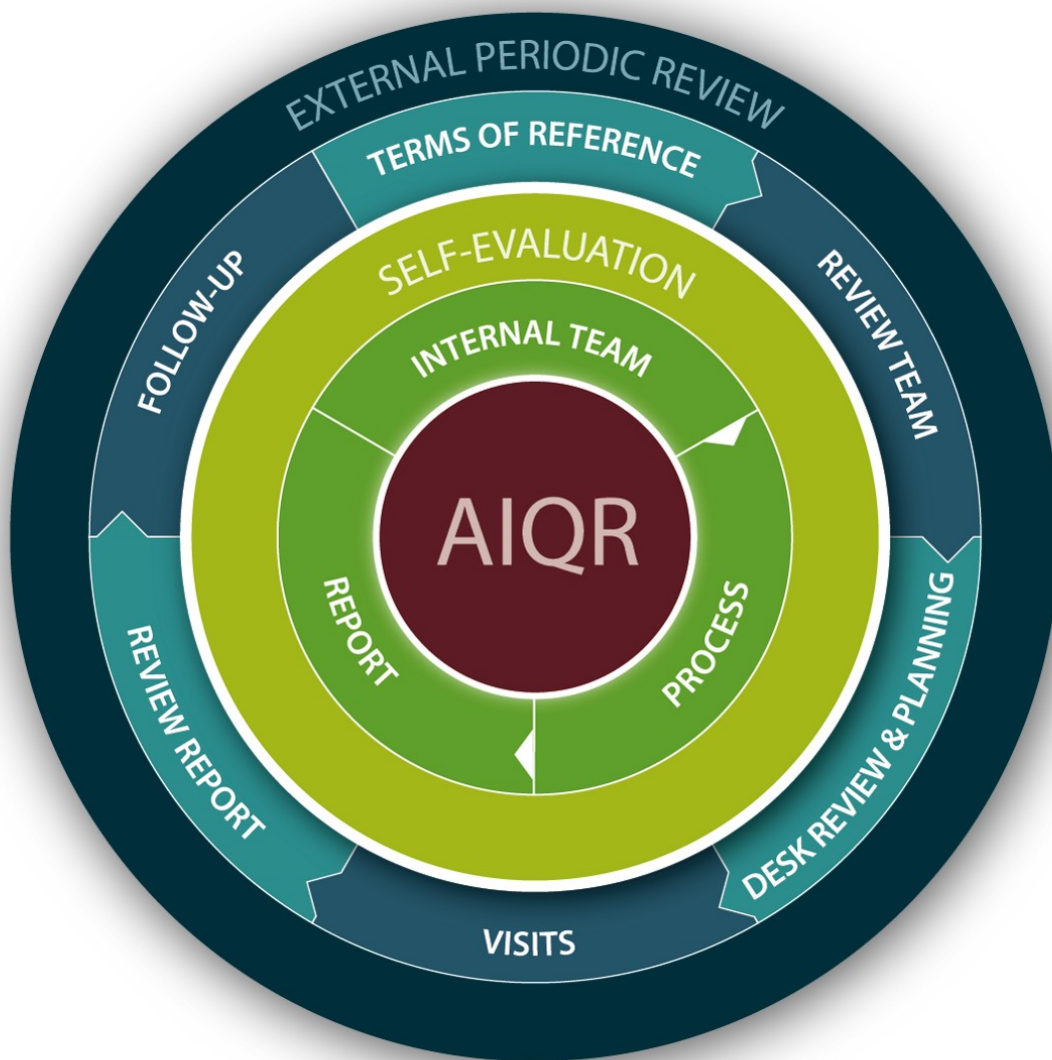# Dublin City University

Annual Institutional Quality Assurance Report 2018

Based on the reporting period 1 September 2016 – 31 August 2017

The Cyclical Review Process

Part 1

Overview of internal QA governance, policies and procedures

Overarching institution-level approach and policy for QA (ESG 1.1)

1. Overarching Institution Quality Policy
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.

DCU Strategy 2017-2022, Talent, Discovery and Transformation
In 2017, DCU developed a new strategic plan, its first since the completion of the Incorporation Programme, which saw the coming together of DCU with St Patrick's College Drumcondra, Mater Dei Institute and Church of Ireland College of Education. The new DCU Strategic Plan, *Talent, Discovery and Transformation*, sets out a clear vision for the university, in which *DCU will be a globally significant University of Transformation and Enterprise,* renowned for,

- The development of talent
- The discovery and translation of knowledge to advance society
- Its focus on creativity and innovation
- The advancement and application of technology, and
- Its commitment to sustainability

The current strategic plan is structured around **six key themes** which are central to informing our strategic goals. These are Talent, Discovery, Creativity, Society, Technology and Sustainability.

The plan outlines nine key strategic goals, through which the university will measure its success. These include,

- Provide a transformative student experience
- Advance our reputation for world-class research
- Sustain our ambitions through income generation
- Ensure a coherent, connected university
- Value and develop our staff community
- Develop a global university
- Nurture creativity and culture across the university
- Place sustainability at the core of the university
- Pursue active engagement with our communities

Development of the 2017-2022 Strategic Plan
The development of the DCU strategic plan involved a range of consultations within the DCU community and key stakeholders. These included a range of President led Town Hall meetings and the establishment of ten cross-institutional working groups examining a number of strategic themes

for the university. A centre piece of the strategic planning process was the hosting of DCU Fuse, a 30-hour online crowdsourcing event to provide an opportunity for the University to engage and interact with staff, students, alumni and friends. The online platform was developed by researchers at the Adapt Centre at DCU, with a cross- institutional project group tasked with managing the execution of the initiative.

DCU Fuse was based around the scheduling and hosting of strategically themed discussion topics. These topics were developed to align with the thematic areas of discussion taking place in the strategic working groups, and also discussions that were cross-cutting. The outputs of each discussion were subsequently provided to the chairs of each of the strategic working groups to inform the discussions within these groups. Further, each discussion has been reviewed and summarised, with identified themes fed back to Senior Management Group discussions.

The implementation of the DCU strategy is monitored by a process of rolling planning, which includes an annual period of 'review and renew'. A rolling approach to planning provides DCU with an opportunity to be flexible and responsive to the dynamic national and global environment. This process is led by members of the Senior Management Group at DCU, and co-ordinated by the Quality Promotion Office.

An alignment of the university's strategic ambitions and its commitment to quality it embedded throughout the plan, and is specifically articulated in relation to teaching quality, the quality and impact of our research, a commitment to operational excellence, and the establishment of a strategic partnerships office. The implementation of the strategic plan will be monitored based on a review of identified indicators of success and progress.

Quality Assurance and Improvement Policy Statement.
The DCU Quality Assurance and Improvement Policy Statement has been developed in compliance with the provisions of the Universities Act 1997 and the Qualifications and Quality Assurance Act 2012. It also actively aligns its activities with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and relevant QQI QA Guidelines.

DCU Quality Framework
The DCU Quality Assurance Framework has been developed to build a cohesive framework through which the university can demonstrate that quality assurance processes are embedded, integrated and ongoing, and involve a combination of regular monitoring and periodic review of programme. This internally developed framework has a number of key characteristics common to each element of the Framework,

- A consistency in implementation and transparency of approach at all levels of the Framework
- The inclusion of feedback and input from both students and external peers at all levels
- A commitment to evidence-informed reflection throughout the Framework
- An enhancement- focused approach, which prioritises ongoing improvement and enhancement focused outcomes.

HEA-DCU Performance Based Compact
The role of quality assurance as a tool for ensuring excellence in teaching, learning and engagement is further reflected in the development of its agreed goals between DCU and Higher Education Authority (HEA) in the HEA-DCU Performance Based Compact Agreement. Goals which are specifically related to quality assurance are outlined within this agreement, as follows:

Excellent teaching and learning and quality of the student experience
- Embrace policies that support quality improvement and quality promotion in all our operations, particularly in relation to its impact on the enhancement, the quality of the curriculum through the Annual Programme Review (APR) and Periodic Programme Review (PPR) processes.
- Support our academic faculty in their professional development, including both teaching and research, through the provision of ongoing support for learning innovation and the development of teaching skills as well as providing a broad range of research support services.

High quality, internationally competitive research and innovation
- Deliver on ambitious goals for all academic units in order to reinforce our reputation as a research-intensive university

The DCU Quality Promotion Office

The Quality Promotion Office (QPO) was established to promote, support and facilitate continuous quality improvement activities across academic and administrative units throughout the University. This is undertaken principally through the management of the University's Quality Review process for Schools, Faculties and Units through: the provision of assistance and advice to Heads of Schools, Dean of Faculties and Directors of Units as well as academic and administrative staff engaged in the review process; liaison with external reviewers; tracking of the implementation of recommendations arising from the review process; analysis of the outcomes of the review process at an institutional level; dissemination of good practice arising from the review process.

2. Quality assurance decision-making fora
A brief description of institution-level quality assurance decision-making fora

DCU has a number of institutional level quality assurance decision making fora.

DCU Governing Authority
DCU Governing Authority is responsible for the management of the corporate and secretarial functions of the University, and for the oversight of legal functions and activities for both the University and its associated campus companies. The Governing Authority has a specific schedule of matters, called reserved functions, for which it alone is has the decision-making function in the University, to ensure the proper management and control of the   University. The membership of the DCU Governing Authority can be found here.

The schedule referred to above includes the various statutory functions reserved as set out in the Universities 1997 Act, covering the following areas:
- Section 18 - Functions of a Governing Authority;
- Section 25 - Staff;
- Section 27 - Academic Council;
- Section 34 - Strategic Development Plan;
- Section 35 - Quality Assurance;
- Section 36 - Equality Policy.

Governing Authority has an identified member with responsibility for leading the Authority's approach to discussion and approval of School and Unit-level quality reviews at DCU prior to publication of the Peer Review Group Report and Quality Improvement Plan. This Governing Authority member also acts and as a liaison between the Authority and the DCU Quality Promotion Office.

DCU Executive
The primary functions of the University's Executive include contributing to the future direction of DCU by advising the President on issues of major strategic and operational importance, promoting effective communication across all areas of the University and providing a forum which brings a broad perspective on discussion and decision-making that have University-wide implications. The Executive membership is drawn from the University senior leadership, student representatives and elected memberships representing academic and professional support staff at DCU. Terms of reference for the DCU Executive Committee can be found at the following link.

Quality Promotion Committee
The Quality Promotion Committee (QPC) is a committee of Executive. It is chaired by the President or President's nominee. The QPC draws its membership from across the DCU academic and professional support units. The QPC functions as a committee of Executive. More information on the terms of reference of Quality Promotion Committee at DCU can be found at the following link.

