Marks and Standards http://www.it-tallaght.ie/marks_and_standards; Quality Assurance Procedures Manual - Book 3 – Research Degree Programmes http://intranet.it-tallaght.ie/contentfiles/documents/registrars_office/quality_assurance/books/BOOK3_Research
Do you have a Policy/Procedure for Provision and use of Public Information?	Yes
Links for Policy/Procedure relating to Provision and use of Public Information	Public information is provided through the Institute Prospectus, the website which includes specific information from Module Builder on all validated programmes for full-time and part-time students. The promotional printed material is made available to the public at the Institute itself, on the external web site, and at event exhibitions, conferences and school visits that are organised both on and off campus on a regular basis. IT Tallaght Prospectus; http://www.it-tallaght.ie/contentfiles/Documents/publications/prospectus/ft_prospectus.pdf
Do you have a Policy/Procedure for Linked Providers?	Yes
Links for Policy/Procedure relating to Linked Providers (DABs only)	Supplement to the Institute of Technology Tallaght Quality Assurance Procedures Manual 201 Procedures and requirements for developing collaborative programmes, transnational programmes and joint awards. It also provides procedures and guidelines for programmes delivered through blended, distance and/or e-learning; http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/quality_assurance.pdf

Do you have a Policy/Procedure for DA procedures for use of QQI award standards?	Yes
Links for Policy/Procedure relating to DA procedures for use of QQI award standards (IoTs only)	Supplement to the Institute of Technology Tallaght Quality Assurance Procedures Manual 201 Procedures and requirements for developing collaborative programmes, transnational programmes and joint awards. It also provides procedures and guidelines for programmes delivered through blended, distance and/or e-learning; http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/quality_assurance.pdf
Do you have a Policy/Procedure for Collaborative Provision?	Yes
Links for Policy/Procedure relating to Collaborative Provision	Supplement to the Institute of Technology Tallaght Quality Assurance Procedures Manual 201 Procedures and requirements for developing collaborative programmes, transnational programmes and joint awards. It also provides procedures and guidelines for programmes delivered through blended, distance and/or e-learning; http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/quality_assurance.pdf
PRSBs	9
Awarding Bodies	0
QA Bodies	0
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	First Set of Records
Type of Arrangement	PRSB
Name of the Body	Engineers Ireland

Programme Titles and Links to Publications	Electronic Engineering Programmes; http://www.it-tallaght.ie/index.cfm/page/findacourse?doSearch=1&p=&departmentCode=Ele&fieldofstudyEntryId=Any&qualificationEntryId=A
	List of programmes
	TA221 Bachelor Degree in Engineering (Honours) in Electronic Engineering
	TA_EELEC_B Bachelor of Engineering (Honours) in Electronic Engineering
	TA_EELEC_D Bachelor of Engineering In Electronic Engineering
	TA216 Bachelor of Engineering in Electronic Engineering
	TA201 Higher Certificate in Engineering in Electronic Engineering
	TA_EEESD_M Masters of Engineering in Electronic Engineering in Electronic System Design
	TA215 Bachelor of Engineering in Energy and Environmental Engineering
	TA223 Bachelor of Science (Honours) in Energy Systems Engineering
	TA_ENEEE_B Bachelor of Science (Hons) in Energy Systems Engineering
	TA222 B.Eng (Hons) in Mechanical Engineering
	TA_EMECH_B Bachelor of Engineering (Honours) in Mechanical Engineering
	TA203 Higher Certificate in Engineering in Mechanical Engineering
	TA_EAMEC_M Master of Engineering in Mechanical Engineering
Next review year	2017
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Second Set of Records
Type of Arrangement	PRSB
Name of the Body	Chartered Society of Forensic Sciences - UK
Programme Titles and Links to Publications	TA326 Bachelor of Science Hons in DNA and Forensic Analysis; http://www.it-tallaght.ie/index.cfm/page/course?id=189; http://www.it-tallaght.ie/index.cfm/page/course?id=190
Date of last review or accreditation	14-12-2015
Next review year	2020
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Third Set of Records
Type of Arrangement	PRSB
Name of the Body	Multiple Bodies

Programme Titles and Links to Publications	Bachelor of Business (Honours) in Accounting & Finance; http://www.it-tallaght.ie/index.cfm/page/course?id=157
	
