

Dublin Institute of Technology

Annual Institutional Quality Assurance Report 2017

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



The Cyclical Review Process

AIQR - PART 1

Please enter a brief synopsis of the overarching institution quality policy which sets out the links between QA policy and procedures and the strategy and strategic management of the institution.

Synopsis of Quality Policy

The aims of quality assurance are to affirm that the quality of educational provision and the standards of awards are being consistently maintained and to foster curriculum, subject and staff development, together with research and related activity, to underpin the delivery of the curriculum.

Principles underpinning quality assurance within the Institute are as follows:

- there is always scope for further enhancing the experience of students, who come from increasingly diverse backgrounds;
- there is an institutional responsibility for the quality and standards of the educational provision;
- there is learner involvement, participation and regular formal feedback in programme development and monitoring;
- programmes of study and quality assurance mechanisms are subject to national and international internal and external peer evaluation and review, involving consultation with learners and other stakeholders;
- self-evaluation identifying strengths and weaknesses is undertaken; and,
- results of the quality assurance process are published.

The Institute is committed to the Bologna Process and to the goals and timetable in the Berlin Communiqué.

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

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

Committees of Academic Council

To assist it in exercising its general responsibilities, and in particular its academic quality assurance and enhancement functions, Academic Council delegates some of its functions to specialist committees which carry them out in accordance with clearly defined terms of reference. The committee structure of the Council is available at:

<http://dit.ie/media/qualityassuranceandacademicprogrammerecords/Academic%20Council%20Organisational%20chart.pdf>

Academic Quality Assurance Committee

The Academic Quality Assurance Committee is responsible for monitoring the implementation of the Institute's procedures for the validation, review and approval of programmes (undergraduate and postgraduate), as set out in this Handbook for Academic Quality Enhancement.

Linked / Collaborative Provider Committee

The Linked / Collaborative Provider Committee is a sub-committee of Academic Quality Assurance Committee and considers all matters relevant to the approval of proposed linked, collaborative and joint providers and the monitoring of linked, collaborative and joint provision.

Graduate Research School Board

The Postgraduate Studies and Research Committee is responsible for developing, implementing and monitoring the Institute's research and development policies including the Institute's Regulations for Postgraduate Study by Research.

Learning, Teaching and Assessment Committee

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

Apprentice Education Committee

The Apprentice Education Committee is responsible for advising on matters relating to apprenticeship education.

Library Committee

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

Recruitment & Admissions Committee

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

Student Experience

The Student Experience Committee shall deal, at a strategic level, with non-academic issues relating to the DIT community and the student experience in DIT. It will advise on the implementation of measures for the development of a better student experience in DIT.

Do you have a Policy/Procedure for Programme Design and Approval?

Yes

Links for Policy/ Procedure relating to Programme Design and Approval

<http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/> : Chapters 1- 3 deal with new programme and module validation

Do you have a Policy/Procedure for Programme Delivery and Assessment?

Yes

Links for Policy/ Procedure relating to Programme Delivery and Assessment

<http://dit.ie/qualityassuranceandacademicprogrammerecords/student-assessment-regulations/> : Student Assessment Regulations

<http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/> : Chapter 4 deals with Programme Management and G2 deals with general principles for education provision and Chapter 5 deals outlines requirements for student feedback.

<https://dit.ie/media/campuslife/olddocuments/DITStudentCharter.pdf>

Do you have a Policy/Procedure for Research Quality?

Yes

Links for Policy/Procedure relating to Research Quality

<http://dit.ie/researchandenterprise/graduateresearchschool/currentresearchstudents/> : Postgraduate Study by Research Regulations

<http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/> : Research Quality is included as part of Chapter 7 School Review and Chapter 9 College Review and Chapter 10 Quality Assurance in Postgraduate Research

Do you have a Policy/Procedure in place for Student Lifecycle?

Yes

Links for Policy/Procedure relating to Student Lifecycle

<http://dit.ie/student-services/> : Details on student services policies and procedures from Registration through to Graduation

<http://www.dit.ie/ace/about/supportforyou/> Details on the supports provided by the Access and Civic Engagement Offices to students

<http://dit.ie/campuslife/> : Details on the policies and procedures for the pastoral supports provided by Student Services

<http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/> : Chapter 4 deals with programme management

Do you have a Policy/Procedure in place for Teaching Staff?

Yes

Links for Policy/ Procedure relating to Teaching Staff

<http://dit.ie/hr/hrpoliciesproceduresguidelinesbycategory/> : HR Site detailing all recruitment, leave & benefits, employee relations, staff training and development, promotion, pay and health & safety which are applicable for teaching staff.

Do you have a Policy/Procedure in place for Teaching and Learning?

