

Technological University Dublin

CINNTE Review Follow-up Report

December 2023

Since submitting the Institutional Action Plan, Technological University Dublin has continued to work towards the completion of the actions identified to address the recommendations arising from the CINNTE Review process. The updated Action Plan reflects the wide range of completed and ongoing projects and initiatives focused on the development and implementation of unitary policies, regulations and supports. The updated Institutional Action Plan is presented below with status updates provided for all actions.

Where relevant, the deadlines provided within the Institutional Action Plan have been updated in the revised Plan below. The work undertaken to date to complete eight actions identified further areas for enhancement and hence the timelines have been extended, while there are other actions that were completed before the original deadlines. Of the thirty-two actions identified within the Institutional Action Plan, twenty-two have been completed to date.

The actions within our CINNTE Institutional Action Plan are aligned to the ten main actions from our Strategic Plan:

1. Implement EDI strategy and component actions
2. Conduct a comprehensive programme portfolio review & realignment, to ensure student success, meet skills needs & address financial sustainability
3. Deliver new integrated SRMS
4. Develop & implement a Digital Transformation Plan to enhance student success

5. Continue to develop & implement staff development programmes that support the delivery of the University strategy
6. Increase levels of Research Active Staff, Funding and Postgraduate research students
7. Enhance brand awareness and communication through the website and other means
8. Establish a university-wide model for engagement and deliver a cohesive plan that grows collaborative activity with academic, industry & community partners
9. Complete implementation of the OD structure, utilising it as a platform for transformation & growth
10. Establish/re-engineer business processes for efficiencies and communicate accordingly

TU Dublin CINNTE Institutional Action Plan

No.	Recommendation from the TU Dublin CINNTE Review Report 2021	Action(s)	Original Timeline or completion Date	New/actual Timeline or Completion Date	Status
1	Ensure that EDI practices are further embedded into the university systems and structures.	Implement EDI strategy and component action plans including: <ul style="list-style-type: none"> - Athena Swan - Ending sexual violence and harassment - Race equity - Disability - and other actions, as agreed 	2022-2025	No change	Ongoing Work continues to implement all aspects of our EDI Strategy. TU Dublin's Anti-Racism Principles were approved and launched in September 2023, arising from work of the Athena SWAN Ireland Intersectionality Working Group. Our Race Equity Plan and EDI action plans are published on the TU Dublin website.
2	The potential for leveraging accreditation bodies should be explored to assist/incentivise the coming together of different unit offerings, e.g., engineering units/degrees.	Through the enhancement of the quality framework, ensure PSRB requirements and criteria are fully considered when Schools are reviewing programme provision, consolidating programmes and developing new programmes.	Jun-24	Jun-23	Complete The relevant quality enhancement processes have been developed to include PRSB requirements. There is ongoing work related to this action, for example discussions with PSRBs to align accreditation and internal programme review processes.
3	As matter of urgency, commit to ensuring that the student voice is an integral, valued part of the decision-making process at senior levels in the university. The current structure should be reviewed, with student input, to identify gaps in the process.	Review the level and effectiveness of student input into decision-making at senior levels in the University and where required propose changes to processes or memberships to ensure the student voice is integral to decision making at Academic Council, all Academic Council sub-committees, Faculty Boards and Discipline Programmes Boards.	Jun-23	Dec-22	Complete The terms of reference (including membership) of Academic Council, Academic Council sub-committees, Faculty Boards and Discipline Programme Boards have been reviewed to ensure appropriate and effective levels of student input into academic decision making.

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4	Further develop the communities of practice concept, ensuring that, through dissemination of best practices and peer-to-peer as well as professional pedagogical support, the most impactful educational innovations are leveraged across the university.	Develop a strategy for establishing, supporting, and sustaining University Communities of Practice that promote and disseminate best practices.	Jun-23	Jun-23	<p>Complete</p> <p>The University has implemented a strategy to support the establishment and implementation of University Communities of Practice. The new process was launched in May 2023 and resulted in the establishment of 8 new Communities and the continuation of 5 already established Communities of Practice. Academic Affairs supports the Communities of Practice by providing administrative support, resources and/or dissemination opportunities and mechanisms.</p>
5	Consider the development of an embedded technical support service for academic staff delivering online/blended programmes.	Ensure academic staff are appropriately supported to engage fully and effectively in all modalities of teaching, include blended and online learning.	Jun-23	Jun-24	<p>Ongoing</p> <p>There have been substantial developments and enhancements in the provision of supports relating to module modalities, particularly in the areas of online, blended and 'hyflex' teaching and learning. This includes the establishment of the Hyflex Community of Practice and the provision of resources and training. However, further supports are being provided, particularly to facilitate and support hyflex teaching, through the provision of appropriately equipped spaces. The development of these spaces will continue in 2024.</p> <p>In addition, Academic Council approved the University's Digital Education Policy in June 2023. The implementation of this policy, which includes the provision of training and supports, is currently being considered by the Academic Quality Assurance & Enhancement Committee (sub-committee of Academic Council).</p>