	Graduates for this programme qualify for exemptions in the professional body examinations for the following:
	  Chartered Accountants Ireland (ICAI)
	  Association of Chartered Certified Accountants (ACCA)
	  Institute of Certified Public Accountants in Ireland (CPA)
	  Chartered Institute of Management Accountants (CIMA)
	  Institute of Incorporated Public Accountants (IIPA)
	  Institute of Chartered Secretaries & Administrators (ICSA)
	  Irish Taxation Institute (ITI)

Joint research degrees	1
Joint/double/multiple awards	8
Collaborative programmes	2
Franchise programmes	0
Section: Collaborative Provision	First Set of Records
Type of arrangement:	Joint research degrees
Name of the Body (Bodies)	Univeriste Rennes 2, France
Programme Titles and Links to Publications	Co-tutelle arrangement for PhD provision in Humanities
Date of last review	01-01-2011
Next review year	2017
Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Nanjing Technological University, China
Programme Titles and Links to Publications	BEng Hons Electronic Engineering; http://www.it-tallaght.ie/index.cfm/page/course?id=250; BEng Hons Mechanical Engineering; http://www.it-tallaght.ie/index.cfm/page/course?id=259; BSc Hons Pharmaceutical Science; http://www.it-tallaght.ie/index.cfm/page/course?id=199
Date of last review	25-06-2014
Next review year	2019
Section: Collaborative Provision	Third Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Shanghai Institute of Technology, China

Programme Titles and Links to Publications	BEng Hons Electronic Engineering; http://www.it-tallaght.ie/index.cfm/page/course?id=250; BEng Hons Mechanical Engineering; http://www.it-tallaght.ie/index.cfm/page/course?id=259;
Date of last review	23-10-2015
Next review year	2020
Section: Collaborative Provision	Fourth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Hue University, Vietnam
Programme Titles and Links to Publications	Bachelor of Business (Honours) in Management; http://www.it-tallaght.ie/index.cfm/page/course?id=179
Date of last review	10-03-2016
Next review year	2021
Section: Collaborative Provision	Fifth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	International University – Ho Chi Minh City, Vietnam
Programme Titles and Links to Publications	BEng Hons Electronic Engineering; http://www.it-tallaght.ie/index.cfm/page/course?id=250; BSc Hons Pharmaceutical Science; http://www.it-tallaght.ie/index.cfm/page/course?id=199
Date of last review	20-03-2014
Next review year	2019
Section: Collaborative Provision	Sixth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Institute of Project Management
Programme Titles and Links to Publications	Certified Project Management Diploma; Strategic Project Management Diploma
Date of last review	13-11-2015
Next review year	2020
Section: Collaborative Provision	Seventh Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Innopharma Labs, Ireland

Programme Titles and Links to Publications	Master of Science in Food Business Management and Technology; http://www.it-tallaght.ie/index.cfm/page/course?id=358; Masters in Pharmaceutical Manufacturing & Process Technology; http://www.it-tallaght.ie/index.cfm/page/course?id=369;
Date of last review	10-01-2016
Next review year	2021
Articulation Agreements	2
Section: 1 Articulation Agreements	First Set of Records
Name of the Body	Colleges Ontario, Canada
Name of the Programme and Links to Publications	Bachelor of Business (Honours) in Management; http://www.it-tallaght.ie/index.cfm/page/course?id=179;
Date of last review of arrangement/agreement	10-01-2015
Next Review Year	2020
Section: Articulation Agreements	Second Set of Records
Name of the Body	France Business School - Brest Campus
Name of the Programme and Links to Publications	Bachelor of Business (Honours) in Management; http://www.it-tallaght.ie/index.cfm/page/course?id=179;
Date of last review of arrangement/agreement	09-09-2013
Review year for agreements	2018
Section: Internal Review Schedule	First Set of Records
Year	2015-2016
Areas/Units	November 2015, Deloitte - internal audit to examine compliance with the Code of Governance, Internal Controls, and Financial Controls
Number	1
Section: Internal Review Schedule	Second Set of Records
Year	2015-2016
Areas/Units	Academic Departments - Programme Board Reports. Annual review of programme activity.
Number	60
Section: Internal Review Schedule	Third Set of Records

Year	2015-2016
Areas/Units	School of Business & Humanities - Programmatic Review completed August 2016
Number	1

PART 2 - Section 1:	Quality Assurance and Enhancement System Developments
Institution-led QA - Annual	

A piece in relation to the evolution of quality assurance and enhancement systems to support strategic objectives in the reporting period.