Yes

Links for Policy/ Procedure relating to Teaching and Learning

<http://dit.ie/teaching/> : Website which provides details to academic staff on teaching and learning procedures

<http://dit.ie/ltrc/resources/> : Website with support resources and procedures on learning and teaching

Do you have a Policy/Procedure in place for Resources and Support?

Yes

Links for Policy/ Procedure relating to Resources and Support

<http://dit.ie/estatesoffice/helpdesk/> : Procedure for Maintenance of Estates

<http://www.dit.ie/intranet/finance/> : All Financial policies and procedures are available on the Staff Intranet - Login details can be provided on request.

<http://dit.ie/library/> : Details on the Library Services policies and procedures Yes

Do you have a Policy/Procedure for Information Management?

Yes

Links for Policy/ Procedure relating to Information Management

<http://dit.ie/is/governance/regulations/> : Regulations for the Use of Information Services

<http://dit.ie/officeofthesecretarytotheinstitute/recordsmanagement/dataprotection/> : Data Protection Policies

<http://dit.ie/officeofthesecretarytotheinstitute/recordsmanagement/recordsmanagement/> : Records Management Policies

<http://dit.ie/officeofthesecretarytotheinstitute/recordsmanagement/foi/> : Freedom of Information Policies

<http://dit.ie/library/> : Details on the Library Services policies and procedures

Do you have a Policy/Procedure for Self-evaluation and Monitoring?

Yes

Links for Policy/Procedure relating to Self-evaluation and Monitoring

<http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/> : Chapter 5 deals with Annual Monitoring, Chapter 6 Programme Modifications, Chapter 7 School Review, Chapter 8 Programme Review Chapter 9 College Review and Chapter 12 Reviews of Units and Departments

Do you have a Policy/Procedure for Stakeholder Engagement?

Yes

Links for Policy/ Procedure relating to Stakeholder Engagement

<http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/> : Embedded within each chapter of the Handbook are the requirements for external engagement.

<http://www.dit.ie/ace/engagementoutreach/> Details on the Community Engagement supports

Do you have a Policy/Procedure for Provision and use of Public Information?	Yes
Links for Policy/Procedure relating to Provision and use of Public Information	<p>http://dit.ie/officeofthesecretarytotheinstitute/recordsmanagement/dataprotection/ : Data Protection Policies</p> <p>http://dit.ie/officeofthesecretarytotheinstitute/recordsmanagement/recordsmanagement/ : Records Management Policies</p> <p>http://dit.ie/officeofthesecretarytotheinstitute/recordsmanagement/foi/ : Freedom of Information Policies</p>
Do you have a Policy/Procedure for Linked Providers?	Yes
Links for Policy/Procedure relating to Linked Providers (DABs only)	<p>http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/ : Chapter 13 deals specifically with Linked providers. In addition linked providers must comply with the other relevant chapters and policies of the Institute.</p> <p>http://dit.ie/qualityassuranceandacademicprogrammerecords/external-partnerships/ : Provides links to relevant forms for agreements. http://dit.ie/qualityassuranceandacademicprogrammerecords/external-partnerships/ : Protection of Enrolled Learners Policy</p>
Do you have a Policy/Procedure for Collaborative Provision?	Yes
Links for Policy/Procedure relating to Collaborative Provision	<p>http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/ : Chapter 13 deals specifically with Collaborative providers. In addition collaborative providers must comply with the other relevant chapters and policies of the Institute.</p> <p>http://dit.ie/qualityassuranceandacademicprogrammerecords/external-partnerships/ : Protection of Enrolled Learners Policy</p>
PRSBs	25
Awarding Bodies	0
QA Bodies	0
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	First Set of Records
Type of Arrangement	PRSB
Name of the Body	Engineers Ireland

Programme Titles and Links to Publications	<p>ME in Mechanical Engineering BE (Hons) in Mechanical Engineering BE (Hons) in Manufacturing Engineering BE (Hons) in Building Services Engineering BE (Hons) in Electrical/Electronic Engineering BE (Hons) in Civil Engineering BE (Hons) in Structural Engineering BE (Hons) in Computer and Communications Engineering BEngTech in Mechanical Engineering BEngTech in Building Services Engineering BEngTech in Electrical Services Engineering BEngTech in Automation Engineering BEngTech in Engineering Systems Maintenance BEngTech in Electronic and Communications Engineering BEngTech in Electronic and Computer Systems BEngTech in Control and Automation Systems/Electrical Energy Systems BEngTech in Civil Engineering</p> <p>Higher Certificate in Electrical Services Engineering Higher Certificate in Building Services Engineering Higher Certificate in Civil Engineering Weblink: http://www.engineersireland.ie/services/accredited-courses/chartered-engineer.aspx?institute=Dublin+Institute+of+Technology+(DIT)</p>
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Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of Arrangement	Second Set of Records
Name of the Body	British Computer Society