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6	In recognition of its diverse student population, TU Dublin mainstream the use of Universal Design for Learning (UDL) across its provision.	Ensure UDL is an integral part of programme and module development and review, through the quality assurance and enhancement process, staff development activities and pedagogical supports and resources.	Jun-23	Jun-24	<p>Ongoing</p> <p>UDL is a central tenet of the University Education Model and has been integrated into the relevant quality assurance and enhancement processes, such as programme validation and reviews. UDL is also a key element of the University's emerging approach to Micro-credentials. However, further work is underway in the development of UDL criteria and the provision of training and supports for academic staff.</p>
7	As the university develops its new systems and services, procedures should be put in place to ensure a consistent approach to programme management, organisation and communication to students. These procedures should clearly identify who in the university is responsible for communicating each component.	Communicate clearly, through the TU Dublin website and intranet, and through the provision of resources to staff and students, how programmes are managed and the different levels of responsibilities.	Jun-23	Jun-24	<p>Ongoing</p> <p>Significant progress has been made through the development of the Academic Affairs website to provide information and resources to support programme management at all levels. The "Management of the Quality Enhancement of Academic Programmes" section of the quality framework has been approved and published and sets out the different roles and responsibilities in relation to programme management.</p> <p>Work in underway to develop the "Academic Staff Portal" section of the Academic Affairs website, which will provide support, guidance and resources for staff on all aspects of programme management.</p>

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8	A University Quality Enhancement Plan should be developed to capture information and updates on progress made on actions identified through quality assurance and enhancement processes for feedback to staff and students.	Implement the new Annual Quality Enhancement Process, the outcome of which in the University Quality Enhancement Plan	Sep-23	Sep-25	<p>Ongoing</p> <p>The full implementation of the new Annual Quality Enhancement Process, which has been approved at Academic Council, is dependent on having the new University Student Record Management System in place, which will be implemented across the University in September 2025. In the interim, the Annual Quality Enhancement Process will be partially implemented to ensure Schools and Programme Teams reflect on the student learning experience and the delivery of the programme. Updating of the University Quality Enhancement Plan will be informed by the outcomes of the annual quality enhancement process in addition to the outcomes of other quality reviews.</p>
9	The findings arising from the self-evaluation process should be prioritised, interdependencies identified, weighted, and given implementation timescales in the context of the strategic plan so that appropriate resources are made available to progress these recommendations. In order to maintain momentum and buy-in to the process, quick wins should also be identified.	Develop the University Action Plan to include the recommendations from the Self-Evaluation, and to allocate them to the distinctive areas they were phased/ For each action identify the level of priority, interdependencies, timescales and deliverables.	Dec-22	Dec-22	<p>Complete</p> <p>The University Action Plan from the CINNTE review process was approved as the first University Quality Enhancement Plan. Within the detailed plan, all actions have been assigned to the appropriate role/function, and timescales and deliverables have been identified.</p>
10	Ensure that the student voice is incorporated into the development of programme curricula and pedagogy needs. Both of these processes should be anchored to systematic student feedback practices, both at module and programme levels.	Ensure the student voice is an integral part of Academic Governance structures through clear lines of communication, proper consultation and appropriate student representation on decision making committees.	Jun-23	Jun-23	<p>Complete</p> <p>One of the primary objectives of the review of the terms of reference (including membership) of Academic Council, Academic Council sub-committees, and Faculty Boards was to ensure appropriate and effective levels of stakeholder input into academic decision making. Furthermore, working groups established by the University to develop academic policies and procedures (e.g., related to academic integrity, digital education, timetabling, programme development, etc.) always include appropriate student representation.</p>