IT Tallaght is committed to a continuing review and improvement of its education programmes and supporting quality systems. Within the academic Schools and constituent Departments, each programme has an appointed programme coordinator who acts as a point of contact between the student body and the Department. Each programme is subject to annual review through the Annual Programme Board report. Elected student representatives, teaching and other support staff are members of the boards. The boards make recommendations for improvement of programme content, teaching, learning and assessment strategies, and changes to QA policy. Programme Board Reports are submitted to Academic Council.

Examples of changes arising from these meetings in the review period include:

o Review of module marking schemes to accommodate changes in teaching strategy and introducing more variety into modes of assessment (School of Engineering).
o Discussions at programme board meetings and at Department meeting level regarding the frequency of continuous assessments has led to a reduction in the number of in-class assessments and in some cases a move to explore the possibility of 100% CA in year 1 (School of Business & Humanities)
o Review of marking schemes for final year projects to allow for differences arising between in-house and industry projects (School of Science & Computing)
o Continued enhancement of procedures relating to experiential learning to clarify student attendance and engagement requirements during such activities (School of Science & Computing).

Students are represented on Academic Council and its various sub-committees. In addition, the Institute uses the Student Feedback Survey to collect information locally on programme performance. IT Tallaght participated in the ISSE survey and the composite data is provided to academic management to assist in programme and curricular reviews. The data analysis provided shows student opinion by department and school within IT Tallaght, and institute level data relative to other IoTs and universities.

Annual programme board meetings consider feedback from student surveys, external examiners, and placement providers, to inform ongoing changes to programmes. Through recent Programmatic Stage 1 Reviews many programmes have undergone review, update and revalidation with those improved programmes being rolled out through 2016-17. Also, new programme offerings have been made.

In November 2015, Deloitte carried out internal audits examining compliance with the Code of Governance, Internal Controls, and Financial Controls. Amongst the findings of the review of governance, it was noted that a number of policy documents within the Institute were not consistently reviewed on a periodic basis. Thus, some policies may be out-dated and not be reflective of current best practice.

With regard to quality policies, an Academic Quality Assurance & Enhancement Committee will be established in Q1-2017 with a broad remit to perform rolling reviews of policies and procedures against the principles and guidelines set out by ESG-2015[1] and the QQI Sector Specific Quality Assurance (QA) Guidelines [2].

The IT Tallaght compact with the HEA identifies strategic objectives and progress towards meeting targets across all areas of activity for the Institute. Some key figures relating to the review period include are presented below. QA policy has to continuously adapt to reflect and take account of these factors.

o 18% of enrolments were mature learners

o Improved links with FE Colleges e.g. Bray College of Further Education and St. Conleth's College, Newbridge; the proportion of new entrants who gain entry by way of a FETAC award has grown to 9% of enrolments

o Maintain a high participation rate by targeted SED groups – target 29% in 2015-16

o The joint Graduate Research School under the leadership of a Director with a mandate across the 3 TU4Dublin partners is in operation and the number of postgraduates has grown by 14.3% on 2014-15.

o We maintain a high level of enrolment via level 6/7 programmes – in 2015-16, this accounted for 46% of total FT enrolment

o Growing part-time student enrolments: 1776 for 2015-16 compared to 1,598 in 2013/14

o Recognition of student volunteering and other such initiatives for academic credit. In this regard we introduced a Certificate in Volunteering (10 credits) and an elective module on Active Citizenship (5 credits)

o Increase international staff exchanges: there were 30 outward visits including 8 under the Erasmus Exchange programme, and 39 inward visits.

[1] European Standards and Guidelines 2015. http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

[2] Available at http://www.qqi.ie/Publications/Sector-Specific%20Quality%20Assurance%20Guidelines%20for%20Institutes%20of%20Technology.pdf

| **Significant specific changes (if any) to QA within the institution.** | During 2015-16, the IT Tallaght Marks and Standards document was updated to include a new provision to support students at award stage repeating for honours; previously, students recording a fail grade were capped at a pass award. |

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Stage 1 Programmatic Reviews completed in 2014-15 led to the introduction revised programme schedules in 2015-16 for many programmes. Changes made were directed at updating programme content for new and emerging thinking and/or technology in the discipline domain, and to reflect changes in delivery and assessment strategies.