Programme Titles and Links to Publications	<p>BSc (Hons) in Computer Science BSc (Hons) in Computer Science (Infrastructure) BSc (Hons) in Information Technology/Information Systems MSc in Computing Weblink: http://www.bcs.org/category/7069</p>
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Next review year	2019
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Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of Arrangement	Third Set of Records
Name of the Body	Royal Institute of the Architects of Ireland

Programme Titles and Links to Publications	<p>Bachelor of Architecture BSc (Hons) in Architectural Technology Professional Diploma in Architectural Practice http://www.riai.ie/education/careers/becoming_an_architect/ http://www.riai.ie/education/careers/becoming_an_architectural_technologist/</p>
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Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fourth Set of Records
Type of Arrangement	PRSB
Name of the Body	Accountants (Various)
Programme Titles and Links to Publications	<p>MSc in Accounting: Postgraduate Diploma in Accounting: BSc (Hons) in Accounting and Finance: BSc (Hons) in Business and Management:</p> <p>Chartered Accountants Ireland: http://students.charteredaccountants.ie/en/Student-Information/Courses/Exemptions/</p> <p>ACCA: https://portal.accaglobal.com/accrweb/faces/page/public/accreditations/enquiry/main/En</p> <p>Certified Public Accountants (CPA) Ireland: http://www.cpaireland.ie/students/exemptions/colleges-universities Chartered</p> <p>Institute of Management Accountants (CIMA): http://www.cimaglobal.com/Education-partners/Higher-education-partners/ Irish</p> <p>Tax Institute: http://www.taxinstitute.ie/</p>

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fifth Set of Records
Type of Arrangement	PRSB
Name of the Body	Society of Chartered Surveyors Ireland (SCSI)
Programme Titles and Links to Publications	<p>Programme titles: MSc in Geographic Information Science MSc in Geospatial Engineering MSc in Real Estate MSc in Quantity Surveying MSc in Spatial Information Management MSc in Spatial Planning MSc in Planning and Development BSc (Hons) in Geomatics BSc (Hons) in Property Economics BSc (Hons) in Quantity Surveying and Construction Economics BSc (Hons) in Spatial Planning</p> <p>Weblink: https://www.scsi.ie/education/scsi_accredited_courses/dublin_institute_technology</p> <p>Reviewed annually.</p>

Joint research degrees	0
Joint/double/multiple awards	6
Collaborative programmes	29

Franchise programmes	3
Linked providers (DABs only)	1
Section: Collaborative Provision Type of arrangement:	First Set of Records Collaborative programmes
Name of the Body (Bodies)	Irish Business and Employers Confederation (IBEC)
Programme Titles and Links to Publications	Postgraduate Diploma and MSc in International Business Development: changing to the Postgraduate Certificate / Diploma and MSc in Global Business http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses In addition the below suite of CPD programmes were delivered CPD Certificate in Managing Safety: CPD Certificate in Managing Employee Relations: CPD Diploma in Leadership: CPD Diploma in Business Coaching: CPD Certificate in Professional Competence: CPD Diploma in Professional Competence: CPD Certificate in Occupational Health and Safety: CPD Diploma in Occupational Health and Safety: CPD Diploma in Industrial Relations: CPD Diploma in Employment Law: CPD Certificate in Employment Law: CPD Certificate in Industrial Relations: CPD Certificate in Managing People: CPD Diploma in Managing People: CPD Diploma in Management:
Date of last review	15-10-2015
Next review year	2020
Section: Collaborative Provision Type of arrangement:	Second Set of Records Collaborative programmes
Name of the Body (Bodies)	Enterprise Ireland
Programme Titles and Links to Publications	Postgraduate Diploma in International Selling: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses and related CPD Diploma in International Selling
Date of last review	17-06-2010
Next review year	2017
Section: Collaborative Provision Type of arrangement:	Third Set of Records Collaborative programmes
Name of the Body (Bodies)	Marketing Institute of Ireland
Programme Titles and Links to Publications	MSc in Digital Marketing and Analytics: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses Postgraduate Diploma in Management and Marketing: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses
Date of last review	18-02-2013