DCU Academic Council
The terms of reference of Academic Council and its three academic subcommittees (Education

Committee, University Standards Committee and Graduate Research Studies Board) can be found [here](#).

Education Committee
Among its other functions, Education Committee is responsible for maintaining strategic oversight of the University's portfolio of taught programmes, making recommendations as to proposed changes to this portfolio, and evaluating the viability of proposals for new programmes.

University Standards Committee
University Standards Committee, which is chaired by the Deputy Registrar / Dean of Teaching and Learning, approves the appointment of all external examiners. It also approves the re-admission of legacy students, derogations from Marks and Standards, and, on an annual basis, Programme Specific Regulations which complement Marks and Standards. It also formulates policy in a wide range of areas related to Teaching and Learning.

Graduate Research Studies Board
Chaired by the Dean of Graduate Studies, the GSB is responsible to the University Standards Committee and Academic Council for the development, maintenance and review of postgraduate research regulations, guidelines and good practice. Good practice in the structure and delivery of taught doctoral programmes falls within this remit.

Confirmation of QA Policy and Procedures

1. Programme Design and Approval (ESG 1.2)
Links and/or text relating to the institution-wide quality assurance policy and procedures for the design and approval of new programmes.

Every proposed new programme must undergo validation (which involves the assessment of its relationship to University strategy and its likely viability) and accreditation (which involves scrutiny by a group of experts external to the University of its appropriateness in terms of academic content and standards).

Validation proposals are submitted for approval by the relevant Faculty, and then undergo scrutiny by the Education Committee.

Validation proposals must contain the following elements:
- Summary description of the background to and development of the proposal
- Strategic fit
- Likely demand, and proposed intake
- Entry requirements, and progression and exit routes
- Purpose of the programme
- Programme learning outcomes
- Aptitudes and proficiencies
- Outline structure of programme
- Financial Resources required (using the template from the Finance Office)
- Physical Space requirements:
    - Implementation plans
    - Membership of the proposed development team
    - Membership of the proposed Accreditation Board

Validation proposals are evaluated on the following criteria:

- Evidence of alignment with the University strategic plan and its component strategies
- Evidence of alignment with the strategic plans of the relevant Faculty/Faculties and School(s), as outlined in the validation proposal
- Evidence of a place for the proposal within higher education in Ireland generally, taking into account programmes offered in other institutions
- Evidence of the likely demand for the proposed programme, and the likelihood of achieving the appropriate student intake
- Coherence of the statement of programme purpose and underpinning educational philosophy
- Appropriateness of the programme learning outcomes, and coherence of their relationship to the purpose and educational philosophy

- Reasonableness of the estimate of the resources needed to offer the programme
- Reasonableness of the proposed launch date
- Appropriateness of the proposed development team
- Appropriateness of the proposed members of the Accreditation Board in light of the regulations for the appointment of such members.

Before a programme can proceed to accreditation, the Executive Dean of Faculty must confirm that all the recommendations of the Education Committee, and any recommendations from Academic Council, have been implemented.

Accreditation proposals must contain the following elements:
- Summary description of the background to, and development of, the proposal (using the template provided)
- Entry, progression and exit routes
- Purpose of the programme
- Programme learning outcomes
- Aptitudes and proficiencies
- Outline structure of programme
- Marks and Standards and programme-specific regulations
- Alignment matrix
- Quality assurance and programme evaluation
- Module descriptors
- Curricula vitae of the members of the programme team
- Any necessary appendices (but these should be kept to a minimum)

Accreditation proposals are evaluated on the following criteria:
- the likelihood that the proposed programme will meet the needs which the proposal indicates it is intended to meet
- the appropriateness of the entry requirements and exit routes
- the validity of the purpose and underpinning educational philosophy of the proposed programme
- the linkage of the programme learning outcomes with the purpose and the underpinning educational philosophy
- the consistency and coherence of the proposed modules in the context of the underpinning educational philosophy and the programme learning outcomes
- the reasonableness of achieving the programme learning outcomes, in the time specified, by the majority of students
- the appropriateness and mix of learning and assessment methodologies
- the coherence between assessment methodologies, per module, and the module learning outcomes
- the coherence of the group of skills and competencies that the student would be expected to have at the end of the programme
- the appropriateness of the quality assurance procedures to be used in relation to the programme the qualification

Full Information on academic programme validation and approval regulations can be found at the following link.

Additional support Information for proposers of programmes can be found at this following link.

2. Programme Delivery and Assessment (ESG 1.3)
Links and/or text relating to the institution-wide quality assurance policies and procedures for the ongoing delivery and assessment of programmes.

DCU Marks and Standards
Marks and Standards are approved by Academic Council. They are applied consistently at all times and to all taught programmes and modules, including taught modules on research programmes. The Registrar of the University, in the context of his/her wider remit, has ultimate responsibility for the integrity and implementation of Marks and Standards. USC makes recommendation to Academic Council on any changes to DCU Marks and Standards. The responsibility for the updating, maintenance and publication of the Marks and Standards document rests with the Registry.

The DCU Marks and Standards can be found at the following link.

Programme Specific Regulations
Information for Programme Specific Regulations are all contained within a single area within the Registry website. Programme regulations complement Marks and Standards (as noted above) and make provision for specific issues or circumstances pertaining to particular programmes or discipline areas.

Examination Regulations
The examination regulations for Dublin City University are published on the University website.

Regulations and Guidelines for External Examiners
The appointment of external examiners is an important part of the University's quality assurance system. The University ensures that, in approving all external examiner appointments (through the University Standards Committee), there is consistency of standards across the University and adherence to all relevant
University policies. More information on Regulations and Guidelines for External Examiners can be found at the following link.

Progression and Award Boards
The Progression & Award Boards (PABs) are made up of all of the lecturers who teach on a specific programme of study at DCU and the relevant external examiners. Each Board is chaired by the Programme Chairperson. At the end of each academic year, the PAB meets to collate and review grades in the various modules, and take all relevant information into consideration when approving final results. The PAB has discretion to make decisions in respect of individual student's marks and award classifications within the overall context of Marks and Standards

More information on DCU Progression and Award Boards functions and guidelines can be found at the following link.

Examination Appeals
Students on taught programmes have the right to appeal against decisions of a Progression & Award Board. Such appeals are processed in accordance with the Examination Appeals Board Regulations, as approved by Academic Council. Further information on examination appeals can be found at the following link.

Research Students also have the right to appeal decisions taken at defined points of their research programme. Further details are available on the Office of Vice-President Academic Affairs website.

DCU Academic Integrity and Plagiarism Policy
The DCU Academic Integrity and Plagiarism Policy and associated procedures apply to all individuals at Dublin City University engaged in academic work, including all registered students of DCU on both taught and research programmes, and academic staff engaged in assessment of academic work which contributes to an award or credits. More information on the Academic Integrity and Plagiarism Policy can be found here.

Assessment and Feedback Policy at DCU
Feedback and assessment are an integral part of teaching and learning and form a critical part of learning for the student. In DCU these elements are articulated in a combined policy which interweave and contribute to teaching and learning at the University. The policies provide structure for assessment and feedback activities which aids both the teacher and the learner. The DCU Assessment and Feedback Policy can be found at the following link.

3. Research Quality (ESG 1.2, 1.3, 1.4, 1.9)
Links and/or text relating to any specific quality assurance procedures for the design, approval, delivery, assessment and monitoring of research programmes, if they exist.

DCU Research Committee
Decision-making and strategic-level discussion on research at DCU is led by the DCU Research Committee and two subcommittees, the Research Advisory Panel and the Research Ethics Committee.

Guidelines for the Establishment and Renewal of Research Centres at DCU
The establishment and review of Research Centres in DCU is governed by a robust process to ensure that,
   a) DCU Research Centres are aligned to the strategic research direction and strengths of the University;
   b) DCU Research Centres are maximising the expertise of their members to conduct research more effectively and to increase the external profile of the Centre and DCU.

Only centres that have successfully completed the assessment process are recognised as 'University supported centres'.

To apply, a formal proposal needs to be developed by the applicant in consultation with likely participants, and this must be endorsed by the relevant Executive Dean/s. Proposals are reviewed by DCU Research and Innovation Support and DCU Research Committee. Input from relevant institutional stakeholders can be sought in order to inform the deliberations of the Research Committee.

Upon satisfactory evaluation, a recommendation is made to the President that the centre should be granted official DCU centre status (as a 'University supported centre').

Centres are required to complete an annual Progress Report, including bibliometric data and demonstrating progress against agreed KPIs, which is reviewed and approved by Research Committee. More information on the process of recognition and ongoing review can be found here on the following **website.**

Research Integrity at DCU
DCU's approach to research integrity aims to outline the university's approach to ensuring that research is conducted to the highest standards of professionalism, at all points of the research process – from design through to dissemination. A number of key policies shape the university's approach to **Research Integrity Policy at DCU.**

These include,
Code of Good Research Practice
Code of Practice on Authorship
Policy for Responding to Allegations of Research Misconduct
DCU Position Statement on Open Access to Research Publications

Policies in relation to Innovation and Knowledge Transfer Activities at DCU
Intellectual Property Policy (internal access)
Conflicts of Interest Policy
Consultancy Policy

Policies relating to Postgraduate Research Study at DCU
Policies and procedures relating to quality assurance and enhancement of postgraduate research and doctoral education are led by the Dean of Graduate Studies and the Graduate Studies Office. The Graduate Studies Office supports the development and delivery of research and taught postgraduate programmes across the University and provides a range of support services for its graduate students. The Graduate Research Studies Board is responsible both for a range of policy issues and for making decisions in respect of individual students at certain stages of their progression through their research programmes.

The following links provide further information in relation regulations relating to postgraduate research at DCU:
Academic Regulations for Postgraduate Degrees by Research and Thesis
Academic Roles and Responsibilities in Graduate Research
Policy on Research Supervision and Awards in Collaboration with Other Institutions
Recognition of Prior Learning (RPL), Policy for Research Programmes
Guidance for students and supervisors in respect of withdrawing, or early exit from research programmes

The Graduate Studies Office also provides information and support programmes designed to assist and support postgraduate research students. Examples of these supports and further information are detailed below:
Graduate Training at DCU
Writing Supports for Graduate Researchers
Research Integrity Training Programme

A further number of policies exist in relation to wider issues of academic quality and integrity at DCU. Links to relevant policies can be found at the following links:

Academic Integrity and Plagiarism Policy
Data Protection Policy
Guidelines on Best Practice in Research Ethics

4. Student Lifecycle (ESG 1.4)
Links and/or text relating to the institution-wide quality assurance procedures that are encompassed by the student lifecycle.