Monitoring of Postgraduate Research Degree provision was amended in 2016-17 to enhance the annual review process for research students and their supervisors. Students and their supervisory teams separately submit a detailed report on the activity in the past year, critical milestones achieved, relevant research outputs, problems encountered and plans to mitigate those, and plans for the coming year. This is moving into line with practice in DIT as part of the joint Graduate Research School.

Through Academic Council, favourable decisions were taken on the adoption of:

- Protocol on Validation of Research Programmes at Level 9
- DIT procedures in relation to PhD by publication
- Code of Conduct for Researchers
- Protocol on Joint Awarding
- Proposed changes to Marks and Standards regarding repeat of F Grades for Honours.

Governing Body meetings:

4th Sept. 2015

2nd Nov 2015

2nd Dec 2015

2nd Feb 2016

16th June 2016

15th September 2016

8th November 2016

15th December 2016

Academic Council meetings:

09th January 2015

18th February 2015

23rd April 2015

19th June 2015

15th October 2015

01st March 2016

28th April 2016

26th May 2016

14th June 2016

Programme Board Meetings:

All academic Schools carry out programme board meetings for full and part-time programmes typically in December and/or April/May of each year.

- School of Engineering: December 2015 and April 2016
- Engineering: Internal Programme Review for Electronic Engineering Programmes, May 2016
- School of Science and Computing: Programme Board Meetings: November - December 2015 and April-May 2016
- School of Business & Humanities: April 2016
- Dept. of Marketing & Business Computing: December 2015
- Dept. of Management: May 2016

PART 2 - Section 2: Institution-led QA - Annual	Reviews in the Reporting Period
Area/Unit and links to relevant publications	School of Business & Humanities - Stage 2 Programmatic Review Sept 2016;
Links to published internal reviews	Second Set of Records
Area/Unit and links to relevant publications	New Programme Validations (6 Programme Validation Events); School of Engineering; Higher Certificate in Engineering Maintenance, Nov. 2015; BEng & BEng (Hons) in Engineering Software, June 2016; Level 8 Automation Engineering; School of Science & Computing; Minor Award –Certificate in Endoscope Decontamination; MSc Applied IT Architecture, June 2016; School of Business & Humanities; MSc in Applied Culinary Nutrition, May 2015
Links to published internal reviews	Third Set of Records
Area/Unit and links to relevant publications	Dept of Science; BSc in DNA & Forensic Analysis Levels 7 & 8 – Chartered Society of Forensic Sciences (CSFS) accreditation
Links to published internal reviews	Fourth Set of Records
Area/Unit and links to relevant publications	Research; Validation of Structured PhD programme as part of TU4D Graduate Research School;
Number of internal approval/evaluations and reviews completed in respect of Validation/Programme Approval	6
Number of internal approval/evaluations and reviews completed in respect of Research Accreditation/Validation.	1
Number of internal approval/evaluations and reviews completed in respect of Programme Review.	60
Number of internal approval/evaluations and reviews completed in respect of Research Review.	1
Number of internal approval/evaluations and reviews completed in respect of School/Department/Faculty Review.	1

Number of internal approval/evaluations and reviews completed in respect of Service Unit Review.	1
Number of internal approval/evaluations and reviews completed in respect of Review of arrangements with a partner organisation.	1
Composition of Panels: % Internal	1
Composition of Panels: % National	100
Composition of Panels: % UK	0
Composition of Panels: % EU	0
Composition of Panels: % Student	13
Composition of Panels: % Other	24
Chair Profile: % Internal	33
Chair Profile: % Similar institution	100
Chair Profile: % Different institution	67
Chair Profile: % International	0
PART 2 - Section 3: Update on Institutional QA Overview	Other Implementation Factors

A variety of data is available to Programme Boards to aid them in monitoring student recruitment, retention, progression and first destination data, and summary data on overall student numbers, and performance. In addition, external examiner reports and student survey feedback are commented on in the annual programme board reports submitted by each by each Programme Committee.

The ISSE survey is coordinated through the Office of the Registrar. The composite data on the overall student experience is provided to academic school management teams for consideration at their internal school/departmental meetings. It provides comparative data by department and school and institution level data across all HEIs in Ireland.