Next review year	2018
Section: Collaborative Provision Type of arrangement:	Fourth Set of Records Collaborative programmes
Name of the Body (Bodies)	Ericsson and ICT Ireland
Programme Titles and Links to Publications	MSc in Applied Software Technology: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses
Date of last review	17-06-2011
Next review year	2016
Section: Collaborative Provision Type of arrangement:	Fifth Set of Records Collaborative programmes
Name of the Body (Bodies)	Institute of Advertising Practitioners in Ireland
Programme Titles and Links to Publications	Postgraduate Diploma in Advertising and Digital Communication: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses and related CPD Diploma in Advertising and Digital Communication
Date of last review	
Next review year	26-11-2009
Section: Collaborative Provision Type of arrangement:	2016 Sixth Set of Records Collaborative programmes
Name of the Body (Bodies)	Collaborative programmes
Programme Titles and Links to Publications	Construction Information Technology Alliance MSc in Construction Informatics: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses
Date of last review	24-06-2010
Next review year	2016
Section: Collaborative Provision	Seventh Set of Records
Type of arrangement:	Collaborative Programmes
Name of the Body (Bodies)	British and Irish Modern Music Institute (Contract for Services)
Programme Titles and Links to Publications	BA in Commercial Modern Music CPD Diploma in Professional Musicianship http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses

Date of last review	01-12-2011
Next review year	2016
Section: Collaborative Provision	Eighth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	University of Malta, University of Halle, Germany, Oslo University College, University of Goteborg, University of Strathclyde
Programme Titles and Links to Publications	International Masters in Early Childhood Care and Education: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses Note: Approved originally as European Masters and subsequently new partners joined the programme and it was re-named International Masters in Early Childhood Care and Education. Programme is now closed.
Date of last review	08-02-2007
Section: Collaborative Provision	Ninth Set of Records
Type of arrangement:	Collaborative Provider
Name of the Body (Bodies)	Digital Skills Academy
Programme Titles and Links to Publications	BSc in Digital Technology and Design BSc (Hons) in Digital Technology, Design and Innovation http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses
Date of last review	27-09-2011
Next review year	2017
Section: Collaborative Provision	Tenth Set of Records
Type of arrangement:	Linked Provider
Name of the Body (Bodies)	Pulse College (moving towards a linked provider relationship)
Programme Titles and Links to Publications	MA in Scoring for Film and Visual Media http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses Higher Certificate in Game Development http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/
Date of last review	23/07/2013 & 24/07/2014
Articulation Agreements	10
Section: 1 Articulation Agreements	First Set of Records

Name of the Body	East China University of Technology
Name of the Programme and Links to Publications	DT021 BE in Electrical & Electronic Engineering
Next Review Year	2020
	Second Set of Records
Section: Articulation Agreements	
Name of the Body	Beijing University of Chemical Technology
Name of the Programme and Links to Publications	Premaster for MSc in Computing BSc in Computing MSc in Hospitality
Review year for agreements	2019
Section: Articulation Agreements	
	Third Set of Records
Name of the Body	Tunku Abful Rahman University College
Name of the Programme and Links to Publications	BSc in International Hospitality Mangement
Review year for agreements	2019
Section: Internal Review Schedule	
	First Set of Records
Year	2015/16
Areas/Units	See Part 2 - Section 2
Number	20
Section: Internal Review Schedule	
	Second Set of Records
Year	2016-2017
Areas/Units	See part 2 section 5
Number	38
Section: Internal Review Schedule	
	Third Set of Records
Year	2017-18
Areas/Units	See part 2, Section 5
Number	10

AIQR - PARTS 2-6

PART 2 - Section 1: Institution-led QA - Annual

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

Quality Assurance and Enhancement System Developments

Student feedback on teaching

A project to develop a new approach to student feedback mechanisms commenced in 2015/16, with a focus on anonymised student evaluations. A working group was convened and focus groups held at College level to inform this project. A key objective for the current academic year (see Part 5, Objectives for the Coming Year) is the continuation of this project and approval is being sought for resources to support a technical solution in this regard.

Quality Enhancement Issues Log

The closing of the feedback loop is being continually enhanced within quality assurance processes. The DIT Quality Enhancement Plan was established as a Change Management Project by the DIT's Senior Leadership Team (SLT) to capture and monitor actions arising from the 2011 External Institute Review of DIT. In September 2016 this project was formally closed by SLT. Also in 2015/16, a DIT Quality Enhancement Issues Log was developed for issues arising from review processes that lie outside the direct remit of unit under review and within the remit of central services or the SLT. The log records actions required, responses and updates to ensure visibility for students and staff. It is submitted regularly to SLT for consideration and monitoring. Those issues from the Quality Enhancement Plan that remain under continuous development have been captured within the Issues Log or are being directly monitored by the relevant sub-committees of Academic Council or SLT.

Report on quality issues to Governing Body

The Annual Institutional Quality Report (AIQR) is submitted to DIT's Governing Body for approval each year prior to submission to QQI. From its consideration of the 2014/15 AIQR, Governing Body invited the Director of Academic Affairs and Registrar to present to Governing Body on quality assurance and enhancement issues. The review processes themselves in particular the unit of review's preparation for review, as well as the common themes arising from reviews, were the focus of the presentation and ensuing discussions.