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11	Ensure that the student feedback process is not a one-way process. Regular and timely closing of the feedback loop is important in responding to student requests and is central to creating a positive student experience and to ensuring student success.	Implement the new Student Feedback System with the capability for academic programmes to respond to student feedback in a timely manner.	Jun-23	Jun-23	<p>Complete and under review</p> <p>The new Student Feedback System was implemented in the 2022/2023 academic year to provide students the opportunity to provide anonymous feedback on the learning experience. The new system includes the capability for academic programmes to respond to student feedback. The Academic Quality Assurance & Enhancement Committee (sub-committee of Academic Council) has established a Working Group to review the use of the system in the last academic year to enhance the system and ensure its effective use across the University.</p>
12	The staff components of the Student Voice project should be implemented without delay.	Extend the Student Voice project for another academic year; Develop and implement the staff components of the Student Voice project	Jun-23	Jun-24	<p>Ongoing</p> <p>The Student Voice project was extended for this academic year, with Academic Affairs taking over the lead role. Academic Affairs is currently considering ways to expand the project further, and integrate it into a general 'Student Voice Strategy', which will include other related aspects such as the use of student feedback in decision making.</p>
13	The TU Dublin website project be expedited to ensure that both internal and external stakeholders are provided with current and relevant information.	Enhance brand awareness and communication through the website and other means	Jun-23	Jun-23	<p>Complete</p> <p>The new TU Dublin website was delivered on time. Furthermore, a new brand campaign for TU Dublin was developed and launched on TV and digital channels in October 2023 (it will run until June 2024).</p>

No.	Recommendation from the TU Dublin CINNTE Review Report 2021	Action(s)	Original Timeline or completion Date	New/actual Timeline or Completion Date	Status
14	A policy and procedure for equitable access to continuous professional development by academic and administrative staff be developed to support the university's strategic ambitions for academic and operational excellence.	Ensure HR and staff development policies and procedures provide equitable access to CPD opportunities that supports the University's strategic ambitions.	Jun-24	Jun-23	<p>Complete and under regular review.</p> <p>The University have developed the Equality, Diversity & Inclusion policy for both academic and Professional Services staff. The policy clearly outlines that all staff will have equality of opportunity in accessing training & development programmes. The People Development team are committed to ensuring that all employees undergo appropriate training for their role within the University as well as offering a flexible, agile, and accessible range of opportunities to all staff to develop skills, knowledge, and professional qualifications.</p>
15	Ensure that excellence and inclusion are guiding principles in the development of staff recruitment, management, and development policies.	Review and if required amend staff recruitment, management, and development policies to ensure that they are underpinned by excellence, inclusion and EDI principles.	Jun-23	Jun-23	<p>Complete and under regular review</p> <p>All HR policies are revised and developed in line with the provisions of EDI's Equality Statement (2019-2022). Positive action statements are detailed in all HR recruitment materials. A HR Policy Team has been established whereby policies are reviewed on a cyclical basis - ensuring they incorporate EDI's principles.</p>
16	There is a need to ensure greater diversity amongst TU staff, including senior management.				
17	TU Dublin engages in increased communication with second-level and further education partners so that these parties are aware of any implications – including unintended consequences – that changes to programmes of education and training may give rise to for learners and for existing agreements.	Develop a consistent approach to communicating and engaging with the second level and Further Education sectors to ensure the conveyance of up-to-date accurate information.	Jun-24	Jun-25	<p>Ongoing</p> <p>The primary responsibility for engaging and communicating with the second level and Further Education sectors rests with the Senior Manager for Recruitment who coordinates all publications, the CAO hub on the TU Dublin website and attendance at events such as Higher Options, Irish Guidance Counsellor Annual Conference and branch events and CAO conferences. As well as hosting a seminar series for Guidance Counsellors in November 2023 we send our regular ezines with updates on TU Dublin and its programmes.</p>

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18	The review team recommends that the initiatives aimed at achieving equity/consistency of student experience in TU Dublin be expedited: digital learning environments (VLEs) and student services (including academic advising) as well as feedback practices playing a key role in this.	Implement unitary student services and supports consistently across the University;	Jun-24	Jun-25	<p>Ongoing</p> <p>Through the Organisational Design process, the 'Students Services & Wellbeing' function was established to provide unitary and consistent students supports. While significant progress has been made to provide consistent supports, the University continues to develop and implement unitary University student support policies and procedures.</p>
19		Procure and implement one VLE for the University and ensure consistent and equitable supports for the VLE across the University;	Jun-23	Mar-23	<p>Complete</p> <p>The procurement of one VLE for the University has been completed and there is an ongoing project to move from the existing VLE on two campuses to the new VLE. From September 2024 all TU Dublin staff and students will be using the same VLE.</p> <p>The University is providing consistent and equitable supports for staff and students currently across different VLEs, but from September 2024 these supports will be dedicated to supporting one VLE.</p>
20		Through the Quality Framework, ensure consistent programme design and TLA standards across the University	Jun-23	Jun-23	<p>Complete and under regular review</p> <p>New quality enhancement processes, approved by Academic Council, ensure a consistent approach to programme design and consistent alignment with criteria and metrics focusing on the student learning experience, teaching, learning & assessment, and the graduate attributes. These processes will be continually updated as new academic policies are approved and the University Education Model evolves.</p>