DCU Admissions Principles and Policies
DCU has developed a number of principles and policies to ensure that admission to the University is determined based on fair, transparent and consistent admissions practices. These include,

DCU Admissions Principles
Undergraduate Admissions Policies
Postgraduate Admissions Policies

Access for Under-represented Groups in Higher Education
DCU has a long commitment to addressing educational disadvantage among groups currently under-represented in higher education. It's Access programme, which targets socio-economic disadvantage is the largest, and most comprehensive in the state. It is the first university in Ireland to be designated both as a University of Sanctuary and an Age Friendly University. Supports for under-represented groups prior to entry, and through their student life is co-ordinated by a number of dedicated offices within Student Support and Development.

These include,
DCU Access Office
DCU Mature Student Office
DCU Disability Service
DCU University of Sanctuary
DCU Age Friendly Initiative

Transfer Procedures
DCU has developed a number of policies relating to the transfer of students, both within DCU programmes, and for students in other institutions to transfer onto DCU programmes. The following links provide information on the procedures for DCU or other external students to transfer onto DCU programmes:

Information relating to the transfer procedures for incoming students, transferring to DCU
Information relating to the transfer procedures for DCU students, transferring to another DCU programme

DCU Legacy Re-admissions Policy
Procedures are in place for programme chairs to request the re-admission to a programme made on behalf of a candidate who falls outside the maximum registration period. The process allows for a Programme Chair to make a request for legacy re-admission following agreement by the Programme Board. If subsequently approved by the Faculty Teaching and Learning/Education Committee, the request is submitted for the consideration of the University Standards Committee. More information on this process can be found at the following link.

Repeating and Academic Year at DCU

Processes are in place within both Student Support and Development, Registry and the Finance Office to provide students with advice and information on the process for repeating, or registering for deferred modules. More information on this process can be found at the following link.

Analysis of Examination Results and progression rates at DCU

DCU student performance in taught modules is monitored by the DCU Education Committee after every diet of examinations, and end of year programme level pass-rate analysis discussed by Education Committee on an annual basis. The annual analysis includes sub-group analysis and Faculty-level reflection on the reasons for student performance in particularly challenging modules, where module level pass rates are low over a number of academic years.

Progression of Postgraduate Research Students

Procedures are in place for overseeing the annual progression of students studying on postgraduate research qualification. Annual Progress Reviews are carried out at School level, with the relevant report completed by the principal supervisor(s), approved by the supervisory panel and endorsed by the Head of School or nominee. Reports are submitted electronically to the Registry each year on or before the date published in the Academic Calendar.

More information on the process of annual progress reviews for graduate students can be found in Academic Regulations for Postgraduate Degrees by Research and Thesis

5. Teaching Staff (ESG 1.5)
Links and/or text relating to the institution-wide quality assurance procedures for assuring the competence of teaching staff, including staff recruitment and staff development.

DCU Appointments and Promotions Procedures
The following links provide further information on appointments and promotion policies at DCU:
DCU Appointment Policy
DCU Promotions Policy
Accelerated Progression From Lecturer Below Bar to Lecturer above Bar
Promotion to Senior Lecturer
Policy for Targeted Promotion to Senior Lecturer Grade
Promotion to Associate Professor
Associate Professor - Policy & Procedures
Establishment of Personal Chairs at DCU
Process for Appointment of a Head of School

Academic Staff Professional Development
DCU engages in a cross-institutional approach to delivering an enhanced range of academic staff development opportunities for both accredited and un-accredited professional development opportunities. Further information on the DCU staff training and development policy can be found here.

DCU Learning and Development Section
The Learning and Development section of the Human Resources Department is committed to supporting the training and development of all staff in DCU. Information on the range of development opportunities and services provided to staff can be found on their website.

Research Career Framework
The Research Career Framework at DCU is designed to attract and retain Postdoctoral researchers, provide significant professional development and give the best opportunities in terms of their wider career path. The Framework aims to ensure that DCU remains a University of choice for top class research and researchers in the future. Further information on the Framework and initiatives which underpin the Framework can be found here.

DCU Mentoring Programme
DCU offers DCU staff members the opportunity to engage with an active mentorship programme. Mentees will be lecturers, senior lecturers, research and administrative staff. Mentors will be senior academic and research staff including professors and retired members of staff and senior administrative staff. Information on the DCU Mentoring Programme can be found here.

DCU Teaching Enhancement Unit
The DCU Teaching Enhancement Unit's mission is to, *foster excellence in practice through leadership in teaching, the provision of professional development opportunities for staff, and the scholarship of teaching and learning.* The Unit leads a number of professional development opportunities designed

to support the professional development of academic staff. These include leading the delivery of accredited learning opportunities in Online Assessment, Online Learning and Teaching in Higher Education. The Teaching Enhancement Unit further deliver a series of workshops for programme teams and schools covering a wide variety of areas related to teaching and learning. More information on these workshops can be found on the Teaching Enhancement Unit website.

Women In Leadership Initiative
The Women in Leadership Initiative is part of DCU's commitment to continue to promote principles of equality and to embrace diversity. The vision for this initiative is that DCU will become a University that explicitly values women as leaders and through this initiative it will become the lived experience of staff across DCU. A wide range of formal and informal initiatives, existing and new, will support the achievement of this ambitious vision. More information on the scope of activity within this initiative can be found at the Women in Leadership website.

6. Teaching and Learning (ESG 1.4, 1.5, 1.6)
Links and/or text relating to the institution-wide quality assurance procedures for assuring the quality of teaching and learning.

DCU Teaching and Learning Strategy
DCU's teaching focus is on interdisciplinary degrees, the application of knowledge, and responsiveness to the needs of industry and the broader society is unique in the Irish context. Our teaching is guided by an inquiry-led pedagogy, reflecting DCU's guiding principles of translation and transformation; the translation of knowledge and the transformation of our students will continue to be cornerstones of our teaching and learning activities.

Almost 70% of our undergraduate students will take part in a structured internship or study abroad experience as part of their degree programme. In addition, the DCU undergraduate experience formally recognises and rewards the achievement of holistic education by accrediting a module in extra-curricular activities – the Uaneen Module. The Uaneen Module is a unique scheme that formally recognises the work undertaken and learning acquired by students in clubs, societies, community work and extra-curricular activity in general. In the 16 years since its launch, over 1,000 students have completed the Uaneen module at DCU.

The current DCU Teaching and Learning Strategy is available to DCU students and staff at the following link. (internal access only). As a result of a new university strategy, launched in September 2017, a new Teaching and Learning strategy will be developed, and is due to be finalised in early 2018.

Annual and Periodic Programme Review
At DCU, regular monitoring of programmes is undertaken in the form of an Annual Programme Review (APR). The APR process provides an opportunity for self-evaluation, self- reflection, review and identification of issues, both positive and negative, at programme level. The process of Annual Programme Review (APR) for all taught programmes is managed within the Faculties at DCU, where the outputs of individual programme reviews are discussed at Faculty Teaching & Learning Committees and, in turn, a summary of the issues raised are considered by Faculty Management Boards.

 A common template to support a consistent approach to individual programme review has been developed. Further, a system for the online management and submission of external examiner reports using the Guru system has been implemented to support the review of external examiner reports for APR. The review also incorporates a review of a range of students statistics, and a requirement for reflection on student feedback.

Periodic Programme Review (PPR) is conducted on a 5-year rolling basis, and building on annual programme reviews, taught programmes at DCU are further subject to cyclical programmatic review. These are usually conducted once every 5 years

Further information on the APR and PRR Process can be found on the DCU Academic Governance and Regulations website.

DCU Education Committee

The DCU Education has a number of responsibilities with respect to strategic planning in relation to the University's approach to teaching and learning. The committee are tasked with engaging in strategic planning in relation to academic affairs as an integral part of the university's ongoing strategic planning and maintaining oversight of the university's suite of undergraduate and postgraduate programmes

Among their responsibilities, they are further tasked with overseeing developments proposed by Faculties in relation to the university's academic framework and making recommendations to Executive and the Academic Council.

In relation to programme development and ongoing monitoring, Education Committee has a role in taking strategic decisions on whether new, or significantly reworked programmes should be approved for further development .

In relation to the ongoing monitoring of programmes, the Dean of each Faculty reports annually to Education Committee on issues raised as part of the Annual Programme review process, particularly identifying issues that cannot be resolved at Faculty level or below. An institutional level response, collated by the Office of the Vice President Academic Affairs (OVPAA) including a summary of progress on issues raised is subsequently returned to Faculty through Education Committee.

7. Resources and Support (ESG 1.5)
Links and/or text relating to the institution-wide quality assurance procedures for assuring funding and resources for learning, teaching and research. Also, links and or text relating to the quality assurance procedures for learning resources and student support.

The DCU Student Experience Strategy
The DCU Student Experience Strategy (internal access only) builds on the concept of a student journey, a journey that passes through the stages of transitioning into third level education, entering a supportive and inclusive learning environment, encountering opportunities for personal growth and discovery and availing of numerous possibilities for ongoing professional development. As a result of the new university strategy, launched in September 2017, a new Student Experience Strategy will be developed, and is due to be finalised in early 2018.

DCU Student Charter
Developed in collaboration with the DCU Students' Union, the charter is designed to provide a framework which will help steer students along their DCU journey and make the most of their university experience. The DCU Student Charter can be found at the following link.

DCU Graduate Attributes
Generation 21 is a unique programme of initiatives whose purpose is to shape our graduates into well-rounded individuals, ready to make an impact on society and on the workforce. It includes opportunities such as the INTRA work placement, which sees over 1,000 students participating in paid internships with companies in Ireland and worldwide each year; the Study Abroad experience, where partner institutions in over 100 institutions provide study opportunities for DCU students.

Building on these key university initiatives, DCU staff worked with industry to identify the key skills and competencies which we believe students need to develop during their time at the University in order to become well-rounded graduates ready to make an impact on society and on the workforce. These DCU Graduate Attributes now form an integrated part of the degree programmes at DCU, allowing students to develop them in an integrated and consistent way.

More information on the DCU Graduate Attributes can be found at the following link.

DCU Reflect Platform
The DCU Reflect platform is online tool which will allow its students to create a 'virtual portfolio' of their academic, professional and personal achievements. The platform provides a lifelong support to DCU students in securing meaningful employment on graduation and remaining employable for the rest of their careers. Its functions include the capacity for students to curate their coursework and assignments, create shareable online CVs, upload certificates of achievement and maintain monthly journals of internship experience which can be used to create personal blogs. The development of the platform has been coupled with the development of programme led initiatives to embed the use of the Reflect platform with the curriculum at DCU. In 2016/17 there were 17 separate implementation projects underway across DCU involving all five faculties.

DCU provide a range of personal, academic and professional development supports to students through their student lifecycle.