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

New appointment in Directorate of Academic Affairs

Dr Sheila Flanagan was appointed in 2016 to a new role of Head of Academic Policy and Planning within the Directorate of Academic Affairs and Registrar.

Schedule of reviews

In relation to the schedule of reviews, all of those reviews identified in the 2014/15 report have commenced, while some are not yet complete and reports therefore not yet published. For those reviews scheduled for 2016/17, it is likely that in some cases, while the unit/School under review will commence their preparation for review in this academic year, the review process will continue into 2017/18.

Quality Assurance Audit

In the Academic Year, the Institute appointed an auditor to provide an Independent Evaluation of the Quality Assurance Procedures, Methodologies and Outcomes in the Institute and identify areas for improvement. The auditor made a number of recommendations as to how the Institute might enhance its existing processes. These recommendations are being considered by the Institute's Senior Leadership Team and have been incorporated into the Quality Assurance Office work plan for the 2016/17 academic year. Therefore, while no significant changes were made to policies and procedures in relation to quality assurance and enhancement in 2015/16, reviews of both the DIT Handbook for Academic Quality Enhancement (HAQE) and General Assessment Regulations were identified for 2016/17 and are currently underway (see Part 5). This review of the HAQE will also be informed by the QQI's Core Statutory Quality Assurance Guidelines and the European Standards and Guidelines.

Termination of External Provider Relationship

DIT and the Digital Skills Academy (DSA) entered into a mediation agreement on September 23rd 2016 that provides for the relationship between DSA and DIT to end with a final intake in October 2017. QQI were briefed on the matter.

Technological Higher Education Association (THEA)

Following approval by the Governing Body, DIT became a founder member of a new representative body for the technological sector. The members comprise DIT and the thirteen Institutes of Technology in Ireland. The President of DIT, Professor Brian Norton, is the Chair of the Board of THEA. Dr Michael Mulvey, DIT Director of Academic Affairs and Registrar, is Vice Chair of the Council of Registrars and the incoming Chair commencing September 2017. DIT representatives contribute to a range of THEA groups.

The schedule of QA governance meetings for the period should be inserted here.

Meetings of Governing Body

30 September

2015 11 November

2015 16 December

2015 27 January

2016

9 March 2016

20 April 2016

1 June 2016

13 July 2016.

Meetings of Academic Council 2015/2016

8 September 2015

14 October 2015

11 November 2015

16 December 2015

17 February 2016

16 March 2016

27 April 2016

25 May 2016

29 June 2016.

Meetings of the Academic Quality Assurance Committee

2015/2016

21 September 2015

19 October 2015

23 November 2015

25 January 2016

29 February 2016

11 April 2016

16 May 2016

13 June 2016.

Reviews in the Reporting Period

Area/Unit and links to relevant publications

College Review (1)
College of Arts and Tourism
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

Area/Unit and links to relevant publications and Links to published internal reviews

School Review (3)
School of Mathematical Sciences
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>
School of Languages, Law and Social Sciences
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>
School of Food Science and Environmental Health
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

Area/Unit and links to relevant publications and Links to published internal reviews

Programme Validations (5)
BSc (Hons) in Electrical Services and Energy Management
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>
BSc (Hons) in Culinary Sciences
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>
MA in Social Care Leadership and Management
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>
BSc (Hons) in Biomedical and Molecular Diagnostics
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>
MSc in Digital Marketing
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

Area/Unit and links to relevant publications and Links to published internal reviews

Programme Validations involving partnerships with External Institutions (3)

BA (Hons) Design (Visual Communication) (in partnership with Gengdan Institute of the Beijing Institute of Technology (BGD), China)
Not published on website as the programme as validated is not proceeding.

BSc (Hons) in Spatial Planning (in partnership with Gengdan Institute of the Beijing Institute of Technology (BGD), China)
Not published on website as the programme as validated is not proceeding.

PgCert/PgDip in Global Business (in partnership with IBEC)
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

Area/Unit and links to relevant publications and Links to published internal reviews

Programme Reviews (5) BA (Hons) in Journalism
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

BA (Hons) in Social Care (DT571/DT571H – progression programme)
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

BEngTech/HCert in Civil Engineering
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

BA (Hons) in Film and Broadcasting
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

BA (Hons) in Photography
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

Area/Unit and links to relevant publications

Programme Reviews involving partnerships with External Institutions (3)
BA (Hons) in Commercial Modern Music (in partnership with The British and Irish Modern Music Institute (BIMM))
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

BSc (Hons) in Human Nutrition and Dietetics (in partnership with University of Dublin, Trinity College)
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

BSc (Hons) in Business and Management (delivered in Pharos University in Alexandria, Egypt)
<http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses>

Number of internal approval/evaluations and reviews completed in respect of Validation/ Programme Approval

8

Number of internal approval/evaluations and reviews completed in respect of Research Accreditation/Validation.