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21	Review the institutional opening hours for student services and support and consider the development of a 24/7, one-stop-shop approach to student services. This should be complemented by providing spaces for students who attend out-of-hours courses. For administrative functions, the university might consider applying a 'front-office/back-office' logic, and only maintain front-offices where face to face contact is required. All back-office functions could be taken care of in professional units placed anywhere at the university.	Review the provision and opening hours for student services and consider the provision of a 24/7, one-stop-shop approach to student services.	Jun-24	No change	<p>Ongoing</p> <p>The provision and operating hours for student services are continually reviewed to ensure they are fit-for-purpose and they effectively and efficiently address the student needs. The new 'Student Hub' is integral to TU Dublin's Organisational Design and reflects the University's commitment to support our diverse student body. The current services provided by the new "Student Hub" provide a contact point for all students for all student services and support functions.</p>
22	Ensure progress on academic structures and governance is sequential. Below the level of faculties, the process of delivering on the creation of schools within the faculties should be delegated to deans who have appropriate autonomy in terms of timelines and feasibility.	Complete implementation of the OD structure, utilising it as a platform for transformation & growth	Jun-23	Jun-23	<p>Complete</p> <p>The new Faculty and School structure (5 faculties, 25 schools) was launched on 1 September 2022. The final design feature comprises a Faculty Head of Teaching and Learning and a Faculty Head of Research and Innovation and it is expected that these will be in place for the commencement of Semester II, 2023/24.</p>
23	TU Dublin moves quickly towards establishing a 'one university' structure, eliminates any duplication of functions across campuses, and maintains focus on the simplification of structures and process.				<p>The Professional Services and Vice President functions are in place, and they continue to transition to the new designs. It is anticipated that the staff structures will be completed by end of academic year 2023/24.</p>
24	A balance be struck between the need to complete the organisational design process and have structures in place and the urgency with which some matters need to be progressed.				<p>While out of scope for the Organisation Design project, a number of key processes have been identified through the project that are being reviewed or planned for review in 2024 e.g., exams process.</p> <p>The Organisation Design project itself formally closed on 30 November 2023.</p>

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25	There must be appropriate devolution of resources to faculty deans from UET. In turn, deans must deliver resources to support schools in delivering on change, consolidation and review of programmes and research.	Ensure the appropriate devolution of resources to Faculties and Schools to support the delivery of change, consolidation and the review of programmes and research.	Jun-23	Jun-23	<p>Complete</p> <p>The University Executive Team continues to ensure the appropriate allocation and use of resources across the University to support the achievement of our Strategic objectives, as detailed within the Strategic Plan.</p>
26	TU Dublin ensures that the roles and responsibilities with respect to relationship management of the Vice-President Partnership, the International Office and Vice-President Research are clearly defined.	Upon the completion of the Organisation Design process, ensure the roles and responsibilities of the Vice-President Partnership, the International Office and the Vice-President Research are clearly defined and communicated.	Jun-23	Jun-23	<p>Complete</p> <p>The roles are clearly defined with the relevant Organisation Design documents, e.g., the Partnership Office approved design. However, a delineation of roles and responsibilities will be completed by the Vice President for Partnerships and the Vice President for Research and Innovation if further clarity is required.</p>
27	Oversight of quality assurance and enhancement by Academic Council be enabled and strengthened through the appointment of deans and the VP Research as ex-officio members of Academic Council. Deans are also an important link between Academic Council and the University Executive Team.	Propose to Governing Body that Faculty Deans be added to the membership of Academic Council.	Completed by start of Academic Year 2022/2023	Sep-22	<p>Complete</p> <p>This action was completed in September 2022, and Academic Council met with new membership in February 2023. The Faculty Deans are full members of Academic Council.</p>
28	The size of Academic Council must be continually monitored to ensure that it can fulfil its decision-making remit.	Carry out a review of Academic Council's terms of reference and membership to ensure it can effectively fulfil its decision-making remit; Thereafter, undertake regular reviews of Academic Council aligned to the Institutional Review process.	Completed by start of Academic Year 2022/2023	Jun-22	<p>Complete</p> <p>This action was completed June 2022, and resulted in revised terms of reference for Academic Council and its four committees. The terms of reference for Academic Council will be reviewed before the next Institutional Review.</p>