The Graduate Survey indicates that 60% of 2014-15 graduates were in employment, 35% in further education or research, 6% seeking work, and 1% not available for work or study. This suggests the qualifications achieved by graduates are relevant and well recognised beyond the institute.

Course coordinators collate information on student participation and performance during semester allowing students at risk to be identified and early identification of issues. Responses to issues included e.g.

- o In Science, students may be offered additional tutorial support in modules that is showing poor CA results;

- o In Engineering, diagnostic tests in Mathematics conducted early in Semester 1 identify students "at risk". This allows early intervention to occur at the appropriate time guided by the lecturer. The Year 1 lecturers also supply all weekly attendance and ongoing CA results to the Year 1 Mentor who chairs weekly meetings on retention to identify where help is required and in what form such intervention should take.

- o The ongoing effort to improve retention has encouraged greater awareness of the importance of feedback systems within all Department activities.

External examiners are appointed for all taught programmes to ensure the standard and consistency of assessment. External examiners normally serve for three years, which may be extended for two years in exceptional circumstances, and are approved by Academic Council. The profile of examiners across the institute is 93% Irish, 7% international, 20% business/industry based and 12% University based. As externs come to their end of term, Departments have been asked to appoint greater numbers of international and non-Institute of Technology based examiners.

External examiners submit annual reports to the Registrar. Copies of the reports are circulated to the relevant Heads of Department for consideration, action and feedback by Departmental and Programme Boards. For 2015-16, 54% of examiners submitted reports. This needs to be increased.

While most reports are very positive in their comments on programme relevance, management, delivery, and assessment, some do raise matters of concern e.g. inconsistencies in the provision of marking schemes, concerns over the distribution of grades in some modules, and some inconsistency between component breakdowns used in examinations and those in published course schedules. Individual Departments respond to and act upon the recommendations of external examiners.

The Centre for Learning and Teaching in association with the Learning, Teaching & Technology Centre at DIT offer periodic training for staff on assessment, and CPD modules on pedagogy.

Technological Higher Education Quality Framework - THEQF

An Institute of Technology sectoral approach has been undertaken to develop a Technological Higher Education Quality Framework – THEQF (formerly named the Technological Universities Quality Framework). A Steering Group comprising the Registrars of the 13 Institutes of Technology and DIT has been working to progress the Framework which covers learning and teaching, research, and engagement. The final draft was agreed in Sept. 2016 and is intended to be formally launched in early 2017. This will inform future reviews of polices relating to teaching learning and assessment and programme design and delivery.

Planned merger of IT Tallaght, DIT and IT Blanchardstown

Inter-institutional activity continues to develop transitional arrangements for awards following the proposed merger of the colleges. We continue to work with colleagues from the other colleges to discuss plans for the merger and the harmonisation of QA&E policies and procedures.

A joint Graduate Research School was established to provide a consistent approach to postgraduate research degree provision. A common structured PhD policy was introduced for the three colleges following validation in December 2015.

International linkages

The continuing articulation of international students onto different programmes, notably Engineering and Science, has required an emphasis on QA procedures as part of the agreements. These agreements have enhanced the importance of current operation of QA procedures.

None to report

Effectiveness and Impact

The IT Tallaght QA Manual addresses the key aspects for the design, delivery, assessment and monitoring of it's taught and research programmes and the student experience in general. Stakeholder involvement in the QA processes is seen as a critical element of the system including representation where appropriate for students, graduates, employers and others.

The QA systems are augmented by additional systems of review where external validation of programmes is deemed necessary or desirable. Examples include the approval of engineering programmes by Engineers Ireland, recognition of the BSc (Hons) in DNA and Forensics by the Chartered Society of Forensic Sciences (CSFS), and eligibility of IT Tallaght graduates in accounting and finance for exemptions in professional body examinations/standing with Chartered Accountants Ireland (CAI), Association of Chartered Certified Accountants (ACCA), Institute of Certified Public Accountants in Ireland (CPA), Chartered Institute of Management Accountants (CIMA), Institute of Incorporated Public Accountants (IIPA), Institute of Chartered Secretaries & Administrators (ICSA), and the Irish Taxation Institute (ITI).

Whilst academic departments are subject to periodic review for their programme offerings and overall approaches to teaching, learning, assessment and monitoring, there is a need also for reviews of policy and process for support services including student recruitment, registration, examination, and graduation. A series of such ongoing reviews will be introduced in 2016-17.