0

Number of internal approval/evaluations and reviews completed in respect of Programme Review.

8

Number of internal approval/evaluations and reviews completed in respect of School/ Department/Faculty Review.

4

Number of internal approval/evaluations and reviews completed in respect of Service Unit Review.

0

Number of internal approval/ evaluations and reviews completed in respect of Review of arrangements with a partner organisation.	6
Composition of Panels: % Internal	59
Composition of Panels: % National	62.5
Composition of Panels: % UK	22.5
Composition of Panels: % EU	9
Composition of Panels: % Student	1
Composition of Panels: % Other	5
Chair Profile: % Internal	90
Chair Profile: % Similar institution	10
PART 2 - Section 3: Update on Institutional QA Overview	Other Implementation Factors

This institution can use this section to set out the ways in which data is used to support quality assurance and the management of the student learning experience.

Use of data

Data is used to inform the following key QA processes, ie School and College reviews, programme reviews and programme annual monitoring,

- student recruitment
- student performance statistics
- first destination statistics
- student feedback reports
- external examiner reports.

Student Performance statistics are routinely considered at College Boards, Academic Quality Assurance Committee and other fora. College level consideration of first year student progression data for 2014/15 triggered a number of programme reviews in 2015/16, focusing on issues relating to progression and pass rates.

Academic Affairs continues to engage with Information Services to ensure that these reports are accessible to staff and support quality assurance systems.

In 2015/16 there was a particular focus at Academic Council on the data from ISSE 2015 and DIT student feedback processes. Academic Council was pleased to note that the ISSE response for 2015 had increased significantly from 2014. The October and November 2015 meetings were dedicated to a consideration of this data, the positive points that have emerged, and how the Institute should respond, in terms of identifying existing policies and strategies already in place and possible new initiatives that might be required. The Quality Enhancement Issues Log, referred to in Part 2 above, captured those initiatives that need to be actioned by central Directorships and SLT. It was agreed that these actions should be widely communicated to students via student ezines. Also, Colleges agreed to communicate certain key points to their student body. As part of the annual programme monitoring process for 2015/16, Programme Committees have been asked to reflect further on ISSE and other Student Survey data. The Issues Log is monitored by SLT.

As part of the Institute's Annual Programme Survey Questionnaires, students are asked about their part-time employment. In 2015/16 Academic Council discussed the results obtained which demonstrated that students who are in 2nd and 3rd year are more likely to work more hours in part-time employment than those in 1st and 4th year and that those who are working more than 20 hours a week are more likely to miss class. The Institute will continue to monitor the effect of student part-time working on attendance and participation.

The institution may choose to highlight in this section information relating to factors that have impacted on quality and quality assurance in the reporting period. These may be factors relating to national developments or initiatives, such as clusters/alliances/mergers, other external factors or intra-institutional factors.

TU4D and merger

The work of effecting a single set of harmonised Quality Assurance procedures continues. During 2015/16 a comprehensive analysis of the documented systems of the three Institutes was carried out and the key areas of differences identified. This will focus the process of harmonisation. Industrial relations issues currently hamper ensuring the engagement of colleagues with this initiative.

THEQF

This significant project which is co-sponsored by DIT will be completed in early 2017. A decision was taken to re-title the project in order to reflect its relevance to all the institutes and not just those who are seeking Technological University designation.

External factors impacting on students

From engagement with the student body, DIT has noted concerns raised regarding the wider impact of financial issues on the student experience. Student representation, through DITSU, has stated the following:

“In this period a number of financial matters impacted negatively on the student experience. Firstly, the hike in the Student Contribution Charge to an exorbitant level of €3,000 put a huge burden on students and their families, the pressure of which caused great stress and anxiety to many. Furthermore, the effects of ongoing cuts in state funding to DIT over the previous eight years, the worsening staff to student ratios together with increases in student numbers continued to take its toll on the quality of the delivery of programmes, in common with the rest of the HE sector. On a related point many DIT students were impacted by the escalating accommodation crisis in the Dublin area. On average 30% of DIT students have to rent accommodation each year. Thus the lack of availability of rental properties, coupled with unaffordable rents and in some instances the poor and unsuitable condition of what's on offer adversely affected a sizeable proportion of our students throughout the year and was a further strain on them.”.