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29	Subject to clearly defined objectives, the university ensures appropriate delegation of authority and devolution of resources to faculties and schools to support them in delivering on change, consolidation, and review of programmes and research.	Undertake review of programmes in the short-term post-OD process, with the primary objective of addressing programme/course duplication. Subsequently to schedule programmatic reviews in a collective and strategic manner as to optimise utility of the 5-faculty structure. This should be guided by Academic Council and UET and informed by metrics relating to viability.	Jun-25	No change	<p>Ongoing</p> <p>The ongoing review of our programme provision is a key element of the University's Strategic Plan and is being led by both the University Executive and the University Programmes Board. The main objective of this work is to ensure TU Dublin's programme offering is aligned to our Strategic Plan. The focus of the work includes the viability of programmes and the development of an Enrolment Plan, which will take a strategic approach to programme provision decisions.</p>
30	Undertake a holistic and objective assessment of the programme portfolio in light of the anticipated competence and skills needs of wider society and the profile that TU Dublin wishes to achieve. This assessment should be conducted jointly by Academic Council and the University Executive Team and should introduce metrics for following up the viability of programmes and their lifecycle.				
31	Ensure the regular and meaningful flow of information between the UET, Governing Body and Academic Council.	Ensure the review of Academic Council and its committee ensure effective communication from and to UET and Governing Body	Dec-22	Dec-22	<p>Complete</p> <p>The review of the terms of reference of Academic Council, Academic Council sub-committees, Faculty Boards and Discipline Programme Boards included a focus on ensuring effective communication to and from Academic Council to all stakeholders, Governing Body and UET where relevant. The revised terms of reference and communication protocols were approved in December 2022 and formally implemented in February 2023.</p>

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32	TU Dublin builds on its practice of formalising relationships with external partners through memoranda of agreement and service level agreements to ensure consistency, organisational memory and succession planning.	Establish procedures for formalising relationships with external partners and for the approval of memoranda of agreement and service level agreements.	Jun-23	Jun-23	<p>Complete</p> <p>New policies and procedures for all forms of academic collaborative provision were approved by Academic Council in June 2023. The procedures detail the roles and responsibilities of both Academic Affairs and the Partnership Office in facilitating and supporting the formalisation and approval (including quality assurance) of external partners from initial contact to the signing of the Memorandum of Agreement.</p>
33	TU Dublin, as a matter of urgency, moves swiftly to identify areas of research strength as priorities. It should in addition identify any other areas of focus which are of strategic importance for TU Dublin. Interdisciplinarity should also be incentivised by the university.	Identify TU Dublin areas of strength and areas of focus which are of strategic importance and develop strategies to grow and support these areas.	Jun-23	May-23	<p>Complete</p> <p>Five research priority areas, based on existing research strengths, are defined in the TU Dublin Research & Innovation Strategy 2023-2028, which was approved by the University Executive Team in May 2023.</p>
34		Develop strategy through funding and supports to incentivise interdisciplinary research projects and areas.	Jun-23	Oct-23	<p>Complete</p> <p>The university created five research hubs, which are specifically mandated with supporting inter- and trans-disciplinary research by colleagues from across schools and faculties. Moreover, a new R&I Engagement and Impact team was created to assist researchers in engaging with colleagues and external actors in this kind of research.</p>
35	Any fluctuation in the university's research priorities be based on transparent processes, facilitating the identification of new opportunities for TU Dublin when redirecting and/or expanding its research capacity.	Develop and publish the processes within the University for identifying and prioritising research areas, including new areas of research.	Jun-23	May-23	<p>Complete</p> <p>Identification of research priorities is a responsibility of the TU Dublin Research & Innovation Academy, which represents the university research community. The R&I Academy has developed an approach to research prioritisation that was applied for the development of the Research & Innovation Strategy 2023-2028</p>

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36	A new training format for the structured PhD be devised. This training format would focus on professional skills development and broader research skills.	Ensure the design of the structured PhD programme adequately focuses on the development of professional and broader research skills through the provision of relevant modules and training.	Dec-22	Jun-22	<p>Complete</p> <p>The review of the structured PhD programmes was successfully completed in the 2021/2022 academic year. This resulted in significant changes to ensure a focus on the development of professional and broader research skills.</p>