Personal support services encompass a range of supports. Some examples of activities/services that can assist students in their personal development include healthcare services, counselling, disability support, spiritual guidance, financial assistance and clubs & societies activities. More information on personal support and development areas can be found below:

- Clubs & Societies
- Counselling & Personal Development
- Disability & Learning Support Service
- Finance at University
- Health Service
- Inter Faith Centre/Chaplaincy
- Sports Development Service
- Students' Union

Academic supports are delivered across a range of mediums including student workshops, online courses, and online resources.

A range of professional development supports are available for students to support the development of skills that will support students to become ready for future career success. Some examples of activities that can assist students in their professional development include careers advice, mature student mentoring, volunteering, integrated work placements and life coaching. More information on the range of professional support services for student can be found below,

- Careers Service
- INTRA Unit
- Pathways to Success @ University Programme
- Microsoft Study Smart
- UStart Programme
- Mature Student Mentoring
- Volunteering

DCU Uaneen Module
DCU formally recognises and rewards the achievement of holistic education by accrediting a module in extra-curricular activities – the Uaneen Module. The Uaneen Module is a unique scheme that formally recognises the work done and learning acquired by students with University and outside clubs, societies, community work and extra-curricular activity in general. Depending on your degree programme, the Uaneen Module can be either a contributing 5 credit elective or a non-contributing optional additional 5 credit module. In both cases, successful completion means that you will be awarded credits that are included in the degree parchment. DCU is the first third level institution in the Republic of Ireland to reward extracurricular activity in such a manner.

Maths Learning Centre
The Maths Learning Centre's role is to provide free extra informal support in a welcoming environment to all undergraduate DCU students taking a mathematics module as part of their degree programme.

The Centre is located on the ground floor of the Library on the Glasnevin campus. Students can receive extra one-to-one maths tuition during our drop-in service hours. Students can attend during these hours to use the Centre as a maths study space - where they can work at their own pace with a tutor on hand if they have any questions. Outside of these hours, the Centre is open as a group study space for mathematics during library opening hours. Further information about the Maths Learning Centre can be found here.

DCU Writing Centre
The Writing Centre offers assistance with academic writing to all undergraduate and postgraduate students. Students can attend on their own or in groups to receive expert guidance from a peer tutor. The DCU Writing Centre is located on the ground floor of the Glasnevin Library. Tutorial and one-to-one support provided by the Centre include,
* Guidance in how to structure an assignment at third level.
* Advice on how to research and read effectively for an assignment.
* Support with specific aspects of writing e.g. paragraphing, grammar, sentence structure, and transition between points, introductions, and conclusions.
Further information is available here.

Skills4studycampus provides a range of online tutorials, accessible to students on the DCU Virtual Learning Environment, Loop. The modules are focused on general academic study skills, each module offers an optional diagnostic test which helps students focus on the areas where they will benefit most. Modules include Getting Ready for Academic Study, Reading and Note-Making, Critical Thinking Skills, Assignment Writing Skills, Group work and Presentations, Exam Skills, Projects, Dissertations and Reports, and Time Management. More information on Study4Skills can be found here.

Mature Students at DCU
To assist mature students in their academic, personal and professional development, DCU has designed a range of supports, including one-to-one meetings, access to a range of learning support workshops and online tutorials and careers advice tailored to meet the needs to mature students. More information on supports for mature entry and student support can be found at the following link.

Students With Disabilities:
DCU has a range of policies relating to the provision of appropriate support services for students with disabilities. Examples of a range of these policies are included below:
Provision of Academic Tuition to Students with Disabilities
DCU Assistive Technology and Alternative Format Policy
DCU Information Technology Policy for People with Disabilities
Learning Support Policy Statement for Student with Disabilities
Policy on Recording of Lectures for Students with Disabilities

Access/ Socio-Economic Disadvantage
The DCU access programme is the largest programme of its kind in Ireland. In 2015/16, over 1000 DCU students who come from socio-economically disadvantaged areas, including students from ethnic minorities and students from the traveller community where registered with DCU Access Services. Further information on post-entry supports for Students studying at DCU through the DCU Access Programme can be found here.

8. Information Management (ESG 1.7)
Links and/or text relating to the institution-wide quality assurance procedures for collecting, analysing and using relevant information about programmes and other activities.

Information on DCU Policies and Procedures
DCU has dedicated a section of its website for the collation, in a single location, to a full range of the university's policies and procedures. The website also contains information on guides for the writing of DCU policies, and has a dedicated area for key policies which are most pertinent to new staff at DCU.

University Policies Website
Policy Starter Pack for new staff
Guides for the development of policies at DCU

Information Management Policies at DCU
The university has a range of policies relating to the collection, storage and use of data and information within the university. Relevant links to these policies are provided below:

DCU Data Handling Guidelines
DCU Data Protection Guidelines
DCU Data Breach Code of Practice
DCU Social Media Usage Policy

Guru
The Guru System is a student information platform which provides student, module and programme information to academic staff at DCU through a user-friendly interface. In addition to data provision and statistical analysis, it is also used in the digital generation, uploading and external review of examination papers. More information about the Guru system can be found at the following link.

DCU Institutional Research and Analysis
Institutional Research and Analysis assists the University by gathering and analysing information and evidence for use in university-wide academic and administrative decision making and assessment activities. Since 2017, this function has become part of the DCU Quality Promotion Office.

9. Self-evaluation and Monitoring (ESG 1.9)
Links and/or text relating to the institution-wide quality assurance procedures for self-evaluation and internal monitoring.

The DCU Quality Assurance Framework has been developed to build a cohesive framework through which the university can demonstrate that quality assurance processes are embedded, integrated and ongoing, and involve a combination of regular monitoring and periodic review of programme.

Annual and Periodic Programme Review
The Annual Programme Review (APR) process for all taught programmes in now fully embedded within DCU. In addition, Periodic Programme Review (PPR) is conducted on a 5-year rolling schedule, allowing DCU to meet both internal and external quality assurance requirements in an embedded procedure which is sufficiently robust to withstand external review. Compliance with, and progress on the completion of, Periodic Programme reviews are reported by Associate Deans for Teaching and Learning at DCU's Education Committee Reports on progress are noted in the Education Committee minutes of the October 2014 and May 2015. In the academic years 2014/15 and 2015/16, 41 taught programmes completed PPR (programmes in DCU Business School were not subject to PPR in 2015/16 owing to the Faculty-wide evaluation which led to accreditation by the AACSB (Association to Advance Collegiate Schools of Business)). The comprehensive roll-out of annual and periodic programme review is included in the DCU-HEA Performance based compact. In the Compact, DCU established the target of 80% of all taught programmes having completed Periodic Programme Review by the end of 2016.

More information on Annual and Periodic Programme Review can be found at the following link.

Externally- Led Unit Reviews.
The Quality Promotion Office is responsible for facilitating and co-ordinating the cyclical review of units at DCU, on a 7-year rolling cycle. The reviews are based on a self-assessment approach, followed by a peer review group visit, and conclude with the development of a quality improvement plan by the unit under review in response to the recommendations of the peer review group. The academic and support unit reviews are primarily focused on the evaluation and exploration of strategic, organisational and management issues and external relations.

Detailed information on procedures, documents and templates relating to these unit level reviews can be found at the following link.

10. Stakeholder Engagement (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for the involvement of external stakeholders in quality assurance.

The DCU Quality Assurance Framework includes the involvement of external stakeholders at all levels within the framework.

External Stakeholder Involvement in Programmatic Review
Annual Programme Review (APR) requires a reflection and consideration of the feedback received from external examiners. The process for the identification and nomination of external examiners can be found at the following DCU Registry site.

The Periodic Programme Review (PPR) includes a deeper engagement with an external examiner, who reviews the PPR report prepared internally, and submits a report that is reviewed alongside the internally developed report.

External Stakeholder Involvement in Area Level Review
The Peer Review Group for Quality Reviews of Academic and Support groups at DCU are externally led.

Generally external members of the PRG are drawn from each of the following categories
* A senior person from another Higher Education Institution **within Ireland** (normally a Head/Dean/Director responsible for an area similar to that under review)
* A senior person from another Higher Education Institution **outside of Ireland** (normally a Head/Dean/Director responsible for an academic area similar to that under review)
* A senior person from outside the Higher Education Sector (industry, business, professions or the public service).

Four nominations under each category to the peer group are proposed by the area under review, and a QPC sub-committee meets to approve and rank proposed members. The review is required to confirm that all of the nominees above have had no formal links with the area under review during the last five years, and that there is no potential conflict of interest in the nominee being a member of the peer review group for the quality review being undertaken.

The template for nomination of PRG external members can be found at the following link.

In the nomination process, it is ensured that there is a mix of academic discipline or relevant professional expertise to reflect the breadth of activity within the area under review. Areas under review are also requested to ensure a gender balance within in their nomination proposals.

11. Engagement with Other Bodies (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for engagement with professional, statutory and regulatory bodies and other quality assurance and awarding bodies (details of specific engagements should be provided in the online section of the form).

A large number of programmes across all five faculties at DCU are accredited by a Professional, Regulatory and Statutory Body (PRSB). These programmes are accredited by the PRSB for a specific period, and programmes are subsequently subject to future cyclical review by the PRSB. Relationships between DCU and relevant PRSBs is managed at School and Faculty level.

DCU's strategic plan 2017-22 identified *Society* as a core strategic principle for the university. The university's ambitions in relation to external engagement are further articulated within the plan both locally, regionally, nationally and internationally. The identification and development of strategic engagement activities is co-ordinated by the Office of the Vice-President for External Affairs.

The DCU Civic Engagement Office is responsible for leading a number of projects that support the university's role in social and economic development in our local and regional community.

Invent is DCU's Innovation and Enterprise Centre based on the main DCU campus. Invent lead the identification of opportunities for partnership between DCU and industry through state funded innovation partnerships. Invent promotes and encourages industry sponsored PhD programmes, student placements and industry sponsored post-doctoral fellowships availing of financial incentives from Science Foundation Ireland and the Irish Research Council. Invent also provides business incubation facilities, entrepreneurship training programmes and a range of supports for start-up technology businesses.

The DCU Communications and Marketing Office manage DCU's public relations, media and marketing activities. A primary focus of the office is the communication of DCU's achievements in research, innovation and teaching to a variety of audiences, including national and international media, corporate partners, our students and the general public.

12. Provision and Use of Public Information (ESG 1.8)
Links and/or text relating to the institution-wide quality assurance procedures for the provision of clear, accurate, up-to date and accessible public information.

Publication of Quality Assurance Evaluation Reports
DCU publishes the outputs of area quality reviews on the Quality Promotion Office website. In addition this area of the QPO website provides further information on the outputs of the 2010 Institutional Review of Irish Universities (IRIU) process and the QPO Annual Report.