DIT will continue to review these matters and assess the evidential impact on quality with a view to addressing such issues as are within our control. For example, the development of student accommodation on the new Grangegorman campus will ultimately assist in alleviating problems for students in finding suitable accommodation in Dublin City.

Impact of fiscal environment on Quality Enhancement

The cumulative effects of the implementation of the Employment Control Framework (ECF) since 2009 and continuous reductions in funding are impacting on quality enhancement. It is a tribute to all colleagues and the flexibility demonstrated throughout the organisation that every effort is made to mitigate this.

DOES Transitions Initiative

As part of the Transitions Initiative, for entry in 2017, the Institute has further reduced denominated entry resulting in 9 entry points decreasing to 2, in the area of business and languages and tourism and languages for level 8 provision.

The Institute continues to explore and progress innovations as part of supporting the Transitions Initiative.

Any other implementation issues of interest can be noted here.

PART 3

Effectiveness and Impact

A commentary about the effectiveness of QA policies and procedures in the reporting period may be inserted here.

The Institute has well established Quality Assurance policies and procedures which continue to be effectively implemented across the Institute. It is important to note that many of the Institute's policies and procedures are based on Department of Education guidelines and that the Institute must ensure compliance with National guidelines, including the Core Statutory Guidelines for Quality Assurance and national policy such as the Employment Control Framework.

Quality Reviews continue to confirm the quality of academic programmes being delivered. Panels have continued to comment on the high level of teaching innovations being utilised by staff and the collegiate working environment within schools and the progress being made by School's in the periods since their last review. However, in recent years, it has been evidenced in Quality reviews, that resources are severely stretched in a number of areas. The Institute quality reviews continue to monitor the impact of the lack of capital investment and the reduction in personnel, coupled with an increase in student numbers. Whilst many quality reviews have highlighted the need for increased investment, additional funding for the Institute has not been forthcoming.

An evaluation of the impact of QA policies and procedures through their implementation in the reporting period should be inserted here.

In relation to student retention, a number of programme reviews were held where consideration of student retention and progression rates were a major feature. Reviews of a number of programmes within the College of Engineering and Built Environment were triggered by concern at College Board regarding first year progression data. These reviews focused on the first year student experience and initiatives that would support and enhance student engagement, including amongst others the monitoring of attendance, early intervention systems, peer mentoring, and more practically focussed assessment methods. Review Panels considered that the new initiatives proposed would enhance the first year student experience and have a positive impact on retention and progression rates. Similarly, the School of Physics and Clinical & Optometric Sciences have put in place a plan to address concerns regarding progression and retention on certain programmes which included a review of the number of hurdles presented to students at the early stages of the programme, the creation of larger lab modules and theory modules to better support students, and a review of the learning and teaching methods employed on their programmes. The Colleges will continue to monitor the impact of these changes on progression and retention.

This section should highlight an analysis of the key themes arising within the implementation of QA policies and procedures, primarily through a thematic analysis of key recommendations, commendations and conditions for the reporting period.

Recruitment and Marketing

Many of the programme reviews and school reviews commented on the importance of targeted marketing of programmes to ensure that sufficient appropriately qualified applicants apply to the programmes.

Guest Lecturers

A number of panels commented on the importance of the use of Guest lecturers who were industry practitioners within programmes and a number of recommendations were received in relation to utilising seminar series.

Student Handbooks

Most programme review and validation panels commented on the level of detail provided to students through Student Handbooks and several panels made recommendations to programme committees to provide a greater level of detail in relation to student workload throughout the year, clarity on the requirements for assessments and the assessment schedule for the year. In addition, some panels commented on the importance of providing feedback to students.

Additionally, as in 2014/15, work placements, internationalisation, information systems, facilities and community and industry engagement emerged again as common themes.

PART 4

Quality Enhancement

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

First Year Experience Framework (FYEF)

The DIT First Year Experience Framework working group emerged from and has built upon the work of the Learning, Teaching and Assessment Strategy Committee's group and its document 'Transitions into Higher Education – Extending and Enhancing Best Practices'. The aim was to create a First Year Student Success Framework and supporting documentation that would aim to enhance first year student success for all DIT students. A diverse range of stakeholders Institute-wide were engaged in the evolution of this framework, for example, a short online survey of first year tutors was carried out about their role, responsibilities, current challenges and suggestions that might help to enhance the learning experience for their students.

The FYEF working group identified key recommendations/wish list, 'promising practices' and 'research to inform' around six themes: 1. Induction/early orientation; 2. Peer mentors 3. Assessment and feedback; 4. Graduate Attributes / Students as autonomous self-directed learners 5. Learning spaces – virtual and physical/ Alternative Curriculum models. In the final structure of the Framework the content was edited into a set of Essentials, Good and Exemplary practices. It is intended that this will be developed into and made available as a resource or guide for programme teams/ Schools, to be used to reflect on current practice and to future plan/ review changes over a period of years.' Also, the Framework has been distilled into a checklist that will support first year. In 2016/17 the working group chairs are presenting an overview of the Framework to College Boards for implementation in 2017/18.