As part of this process, there is scope to improve QA data reporting systems and create a better alignment between data required requirements for pro-forma programme board reports and the actual data provided by the current information management systems.

Repeat for Honours with specified restrictions was introduced during the academic year 2015-2016. Arising from programme reviews, a revision of protocols with regard to the award of honours at levels 8 and 9 was undertaken. The outcome was a revision to Marks and Standards approved at Academic Council to provide for the option to repeat F Grades for honours within specified limits. Previously, student's holding F Grades at the first sitting of examinations were capped at a Pass award. The new policy, introduced in June 2016 allows students with a single F grade in a module with less than 10 ECTS (project modules may not be repeated for Honours) and an overall GPA equivalent to the honours award standard to repeat that F grade and if passed, to be awarded the relevant honours standing.

The Institute introduced new procedures for the annual evaluation of postgraduate research student progress. An improved annual review process was initiated in 2016 to better evaluate the progress made by research student's against their research project plans, the attainment of critical milestones, research outputs, problems encountered and plans to mitigate those, and plans for the coming year. This is in line with processes used in our partner colleges for the proposed TU4D. The evaluations will be carried out by persons independent of the individual research programme. The decisions of the evaluation committee include recommendations to progress, to submit a remedial plan of action where progress has been unsatisfactory, or to be discontinued where progress has been wholly unsatisfactory.

The Institute actively supports teaching innovation. Supports include staff training and development programmes organised locally or in association with our TU4D partners to support academic staff enhance their teaching practice. In 2015, an IT Tallaght staff member won a Teaching Expert Award (Ciaran O'Sullivan) National Forum for Teaching and Learning (NFTL) and, in 2016 another received a Teaching Hero Award (Denise Behan). IT Tallaght is also an active participant with the NFTL in creation of the Professional Development Framework higher education teaching staff.

An ITT/ITB/DIT fee waiver policy was introduced in 2016 to support inter-institutional mobility of staff seeking to avail of training/development opportunities offered in any of the three colleges. For example, an MA module in HE Higher Education Policy (6 week 10 ECTS CPD) commenced in 2016-17 to provide a Continuing Professional Development short course with an opportunity to develop a personal perspective on a selected range of HE issues through interactive seminars, panel discussions and debates with key policy makers.

School of Business & Humanities: discussions at programme board meetings and at Department meeting level regarding the frequency of continuous assessments has led to a reduction in the number of in-class assessments. The Dept. of Marketing & Business Computing is also exploring the possibility of 100% CA in year 1

This section should highlight an analysis of the key themes arising within the implementation of QA policies and procedures, primarily through a thematic analysis of key recommendations, commendations and conditions for the reporting period.	Themes emerging from the review of QA systems:
	
	    Review of the Institute QA Manual to reflect current best practice as described in the European Standards and Guidelines 2015 and QQI statutory quality assurance guidelines (core and sector specific) with a greater focus on 'enhancement'
	
	    Retention is an ongoing concern and new consideration of how this is defined and recorded is needed. This should be linked to improving the provision of timely data that can help identify students at risk and allow for timely interventions for example, in the departments of Science and Computing it triggers the provision of targeted tutorial supports; for mathematics teaching, students are directed to specific supports provided through CeLT.
	
	Re-organisation of CeLT to provide more focus on professional development for teaching, learning and assessment, and improved supports for students will also be undertaken in 2016-17

PART 4	Quality Enhancement

A description of improvements or enhancements, impacting on quality or quality assurance, that took place in the reporting period, identifying the reasons for the improvements (for example an evaluation of effectiveness and impact from the previous period or objectives set out in strategic compacts).

Retention is an ongoing area for attention. Ongoing retention initiatives to address 1st year student attendance resulted in a closer monitoring of attendance and escalation to Head of Department level for "at risk" students. Early intervention resulted in improved retention rates compared with previous year.

In the Department of Mechanical Engineering, repeat examination support was implemented and student engagement with the sessions was very positive resulting in improved performance compared to previous years.

In Mechanical Engineering and also in Computing, industry persons, professional practitioners, and past graduates were invited to interview final year students on their projects. This provided rich feedback and support to students, therefore enhancing their exposure to industry standards and the technical expertise of professional practitioners.

In the Department of Computing, protocols relating to experiential learning are being evolved to improve clarify around student attendance and engagement requirements connected to experiential learning activities.