DCU Policies and Procedures
DCU provides access, via a single website location, to those policies and other important supporting documents which deal with the administration of the business affairs of the University. These webpages are managed by the Office of the Chief Operations Officer and day-to-day responsibility for their maintenance and contents rests with the Risk & Compliance Officer. Where appropriate, these policies are publicly available. More information can be found at the following link.

13. Linked Providers (for Designated Awarding Bodies) (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for assuring engagement with linked providers including the procedures for approval, monitoring, review, withdrawal of approval and appeal for linked providers.

In October, 2016, two former linked providers of DCU, St Patrick's College of Education Drumcondra and Mater Dei Institute of Education, along with the Church of Ireland College of Education, completed the process of Incorporation with DCU. The result of this process extended the DCU student body to over 17,000 students, the establishment of Ireland's first university Faculty of Education, and an enhanced Faculty of Humanities & Social Sciences.

DCU continues to implement procedures to manage collaborative programme delivery in all cases where DCU makes awards. In cases where these collaborative relationships are clearly defined as linked provider relationships, DCU shall ensure the development and implementation of appropriate procedures and frameworks for managing these relationships, and the responsibility of DCU, as the awarding body, to these programmes and institutions.

14. DA Procedures for use of QQI Award Standards (IoTs only)

Links and/or text relating to the specific procedures for the approval of programmes in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI, the Sectoral Protocols for the Awarding of Research Master Degrees at NFQ Level 9 under Delegated Authority (DA) from QQI and the Sectoral Protocols for the Delegation of Authority by QQI to the Institutes of Technology to make Joint Awards, May 2014.

15. Collaborative Provision (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for engagement with third parties for the provision of programmes.

DCU currently implementing a recently approved policy in relation to protocols for collaboration with external institutions. The protocols span entry to programmes to granting of full awards by DCU and/or partner organisations. In the context of a growing and more diverse set of collaborations, the protocols recognise the need to develop a systematic and transparent process of approval and review so that we can adequately provide quality assurance in respect of these collaborations.

Various levels of approval are based on the scope and risk associated with each model, and are also linked to a level of due diligence as to the standing of the particularly proposed partner. Two core elements of the process design include:

- Partner assessment that separate to a decision to engage collaboratively is undertaken under the auspices of the Vice-President External and Strategic Affairs, and involves School / Faculty input as well as input from the International office, the Finance Office and the Office of the Chief Operations Officer as appropriate to the level of due diligence required (0-4, level 0 being the lowest and 4 the highest).
- The approval protocols, once agreed at Education Committee, will be embedded in a module within the Guru system which will facilitate approval of agreements and will be captured in the Signing Authority Policy.

Joint Research Supervision and Awards
With specific relation to research awards, DCU has developed a policy which aims to create shared understanding across the University about the extent to which it is desirable to formalise co-supervision arrangements with other institutions, and brings clarity to the context in which DCU supports joint supervision and joint award arrangements for research degrees. The policy is built upon a framework of categories of collaboration and guides colleagues to the most appropriate type of collaboration to reflect their particular circumstance and the type of agreement or approval required, when appropriate

More information on the DCU Policy on Joint Research Supervision and Awards can be found at the following link.

16. Additional Notes
Any additional notes can be entered here.

17. Internal Review Schedule
The internal reviews schedule or cycle at the level of unit of review within the institution. The units of review can be: module; programme; department/school; service delivery unit; faculty. The cycle will usually run over a 5-7 year period and all units should be encompassed over the full period of the cycle.

Year	2016/17
Areas/Units	School of Chemical Sciences 7th - 9th December 2016 School of Nursing and Human Sciences 8th - 10th March 2017 School of Health and Human Performance - 17th - 19th May 2017
Number	3
Link(s) to Publications	http://www.dcu.ie/qpo/published-reviews.shtml

Year	2017/18
Areas/Units	President's and Deputy President's Office Review, 7-9th December, 2017. Office of Vice-President External Affairs, 7-9th March, 2018. School of Mathematical Sciences, 27-29th March, 2018
Number	3
Link(s) to Publications	http://www.dcu.ie/qpo/published-reviews.shtml

Year	2018/19
Areas/Units	DCU Cinnte Institutional Review, October 2018 Office of Student Life, February 2018 Student Support and Development, March 2018 Offices of the Chief Operating Officer, May 2018
Number	4
Link(s) to Publications	http://www.dcu.ie/qpo/published-reviews.shtml

Year	2019/20

Areas/Units	Faculty of Humanities and Social Sciences Offices of the Vice President Academic Affairs Registry TBC: Thematic Review- Digital Learning
Number	4
Link(s) to Publications	http://www.dcu.ie/qpo/published-reviews.shtml
Year	2020/21
Areas/Units	Human Resources, Q4 2020 NIDL/ Open Education, Q4 2020 Information Systems and Support, Q1 2021 Faculty of Science and Health (+ Research Centres) Q2 2021 Finance Office, Q2 2021
Number	5
Link(s) to Publications	http://www.dcu.ie/qpo/published-reviews.shtml

Year	2021/22
Areas/Units	Office of the Vice President Research and Innovation, Q4 2021 School of Physical Sciences, Q4 2021 DCU Institute of Education, Q2 2022 Estates Office, Q2 2022 Comms and Marketing, Q2 2022
Number	4
Link(s) to Publications	http://www.dcu.ie/qpo/published-reviews.shtml

Year	2022/23
Areas/Units	DCU Library Q3 2022 School of Biotechnology, Q4 2022 Faculty of Engineering and Computing, Q1 2023 DCU Business School, Q2 2023 TBC: Thematic Review Q2 2023
Number	4
Link(s) to Publications	http://www.dcu.ie/qpo/published-reviews.shtml

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	First Set of Records
Type of Arrangement	
Name of the Body	PRSB
Programme Titles and Links to Publications	Association to Advance Collegiate Schools of Business
Date of last review or accreditation	All Business Programmes delivered and awarded by Dublin City University
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	21-04-2016

Second Set of Records |
Type of Arrangement	
Name of the Body	PRSB
Programme Titles and Links to Publications	An Bord Altranais
Date of last review or accreditation	All undergraduate nursing programmes
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	01-01-2015

Third Set of Records |
| **Type of Arrangement** | |
| **Name of the Body** | PRSB |
| **Programme Titles and Links to Publications** | The Teaching Council

Bachelor of Education
BSc Physical Education with Biology
BSc Physical Education with Mathematics
Bachelor of Religious Education &English
Bachelor of Religious Education &History
Bachelor of Religious Education & Music
Professional Master of Education (PME) |

Date of last review or accreditation	12-05-2014
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fourth Set of Records
Type of Arrangement	PRSB
Name of the Body	Engineers Ireland
Programme Titles and Links to Publications	BEng Mechanical and Manufacturing Engineering BEng Biomedical Engineering BEng in Electronic Engineering BEng in Electronic and Computing Engineering
Date of last review or accreditation	01-01-2015
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fifth Set of Records
Type of Arrangement	PRSB
Name of the Body	Psychological Society of Ireland (PSI)
Programme Titles and Links to Publications	BSc in Psychology
Date of last review or accreditation	01-01-2013
Joint/double/multiple awards	5
Collaborative programmes	2
Linked providers (DABs only)	1
Section: Collaborative Provision	First Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Northeastern University, Boston Neoma Business School, Reims, France European School of Business, Reutlingen, Germany ICADE at the Universidad Pontificia Comillas, Madrid, Spain Brock University, Ontario, Canada
Programme Titles and Links to Publications	BA in Global Business (France) BA in Global Business (Germany) BA in Global Business (Spain) BA in Global Business (USA) BA Global Business Canada

Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	3U Partnership- DCU, RSCI, Maynooth University
Programme Titles and Links to Publications	MSc in Humanitarian Log & Emergency Mgt
Section: Collaborative Provision	Third Set of Records
Type of arrangement:	Linked providers (DABs only)
Name of the Body (Bodies)	MA Research PhD
Section: Collaborative Provision	Fourth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Ballyfermot College of Further and Higher Education
Programme Titles and Links to Publications	BA Media Production Management
Date of last review	01-01-2015
Articulation Agreements	1
Section: 1 Articulation Agreements	First Set of Records
Name of the Body	Coláiste Dhúlaigh College of Further Education
Name of the Programme and Links to Publications	BSc Business Studies
Do you wish to make a final submission?	Yes, this is my final submission
On behalf of the President/Provost/CEO I confirm that the information submitted in this AIQR is accurate and correct.	Confirmed
Overview of internal governance, policies and procedures (Word Template).	Confirmed
Arrangements with PRSBs, Awarding Bodies, QA Bodies.	Confirmed

Collaborative Provision.	Confirmed
Articulation Agreements.	Confirmed
Date of Final Submission	23-02-2018

Parts 2-6

Institution-led QA – Annual Information

Parts 2-6 are completed annually with information pertaining to the reporting period (i.e. the preceding academic year only).

Part 2: Institution-led QA – Annual

Part 2 provides information relating to institution-led quality assurance for the reporting period.

Section 1: Quality Assurance and Enhancement System Developments

1.1 The evolution of quality assurance and enhancement systems in support of strategic objectives in the reporting period.

DCU Strategic Plan 2017-2022, Talent Discovery and Transformation
During the 2016/17 academic year, DCU developed a new strategic plan, its first since the completion of the Incorporation Programme, which saw the coming together of DCU with St Patrick's College Drumcondra, Mater Dei Institute and Church of Ireland College of Education. The new DCU Strategic Plan, *Talent, Discovery and Transformation,* sets out a clear vision for the university, in which DCU will be a globally significant University of Transformation and Enterprise, renowned for,

- The development of talent
- The discovery and translation of knowledge to advance society
- Its focus on creativity and innovation
- The advancement and application of technology, and
- Its commitment to sustainability

The current strategic plan is structured around six key themes which are central to informing our strategic goals. These are Talent, Discovery, Creativity, Society, Technology and Sustainability.

The 2016/17 Planning Process
The development of the DCU strategic plan involved a range of consultations with members of the DCU community and key stakeholders. These included a range of President led Town Hall meetings and the establishment of ten cross-institutional working groups examining a number of strategic themes for the university. Working groups were established, aligned to a number of priority areas of activity. These working groups were active during February- May 2017, and each were led by a member of DCU's senior management team.

The working group areas included,

- Student Experience: Teaching and Learning
- Student Experience: The lived Experience
- Research and Innovation
- Engagement
- Operational Excellence
- Campus Infrastructure
- Sustainability- Financial
- Sustainability- Environmental
- Staff Experience
- Internationalisation

To support these working groups, the DCU Quality Promotion Office provided each group with,

- A progress report in relation to the objectives and specific actions of the DCU 2012-2017 Strategic Plan
- Information relating to national strategies relevant to higher education, and other key national reports
- Benchmarking data relevant to student profile and high level bibliometrics
- Summaries of key recommendations raised in the peer review group reports from DCU quality reviews during 2012-2017, specific to the working groups area of responsibility.