An improvement introduced was that when mid-semester feedback based on CA results suggested a particular cohort of students were performing poorly, a program board meeting is moved forward to allow a full discussion to take place and identify appropriate remedial actions.

In the Dept. of Accounting & Professional Studies, arising from the Programmatic Review process a number of broader based modules were introduced – e.g. marketing, Social Media and Communications. Innovation, Business Ethics. Also, work placement – an increased focus on encouraging and supporting students in pursuing summertime Internships with Professional Services firms and Banks.

Dept. Humanities: HoD addressed the timetabling of languages by placing the three offerings of French, German and Spanish back to back allowing for better retention among the student groups so that students are in college at the same time as their class colleagues. The programme team successfully piloted an integration approach to language delivery as follows: language lecturers attended the kitchen/training restaurants to deliver part of their language teaching in order to better integrate the language in the core area of study. The objective is to make the language relevant and useful to the students learning and to simulate real life situations and better prepare the students for their period of work abroad. Erasmus year abroad identified a very valuable experience but can cause a lot of financial hardship and stress for some students. A Review of the year 3 abroad took place with adjustments made accordingly. Retention initiatives were identified for year 1 students.

Dept. Marketing & Business Computing: programme changes were implemented e.g. Event Management/IMC module moved to an elective in semester 6. The Marketing Channel Management module moved to mandatory. The rationale for this swap of modules is to allow students to discontinue with the Event Management/IMC module commenced in semester 5, and take another elective instead. The practical nature of modules doesn't suit students with heavy workloads external of the Institute. In the BA in Advertising & Marketing Communications, Event Management/IMC module moved to an elective in semester 6 against a new "Project" module. Students take one of these electives. The rationale for this change is that a new module was created, titled "Project" where the students enrolled to gain ECTS credits for participating in an industry sponsored competition. The remaining students not engaged with the competition continue with Event Management/IMC from semester 5.

Work Placement: embedding it in all Marketing programmes is being actively considered at Programme Board and Departmental levels. They have a foreign language option on all programmes, and encourage 1st year students to enrol and encourage more students to choose to go on ERASMUS with a partner institution.

An analysis of quality enhancement activities that were initiated by the institution. This could also include reference to any national or international quality assurance developments in which the institution is engaged. The institution is encouraged to highlight areas that may be of interest to other institutions and would benefit from wider dissemination.	None to report
PART 5	Objectives for the Coming Year
A piece in relation to strategic objectives in the coming period and plans for quality assurance and enhancement.	Strategic objectives and plans for quality assurance and enhancement for the coming period will focus on:
	The initiation of quality review processes ultimately preparing for and leading to the Institutional Review process expected in 2020
	Engagement with TU4D partners on the harmonisation of quality systems for the merged institute
	Improvement of information systems to provide better and more relevant data analysis in support of management functions and programme delivery
Review Plans: Area/Unit and Number	School of Engineering: Stage 2 Programmatic Review planned for completion in January 2017
	School of Engineering: Engineers Ireland Accreditation for all programmes – planned for 2017
	School of Science and Computing Stage 2 Programmatic Review to be completed in 2017
	Establish a Quality Assurance & Enhancement Review Committee to promote a culture of critical self-evaluation and continuous quality enhancement, maintain a framework of principles, policies, and good practice procedures for the promotion of quality in teaching, research and administration across the Institute, and advise and make recommendations to Academic Council on matters related to academic standards. This will be a cross institutional committee established under Academic Council with membership to include student representation.
	Review and update of the Institute Quality Assurance Manual and associated procedures
	Review the QA procedures concerning external examiners and increase the diversity of externs to include an improved balance between academic and professional practitioners, and national and internationally based subject experts
	Work with TU4D partners to harmonise QA&E systems such that they can support a consistent approach and standard across the 3 organisations. A systematic approach is required align the collective systems, and arrive at a unitary QA system consistent with best practice principles as set out in ESG-2015 and the QQI Sector Specific Quality Assurance (QA) Guidelines

Registry Office

Reorganisation of the Office of the Registrar to include the appointment of a new Academic Administration & Student Affairs Manager, and a Quality Manager. The Quality Manager will have an immediate role in leading on a review of current quality manuals and procedures.