DCU Fuse

The centre piece of the strategic planning process was the hosting of DCU Fuse, a 25-hour online crowdsourcing event to provide an opportunity for the University to engage and interact with staff, students, alumni and friends. The online platform was developed by researchers at the SFI funded Adapt Centre at DCU, with a cross- institutional project group tasked with managing the execution of the initiative.

DCU Fuse was based around the scheduling and hosting of strategically themed online discussion groups. These discussion groups were developed to align with the thematic areas of discussion taking place in the strategic working groups, and also discussions that were cross-cutting. The outputs of each discussion were subsequently provided to each of the strategic working groups to inform their discussions and planning. Further, each discussion has been reviewed and summarised, with identified themes fed back to Senior Management Group. The collation and analysis of the output reports was undertaken by the DCU Quality Promotion Office.

Strategy Implementation

The implementation of the DCU strategy is monitored through a process of rolling planning, which includes an annual period of 'review and renew'. A rolling approach to planning provides DCU with an opportunity to be flexible and responsive to the dynamic national and global environment. This process is led by members of the Senior Management Group at DCU, and co-ordinated by the Quality Promotion Office.

The alignment of the university's strategic ambitions with its commitment to quality is embedded throughout the plan, and is specifically articulated in relation to teaching quality, the quality and impact of our research, a commitment to operational excellence, and the establishment of a strategic partnerships office. The implementation of the strategic plan will be monitored based on a review of identified indicators of success and progress.

Establishment of DCU Academic Systems Unit
Restructuring within the broader academic affairs area has seen the establishment for the first time of an Academic Systems Unit within the University in 2016/17. Led by the Academic Secretary, the Unit will support the VPAA (Registrar)in exercising strategic ownership and oversight of core University business solutions that are integral to the academic business of the University. The unit works closely with colleagues in Information Systems and Services (ISS) and with colleagues in relevant business units across the University to complement and enhance existing systems and process expertise, giving particular consideration to business needs, process improvement and optimisation of business solutions.

1.2 Significant specific changes (if any) to QA within the institution.

Revisions to Structure of Quality Promotion Committee
In September 2016, the Quality Promotion Committee (QPC) made proposals to Executive Committee regarding a change to the structure of QPC to more appropriately reflect a post-Incorporation DCU.

As a result, a number of changes were made to the composition of QPC, namely,
- Membership includes a senior nominee representing the Offices of the VP Research and Innovation and VP Academic Affairs.
- Membership includes Faculty nominees from the DCU Institute of Education.
- A revision of "rolling-membership" schedule to include professional support areas currently not included in the rotating membership
- Increasing the number of student representatives on the Committee from 1, to 2 members.

Enhancements to Annual Programme Review Process
In 2016/17 a range of activities took place to enhance the effectiveness of processes that support programmatic and Area reviews.

- Support documentation for the completion of Annual Programme Reviews have been revised by the Faculty Associate Deans of Teaching and Learning, with the aim of improving the efficiency of completing APR reports, and providing improved focus for the analysis of statistical information as part of these reviews.

- A system for the online management and submission of external examiner reports using the Guru system was implemented, which supports the review of external examiner reports for APR, facilitating improvement management and oversight of the external examiner process.

- Since the implementation of the APR process, the Dean of each Faculty has developed a report for discussion at Education Committee, identifying those issues that cannot be resolved at Faculty level or below. In 2016/17, the APR process was improved through the development of an institutional level response collated by the Office of the Vice President Academic Affairs (OVPAA) responding to the issues raised in these Faculty APR reports. This report includes a summary of progress on issues raised and is discussed at Education Committee and subsequently returned to Faculty.

As a result of the Incorporation process, programmes previously delivered by St Patrick's College, Drumcondra, Mater Dei Institute, and Church of Ireland College of Education, will be included in Annual Programme Review in November 2018, for the academic year 2016/17.

Review of Documentation to Support Internal Quality Reviews
The publication of revised European Standards and Guidelines (2015) and the QQI Core Statutory Guidelines (2016) provided two key pieces of policy guidance in relation to the management of quality assurance in higher education. In response to the Guidelines, the Quality Promotion Office revised all documentation in relation to unit level reviews to align with the standards and guidelines outlined in both documents.

These include,
- A revision of Background and Guidelines documentation and training materials for units going through quality review at DCU
- A revision of Background and Guidelines documentation for Peer Review Group members
- A revision of all Self-Assessment templates, to include new aspects of activity for self-reflection by units undergoing quality review
- A revision of all Peer Review Group templates, to align with the revised focus of self-assessment reports
- A streamlining of templates for the reporting of Quality Improvement Plans, and application for Prioritised Spending Funding

Revisions to other Quality Assurance Documentation
During 2016/17, DCU's Academic Council and Education Committee approved a number of revisions to a range of policies and procedures relating to programme design and approval, teaching and learning, access, transfer and progression and the student experience. These include,

- Approval of revisions to the DCU Marks and Standards
- Updates to the regulations and guidelines for Programme Validation and Accreditation
- Revisions to Academic regulations for Postgraduate Taught Degrees by Research and Thesis

1.3 The schedule of QA governance meetings.

Quality Promotion Committee Meetings
21st September, 16th November 2016
18th January, 15th March, 17th May, 28th June, 20th September 2017

Governing Authority Meetings
16th September, 20th October, 8th December 2016
9th February, 27th April, 22nd June, 7th September, 19th October, 8th December 2017

Education Committee Meetings
28th September, 26th October, 30th November 2016
11th January, 15th February, 15th March, 5th April, 3rd May, 31st May, 20th September 2017

University Standards Committee Meetings
8th September, 10th November 2016
12th January, 23rd February, 30th March, 25th May, 7th September 2017

DCU Executive
4th * 18th October, 1st, 15th & 29th November, 13th December 2016
10th & 24th January, 7th & 21st February, 7th & 21st March, 4th & 18th April, 2nd, 16th & 30th May, 13th & 27th June, 11th & 25th July, 5th & 19th September 2017

Academic Council
12th October, 7th December 2016
8th February, 12th April, 7th & 19th June 2017

Graduate Research Study Board
5th September, 13th October, 1st December 2016
19th January, 2nd March, 20th April, 18th May, 22nd June, 4th September 2017

Research Ethics Committee
30th September, 21st October, 18th November, 9th December 2016
27th January, 24th February, 24th March, 21st April, 19th May, 16th June, 1 September 2017

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

Validation recommendations towards accreditation
- BA in Jazz and Contemporary Performance
- MA in Refugee Relocation and Integration
- MSc in International Accounting
- MSc in Advanced Nursing Practice

Accreditation recommendations in respect of new programmes
- BA in Jazz and Contemporary Music Performance (title change following validation)
- MA in Refugee Integration (title change following validation)
- International Master in Security, Intelligence and Strategic Studies
- MEd in Literacy Professional Practice (title change following validation)
- MSc in in Nursing: Advanced Practice (title change following accreditation)

Retitling of programmes
- Change in title of MA in Children's Literature to MA in Children's and Young Adult Literature
- Change of title from MSc in Organisational Change and Leadership Development to MSc in Healthcare Leadership
- Change of title from MEng in Electronic Systems to MEng in Electronic and Computer Engineering
- Change of title from Bachelor of Arts to Bachelor of Arts: Joint Honours
- Change of title from Bachelor of Arts (International) to Bachelor of Arts: Joint Honours (International)

Restructuring of programmes
- BSc in Genetics and Cell Biology
- BSc in Biotechnology
- MEng in Digital Health and Medical Technologies
- MEng in Electronic and Computer Engineering

Newly-constituted programmes
- Diploma in Music Performance as an exit award from the BA in Music Performance (vocal studies specialism) RIAM
- Bachelor of Education, Irish Sign Language route/pathway
- International Foundation Programme (Formerly 3U Pathways)

Change to mode of delivery of existing programme
- MSc in Computing (Data Analytics) for international delivery
- MA in Translation Studies and the MSc in Translation Studies to be offered on a part-time basis from 2016-2017
- Doctor of Education (EdD)—introduction of a flexible delivery option
- MSc in Biomedical Diagnostics to be offered on a part-time basis
- MSc in Financial Mathematics to be offered on a part-time basis

1 **Number of school/ faculty reviews**
- School of Chemical Sciences
- School of Nursing and Human Sciences
- School of Health and Human Performance

2.2 Profile of internal approval/evaluations and review completed in the reporting period.

Number of new **Programme Validations/Programme Approvals** completed in the reporting year	5
Number of **Programme Reviews** completed in the reporting year	10* *Periodic programme review
Number of **Research Reviews** completed in the reporting year	n/a
Number of **School/Department/Faculty Reviews** completed in the reporting year	3
Number of **Service Unit Reviews** completed in the reporting year	0
Number of **Reviews of Arrangements with partner organisations** completed in the reporting year	0

2.3 Profile of reviewers and chairs internal approval/evaluations and review for reviews completed in the reporting period.

Composition of Panels	%
Internal	**40**
National	40
UK	7
EU	
Student	
Other	13

Chair Profile	%
Internal	
Similar Institution	33
Different Institution	
International	66

Section 3: Other Implementation Factors

3.1 A description of how data is used to support quality assurance and the management of the student learning experience.

Data used to inform Annual and Periodic Programme Review

APR and PPR are developed as a tool to facilitate critical reflection on a programme based on data and information from 3 sources:

- **Student profile and performance data** (including progression, award classification profiles, student growth, entry tariff information, widening participation information)
- **Student feedback information**- either feedback provided during programme award boards, informal feedback, or student surveys. The DCU Quality Promotion Office provides a 3-year consolidated report of ISSE results at subject area, and where possible programme level to support annual and periodic programme review. Student feedback received at modular level as part of the Quality and Enhancement of Student Teaching (QuEST) also informs the student feedback element of annual programme review.
- Module reports submitted by **external examiners.**
- Additional student performance information is reviewed during periodic programme review, including **prior education attainment profiles of registered students, graduate and outcome information** from the HEA First Destination Report among others.

Data used to inform Unit, School and Faculty Reviews
Units are encouraged and supported by the institutional research function within the university to collect and use both quantitative and qualitative information to support self-assessment. This data may include,
- A student statistical profile pack, providing a range of student applications, intake, progression and other profile information.
- For academic areas under review, information relating to the number of research active staff within the area, and the proportion of research outputs published within top quartile journals.
- Irish Student Survey of Engagement reports, relevant to the Area under review (e.g. School/ Faculty level reports) are provided to the quality review teams to support self-assessment
- Information and data on overall budgets within the area under review, with further data on research income, including the source of research funding
- Information on space allocated within an area under review
- Information and data pertaining to benchmark performance in key areas, including rankings, research performance and comparable funding benchmarks.
- Where appropriate, the presentation of bibliometric reporting systems, including SciVal to report on and benchmark research outputs published in journals reflected in the Scopus Database.