Student Information Systems

The Student Information Systems (SIS) team will be re-built with the aim of improving data analytics capability, enhancement of the current information systems, and to better support systems upgrades expected in 2018. SIS will be making submissions to Educampus to inform the user requirement specifications for any successor to the current Banner system expected to roll out in 2018.

Centre for Learning and Teaching

The Centre for Learning and Teaching (CELT) will move under the Dept. of Humanities and continue to play an important role supporting student learning and staff development. CeLT along with our TU4D partners will support the NFTL efforts to establish professional development for academic staff. A joint application for funding through the Teaching and Learning Enhancement Fund will be put forward (title: Developing a Professional Development Framework to promote, acknowledge and evidence Teaching and Learning professional development activities for staff at a disciplinary level (Engineering) within an institute of technology).

New Programmes

Dept. Accounting & Professional Studies: A Higher Diploma – Finance for Non-Financial Managers, level 8, is being developed and is expected to be presented for Validation in Spring 2017 for commencement in September 2017.

Dept. of Humanities: A new Bachelor Degree in International Business (TA116 – Level 7; TA 125 – Level 8) is being introduced. These programmes will prepare students to work in an international setting and provide an education in the essential disciplines of business with specialist focus on the global business environment.

Linked/Collaborative Provision

A review of the business processes for the approval of Memoranda of Understanding and Memoranda of Agreement for linked / collaborative provision will be undertaken. A standard service level agreement will be developed for use in collaborative provision to bring greater clarity to individual roles and responsibilities.

Programme Monitoring

Vis Academic Council, the format for the Annual Programme Board report will be reviewed to make it easier to compile, populate with relevant data and to capture required action points.

First Year Experience

The operation of the Learning to Learn module provided to all incoming students will be reviewed to examine content, relevance for each major discipline, effectiveness of delivery, and opportunities for improvement.

Tutor Demonstrator Practices

A pedagogy module will be provided to all postgraduate research students acting as tutor/demonstrators to improve their knowledge of teaching and assessment, the important roles they are expected to play,

Access

A review of the IT Tallaght Access initiatives will be undertaken in 2017 to examine current activity, possible new approaches, targets, and objectives to further develop them. Consideration will be given to participation in the HEAR and DARE schemes to augment current activity.

Library Services

The library will work with providers and sectoral partners on the introduction of a successor to Millennium.

Research

A new Research Manager will be appointed. The operation of structured PhD / Masters provision will be reviewed. Systems for the annual evaluation of postgrad research student progress and engagement of supervisors will continue to be developed and refined.

A description of the impacts of institutional review within the institution.	Nothing to report
A short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review cycle.	Academic departments through departmental meetings and annual programme board reports continue to reflect on feedback from stakeholders obtained via external examiner reports, student and graduate surveys. Departments consult with employers and the general industry in respect of new and updated programmes as well as consultation in respect of experiential learning placements. This communication informs the ongoing development of programmes at all levels. Internally, QA1-3 is used to gather student feedback on their overall experience by module and programme. This is augmented by the national ISSE reports (Irish Survey of Student Engagement) which, in addition to institutional data, provides comparative data with other HEIs. There is concern for 'survey fatigue' as the number of surveys being imposed on individual students' increases. Some consideration is needed to streamline these and make them more efficient from a student perspective. A quality review process will be commenced in early 2017 as a priority to review and update as appropriate the Institute Marks & Standards, Quality Manuals and associated procedures. A cross institutional Quality Assurance & Enhancement Review Committee will be established under Academic Council for the purpose. Membership will include student representation.
Developmental themes of importance to the institution which will be relevant to periodic review.	Developmental themes aligned to the Institutes strategic objectives Quality Review Group to providing a rolling review quality systems with a view to continuous improvement and enhancement Harmonisation of quality systems between the TU4D partner colleges Initiatives to improve access for disadvantaged persons and non-traditional applicants Enhancement of processes for collaborative provision of programmes to broaden participation, provide access to quality education for people at work, and internationalisation of educational opportunity Alignment of programme provision to the national Skills Action Plans and findings of the Expert Group on Future Skills Needs. We seek to exploit opportunities to produce more high quality graduates with the correct range of skills, knowledge and attributes to participate effectively in their chosen career paths Ongoing attention to student engagement, retention and progression. In support of this we continue to provide targeted support for students at risk, and classes/revision sessions based on student feedback Improved quality of equipment in laboratories to enhance student learning experience