Data Analysis Reports used by University Committees
Committees with responsibilities for decision making and discussion on quality assurance and enhancement within the university frequently use quantitative analysis of operations to support decision-making on quality enhancement and planning. These include regular analysis reports supplied to DCU Education Committee, Graduate Studies Committee, DCU Executive, Academic Council and Heads and Deans Group.

Since January 2010, Education Committee has actively identified and monitored progression of students identified as 'at risk'. Students were identified as being "at risk" of non-progression in cases where individuals receive a fail grade in two or more modules completed in the first semester of their programme. Identified students were subsequently profiled relative to all undergraduate entering students. To date, this profiling has focused on prior educational attainment, student entering from underrepresented groups in higher education, and the CAO preference of their programme of study. The number of "at risk" students identified in the current model typically represent between 10-12% of the total undergraduate entering cohort, but represent just under half of all non-progressing students at DCU. Information relating to students is provided to faculties and schools for follow-up contact to offer appropriate supports.

DCU Participation in the Irish Student Survey of Engagement
During 2016/17 DCU continued its commitment to encouraging relevant student cohorts to participate in the Irish Student Survey of Engagement. In 2016/17 a programme of activities to encourage participation was co-ordinated by the DCU Students' Union and the DCU Quality Promotion Office. For the first time, the ISSE survey fieldwork was co-ordinated across a multi-campus DCU, with promotional activity on all 3 teaching campuses. Incentives, funded by both the DCU Quality Promotion Office and the DCU Students' Union were also used to increase participation rates.

The institutional level results of the 2017 ISSE survey were presented at DCU Education Committee, Quality Promotion Committee and Academic Council in May 2017 and June 2017. Programme level reports, which are developed on a 3 year consolidated data basis were distributed to all Programme Chairs in July 2017.

Data provided to staff using the Guru System
The Guru System is a student information platform which provides student, module and programme information to academic staff at DCU through a user-friendly interface. In addition to data provision and statistical analysis, it is also used in the digital generation, uploading and external review of examination papers. More information about the Guru system can be found at the following link.

The Guru system at DCU currently delivers the following statistical information to academic staff members on student registrations/performance:
- Student performance over time
- Student performance in individual modules compared to module trend
- Module Registrations   (broken by categories of registrations)
- Module Comparative Difficulty (Linear Regression - broken down by Programme intake)
- Module Results Banding   (CA/Exam/Overall clustering)
- Module Box Plots (showing upper and lower quartiles)
- Programme Registrations over time

- Programme Level View of Module Level Difficulty
- Programme Results Banding
- Programme Box Plots
- Retention Statistics and Graduation Rates for a Cohort
- Programme View of Module level registrations
- Module Pass/Fail Rates on a Programme
- Grade Attainment over Time   (Programme)
- Geographical Location of Students on Programme (Anonymised)
- Traffic Light Student View (Highlighting struggling students)
- School Registrations (by category)
- Grade Attainment over Time (School)
- Pass/Failure Rates by Category (School)
- Faculty Registrations (by category)
- Grade Attainment over Time (Faculty)
- Pass/Failure Rates by Category (Faculty)

Quality Enhancement Focused Research targeting Mature Students and Students from Incorporating Institutions

In 2016/17, as part of the DCU Quality Enhancement Theme, the Quality Improvement and Development (QuID) fund, provided funding for research to support the increase understanding of the needs of two specific student groups at DCU, matures students, and DCU students who had previously been students of Mater Dei Institute, St Patrick's College, Drumcondra, and Church of Ireland College of Education.

The purpose of the mature student research focused particularly on the experience of mature students transitioning into a higher education environment, and aimed to investigate the readiness of mature students to meet academic requirements and the effectiveness of the current academic supports in helping students to reach their learning goals

The post-Incorporation study sought to understand student perceptions of belongingness in a post-Incorporation Context , and in particular examine opportunities for the development of a student sense of community in a post-Incorporation environment.

Establishment of a DCU Bibliometrics Working Group
In 2016/17, DCU established a Bibliometric Working Group to support the university, faculties, schools and individuals extend their use of bibliometric analysis as part of understanding research performance within the university. Membership of the working group has been drawn by Research and Innovation Support, the Library Service and the Quality Promotion Office. The purpose of the group was to understand and promote the use of bibliometric tools, particularly those delivered by the SciVal visualisation tool, for research outputs captured within the Scopus abstract and citation database. Activities undertaken in 2016/17,

- Creation of School and Faculty structures on SciVal to allow for the creation of bespoke reports at both faculty and school level on Citations and Research output
- Skill development and training on the use of the SciVal tools, including engagement with representatives from SciVal on the effective use of the tool.

- Library lead schedule of meetings with Executive Deans, Associate Deans of Research and Heads of Research Centres on the use of Scival
- Contribution to, and liaison with, national bibliometric groups within higher education
- Analysis on current research metrics to inform the development of the DCU Research Strategy, including research impact initiatives

3.2 Factors that have impacted on quality and quality assurance in the reporting period.

Refinement of Quality Review Schedule
During 2016/17, the QPC approved a number of changes to the timetable of internal reviews at DCU. Proposed changes were considered based on a review of significant structural changes that had occurred in a number of faculties and professional support areas as a result of the Incorporation Programme. It was agreed that to ensure the achievement of the overall aims of the quality review process, areas which had undergone significant change as a result of the Incorporation process, or areas who were now delivering services and support on a multi-campus basis would be provided with an appropriate window of time to fully establish new structures and models of delivery before undergoing internal review.

During 2016/17, the schedule for the Cinnte Institutional Review cycle was finalised. A number of small changes to the quality review cycle were agreed in order to provide institutional capacity to co-ordinate the self-assessment activity and prepare for the peer review visit.

3.3 A description of other implementation issues.

As above

Part 3: Effectiveness and Impact

Part 3 provides information relating to the effectiveness and impact of quality assurance policy and procedures for the reporting period.

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1. Effectiveness

Evidence of the effectiveness of QA policies and procedures during the reporting period.

Quality Improvement Planning and Follow-up Meeting

Both the Universities Act (1997) and the Qualifications and Quality Assurance Act (2012) note the responsibilities of the university to implement each of the recommendations of the PRG Report, unless it would be impractical or unreasonable to do so. The decisions on improvement made in the follow-up process provide a framework within each Area which can continue to work towards the goal of developing and fostering a quality culture in the University.

Typically, the process of Quality Improvement Planning (QuIP) at DCU will be led by the Head of the Area under review, and will include broad consultation across the Area. The QuIP will address all the recommendations in the Peer Review Group report, and develop and action plan for quality improvement, including a timeframe for implementation. A draft Quality Improvement Plan is usually developed within 3 months of the Peer Review visit, and is provided to the university Quality Promotion Office, Senior Management Team, and two members of the Peer Review Group (one internal, one external) as the basis of a follow-up meeting, at which the Area's Quality Improvement Plan is agreed.

The draft Quality Improvement Plan should include:
(a)   A list of goals which can realistically be achieved in the following year
(b)   A list of longer-term goals to be achieved over three years.

In addition to the Area response to the PRG Report, the university leadership also submit an agreed university response to relevant aspects of the PRG report.

The Quality Improvement Plan is discussed and agreed at the **Follow-Up Meeting** with an external member of the Peer Review Group (PRG) who returns to DCU at the conclusion of the Quality Improvement Planning phase. This meeting is attended by the Deputy President of DCU, Director of Quality Promotion and Institutional Research, and two Peer Review Group members, usually the external Chair of the Peer Review Group and the internal rapporteur, who is also a member of the DCU Quality Promotion Committee. The purpose of the meeting is for the Head of the Area under review to update the PRG on progress made since the finalisation of the PRG Report, and discuss and agree the Quality Improvement Plan with the Area under review.

The Area under review also has an opportunity to apply for additional funding to support the implementation of specific projects identified within the Quality Improvement Plan. These are considered by the university Quality Promotion Committee and the Budget Committee of the University Executive, having regard for the resources available to the university for quality improvement purposes. In 2016/17 the Quality Promotion Committee agreed to provide €96,500

across 3 academic and professional support Areas, in response to applications made to support the implementation of projects identified during the Quality Improvement Planning phase of Quality Review. Funding was provided for a range of initiatives including,

- Funding to support the reconfiguration and repurposing of a space for learning and study purposes in the DCU Library
- Development of an evidence-based entry requirements analysis tool across the Faculty to match student capability to course demands.
- Development of a pilot faculty specific orientation programme for the Faculty of Engineering and Computing
- A comprehensive review of the undergraduate programmes delivered by the School of Chemical Sciences

2. Impact
Evidence of the impact of QA policies and procedures during the reporting period.

Reporting of Issues Raised within Annual Programme Review
The process of Annual Programme Review (APR) is managed within the faculties at DCU, and the outputs of individual programme reviews are discussed at Faculty Teaching & Learning Committees and, in turn, a summary of the issues raised are considered by Faculty Management Boards. Issues that can be resolved at Faculty level are actioned at that level; issues that cannot be (fully) resolved at faculty level are brought to the DCU Education Committee, where the key issues are discussed and where appropriate issued raised are actioned for response.

Examples of actions responded to issues raised by Annual Periodic Review conducted within the reporting period include,

- An increase in teaching space on the Glasnevin Campus as a result of the extension to the Stokes Building will partially address concerns raised in relation to room capacity leading to multiple delivery of larger modules
- The development of a Guru based analysis tool to analyse potential correlations between prior attainment in mathematics and progression in Engineering subjects will be developed to deepen the understanding of required maths competence and progression
- The establishment of an academic calendar review group in 2016/17 to address issues in relation to stakeholder input into the development of the academic calendar
- To address support for a consistent approach to the provision of statistical information to external examiners, a handbook for external examiners, including standard operating processes for engagement is being developed.

3. Themes
Analysis of the key themes arising within the implementation of QA policies and procedures during the reporting period.

Cyclical quality reviews are by their nature, unique, given the particular focus on an individual School, Faculty or professional support unit. However, they can also be reflective of the effectiveness of the implementation of institutional policy, practice, strategy and priorities at unit level. The 2016/17 reviews focus on three Schools within a single Faculty at DCU, and among the Schools reviewed, there were a number of common themes identified,

- Peer Review Group Reports regularly noted the positive engagement of both staff and students with the quality review process
- The professionalism and dedication of staff to teaching, research, technical lab support, engagement and administration within the Schools, in an environment of significant budget restraints and resourcing constraints under the Employment Control Framework was noted by Peer Reviewers.
- An examination of School management structures as a tool to facilitate increased delegation of tasks, and ease the workload of Heads of School. Further, the design of management structures was considered as an opportunity to improve internal communication within Schools.
- A number of Schools reviewed in 2015/16 and 2016/17 have used the quality improvement planning process to propose a subsequent, deeper revision of curriculum within their undergraduate portfolio. These reviews, identified and proposed as part of the Quality Improvement Planning process, have now been completed in two Schools within the Faculty, with a third to commence in early 2018.
- The ongoing development and consultation around workload planning were frequently raised within reviews. Quality Improvement planning has facilitated a number of Schools in considering the adaptation of a framework implemented within the DCU Business School, as a method of addressing this issue.
- The impact of a constrained funding environment on the capacity of the Schools to replace obsolete laboratory equipment was noted by a number of reviews, with a number recommending the need for multi-year planning for teaching and laboratory equipment to maintain standards in teaching and research.
- Recommendations to seek business planning support to ensure the long term financial and operational viability of a number of outreach and engagement initiatives in a number of Schools were made by two peer review groups
- The importance of effective external communications on research and education were noted by a number of peer review groups
- The identification of research strengths or strategic themes, and subsequent planning for consolidation of activity aligned to these areas was recommended by a number of panels.

Part 4: Quality Enhancement

Part 4 provides information which goes beyond the description of standard quality assurance procedures. Quality enhancement includes the introduction of new procedures but also extends the concept of quality assurance to other initiatives, activities and events aimed at improving quality across the institution.

> **4.1 Improvements and Enhancements for the Reporting Period**
> Improvements or enhancements, impacting on quality or quality assurance, that took place in the reporting period.

Quality Improvement and Development Funding (QuID), 2016/17
In 2016/17, the QPO co-ordinated an internal competition for small funding grants for initiatives and projects which focus on quality improvement and development. In 2016/17, invitations were sought from both academic and administrative units on all campuses to apply for funds for projects aligned to the 2016/17 quality enhancement theme, "The Student Voice". In total 32 applications were received, and 12 successful projects were funded, from a funding allocation of €20,000.

Quality Enhancement Initiatives Led by the DCU Teaching Enhancement Unit

DSTEP
During 2016/17 the Teaching Enhancement Unit made a successful submission for of a funding to the National Forum for Teaching & Learning for continuous professional development of our staff. This project "DSTEP" (Developing Staff To Enhance Programmes) resulted in DCU receiving in excess of €140,000 to complete a two year staff development initiative targeted at Psychology educators in the School of Nursing & Human Science, the DCU Business School, and the Institute of Education. The

Unicam project
After successful pilot in the School of Nursing and Human Sciences, the video capture project "Unicam" was expanded to include the School of Mechanical Engineering and the Teaching Enhancement Unit training room. The project has since been expanded to the School of Communications, School of Law and Government and the DCU Institute of Education.

Inaugural Teaching & Learning Day in September 2016
Around 80 staff participated in the Teaching and Learning Day organised by the Teaching Enhancement Unit. The day comprised of a student led discussion panel, short presentations from staff throughout the university sharing their practice, a workshop on Loop and a poster display.

Learning Portfolio
During 2016/17, DCU launched the university learning portfolio - Reflect, an addition to the Loop platform. The platform was piloted. MaharaIRL was formed in early 2017 by the TEU to build a community to share information, support learning & collaboration on ePortfolios across Ireland. The community has currently held online and face to face meetings hosted by DCU. Participants from DCU and more than 12 other higher education institutions have attended these events. DCU collaborated with Sussex University on a HEFCE funded project to improve analytics and reporting in Mahara. Outputs from this project, were integrated into core Mahara which was released in October 2017

Sipping Point

Drawing loosely on the concept of Wenger's community of practice, the idea of The Sipping Point is to provide an opportunity for staff with a shared interest in teaching to interact with each other in a non-formal setting. The basic premise is to try to foster a climate where staff across all disciplines can potentially learn from colleagues about aspects of teaching practice. The result so far is a gathering of members who meet up for one hour once a month to hear about and discuss various approaches that peers are adopting in their teaching context. Each month we meet on both campuses to discuss a predetermined topic

Loop developments

Upgrade of Loop from Moodle 2.8 to 3.0. This upgrade involved several improvements in terms of functionality in addition to improved usability. Improvements include an automatic reminder for students who haven't submitted their assignments, the facility to offer individual and group extensions to assignments. We successfully piloted the text matching software "Urkund" as an alternative to TurnItIn. DCU became the first organisation to launch a branded Moodle App . We piloted this app in second semester 2016/17 with a full launch in 2017/18. "DCU Loop" is now available on both the Apple and the Google App stores.

Development of a Quality Enhancement Topic

In May 2016, the DCU Quality Promotion Committee agreed to develop an Annual Quality Enhancement Topic. The purpose of a topical Annual Theme for quality enhancement at DCU is to,

- Provide a topical focus for discussion at Quality Promotion Committee, particularly in relation to ongoing quality enhancement policies, initiatives and activities at DCU
- Facilitate discussion and the development of initiatives in response to recurring issues from DCU quality reviews and quality related issues currently being highlighted nationally and internationally
- Encourage collaboration and the creation of new initiatives between the QPO and other units and departments tasked with quality enhancement at DCU.
- Provide an opportunity to acknowledge and celebrate good practice in relation to quality enhancement across the university in line with particular 'topics'

In 2016/17 the Quality Enhancement Theme was, "The Student Voice". A number of activities and initiatives took place during the academic year, aligned to the theme. These included,

- Successful application to participate in the National Student training and Engagement Programme (NStEP), to examine and enhance the university's approach to student-staff dialogue and opportunities for student feedback.
- Roll-out of a multi-campus approach to encouraging participation in the Irish Student survey of Engagement (ISSE)
- Good practice presentations aligned to the "Student Voice" quality enhancement theme at Quality Promotion Committee
- Encouraging and incentivising students to participate in the DCU Fuse strategic brainstorming platform

- Co-ordination of the DCU Quality Improvement Fund (QUID) aligned to the 'The Student Voice' enhancement theme

At its meeting in June 2017, Quality Promotion Committee agreed on a quality enhancement theme for 2017/18, "Internal Communications".

Review and Revision of QPO website
During 2016/17, the Quality Promotion Office took the opportunity to review and upgrade the website for the Quality Promotion Office.
Enhancements to the content of the site include,
- Improved navigation within the site to key areas relevant to staff
- Creation of a quality review FAQs section
- Information about the Institutional Research and Analysis conducted by the QPO

4.2 Quality Enhancement Highlights
Analysis of quality enhancement activities that were initiated during the reporting period and which would be of interest to other institutions and would benefit from wider dissemination.

As above

Part 5: Objectives for the coming year

Part 5 provides information about plans for quality assurance in the institution for the academic year following the reporting period (in this instance 1 September 2017 – 31 August 2018).

5.1 Quality Assurance and Enhancement System Plans
Plans for quality assurance and quality enhancement relating to strategic objectives for the next reporting period.

During 2017/18, DCU will continue with its cycle of internal reviews and other quality assurance activity

DCU Institutional Review
During the 2017/18, DCU shall undertake self-evaluation activities in preparation for Institutional Review. A cross-institutional steering group, chaired by the Deputy President, Prof Daire Keogh will be established to lead the self-evaluation activities for the review.

Progress in Relation to Linked Provider Provision
DCU's Education Committee shall examine the responsibilities of the institution in relation to Linked Provider relationships. An agreed approach for the identification and approach to managing linked provider relationships shall be established. This shall be developed based on engagement with QQI and the university sector through the IUA.

Review of Templates for Programme Validation.
During 2017/18, DCU's Education Committee, through the Office of the Vice President Academic Affairs shall review and revise forms for the purposes of programme validation and approval. The purpose of the review is to ensure an approach to all programme validation is consistent with the Collaboration Provision Approval Protocols.

It is hoped that once a consistent approach has been developed and approved, the deployment of the process will be further enhanced by the transfer of these processes to a GURU based system using a 'hub and spoke' approach to the sequencing of standard, and other collaborative or distance delivery programme.

2017/18 Quality Enhancement Theme: Internal Communications
During 2017/18 the DCU Quality Promotion Office will work closely with DCU Schools and Units on the implementation of initiatives to support the enhancement of international communications at DCU.

5.2 Review Plans
A list of reviews within each category (module, programme, department/school, service delivery unit or faculty), as per the internal review cycle, planned for the next reporting period.

2017/2018
President's and Deputy President's Office Review, 7-9th December, 2017
Office of Vice-President External Affairs, 7-9th March, 2018.
School of Mathematical Sciences- March, 2018

2017/18 Planned Periodic Programme Review
DCU Business School- Programme and Curriculum Review of all programmes
BSc Education and Training
MSc in Computing
BSc in Genetics and Cell Biology
MSc in Bioprocess Engineering
MSc in Biomedical Diagnostics
BSc in Chemical and Pharmaceutical Sciences
BSc in Athletic Training and Therapy
BSc in Financial Mathematics
MSc in Financial Mathematics

5.3 Other Plans

N-Step Initiative
In 2017/18 DCU will participate in the national N-Step Initiative. DCU will participate in both the student training and institutional analysis tracks of this initiative. A university wide N-Step working group will be co-chaired by the Deputy President, Prof Daire Keogh and DCU Students' Union President, Niall Behan. The group are tasked with co-ordinating activities related to the N-Step initiative including,
- A review of student representation on university committees and decision-making bodies
- Discussion of new initiatives to promote the student voice within the university
- Preparations for the DCU institutional analysis workshop in March 2018
- Providing oversight into planned activity to promote and encourage participation in the ISSE survey in 2018.

Reporting on the Implementation of the DCU Strategic Plan
During the 2017/18, the Quality Promotion Office shall continue to support the university in the monitoring and reporting of progress in relation to the implementation of the new strategic plan, *Talent, Discovery, Transformation*.

Part 6: Periodic Review

Part 6 provides information that acts as a bridge between the AIQR and periodic external review.

6.1 The Institution and External Review
A description of the impacts of institutional review within the institution.

During 2017/18 DCU shall initiative self-evaluation activities in preparation for the Institutional Review in Q4 2018.

6.2 Self-Reflection on Quality Assurance
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.

As above

6.3 Themes
Developmental themes of importance to the institution which will be relevant to periodic review.

DCU has already begun the process of identifying themes that will be included as part of self-assessment. DCU's focus for evaluation will be a demonstration of, and reflection on evidence that examines the considers the effectiveness of our quality assurance processes in relation to all aspects of the QQI Core Guidelines and European Standards and Guidelines.