The Framework, and associated resource updates, is hosted on the Learning, Teaching and Technology Centre's website

<http://www.dit.ie/lttc/media/lttc2014/documents/Checklist%20for%20first%20year%20student%20success%20v3.pdf>

Widening Participation

In 2015-16, the DIT Widening Participation sub-committee was established, following a review of DIT's Widening Participation Strategy 2010-2015 and recommendations approved by Academic Council in June 2015. The sub-committee played a key role in providing cross-institutional review, monitoring and development of the implementation of the objectives in the revised DIT Widening Participation plan. During 2015/16 a revised definition for widening participation in DIT was developed and is available publicly at <http://www.dit.ie/wideningparticipation/>. The broad range of DIT Widening Participation entry routes and WP student supports continued to be reviewed, developed and delivered in line with the revised targets in the new plan. The DIT Widening Participation Annual Fund, as part of the DIT Equal Access Funding Agreement, was established and 6 innovative Widening Participation projects across DIT were funded.

The process of embedding and interlinking of widening participation continued with progress on identifying criteria to further enhance widening participation supports in the colleges and initial development of documentation outlining the responsibilities that apply throughout the Institute regarding the implementation of widening participation policies. The Disability Service transferred to the DIT Access and Civic Engagement Office in October 2015 and work on the integration of the service and further collaborative working with the Access Service took place throughout the year.

Progress was also achieved on the integration of civic engagement and widening participation. DIT, as part of the TU4D, took part in a pilot project related to Carnegie Civic Engagement Classification in Ireland. DIT also hosted the Living Knowledge Conference in June 2015. The newly-established Engagement Outreach team continued to develop DIT community engagement activity with schools and communities and DIT was the lead agency in a multi-agency consortium in the Grangegorman area to address early childhood development and engagement in education in disadvantaged areas, as part of the national Area-Based Childhood Programme. This early intervention and multi-agency approach reflects the goals of the National Plan for Equity of Access.

Grangegorman 2015/16

The student population based at the DIT Grangegorman campus has stayed steady at ~1,000 students, based in the suite of renovated historic structures. Feedback from students located at the DIT Campus at Grangegorman has indicated a very positive student experience and this has translated into enhanced academic performance and higher levels of student satisfaction.

The construction of the Greenway Research and Innovation Hub reached substantial completion in October 2015. Following fit-out and commissioning research students are currently relocating from disparate locations across the institute and will benefit from state of the art labs, co-location with other students and the improved amenities of the campus. The Hothouse team are marketing the enterprise suites and have a number of companies in situ. The spring intake of the 2016 New Frontiers programme has been based in the Greenway building.

Over 2014/15 the all-weather and two grass pitches, sports lighting, public lighting, CCTV and help points, a playground, paths and extensive landscaping were all completed. These larger grounds became available from September 2015 and have proved very popular with students and public alike. The all-weather pitch has been in use since September 2015, the grass pitches were allowed to establish and were not brought into use until Autumn 2016. Along with DIT teams these facilities are being used by local clubs. The playground in particular has been very well received by the local community. The opening of the Fingal Place gateway and the creation of a new route through the Prussia Street shopping centre has also greatly improved access to the campus and improved integration with the surrounding communities.

A competition to establish a design team for the Academic Hub/Library was won by a team led by O'Donnell + Tuomey Architects. A strategy for the long term development of the Academic Hub, incorporating the protected North House has been developed.

The redevelopment of the nearby DIT Broombridge site for additional sporting facilities progressed through 2015/2016, with the GAA sized all-weather pitch being completed in late 2016. This will provide vital additional out-door training facilities for team-based sports. It should be noted that during this period work on the Luas Cross City transport system has continued and this will be completed in late 2017 allowing further public transport access onto the DIT Grangegorman Campus and linking the campus with Broombridge.

An analysis of quality enhancement activities that were initiated by the institution. This could also include reference to any national or international quality assurance developments in which the institution is engaged. The institution is encouraged to highlight areas that may be of interest to other institutions and would benefit from wider dissemination.

Research Action Plan

The Directorate of Research, Enterprise and Innovation oversees the implementation of the Research Action Plan, a 4 year investment programme to deliver research supports and sustainable research structures. A key focus of the plan in 2015/16 was the development of a School's based research support programme, "Empowering Our Schools", the objective of which was to support research development planning to leverage the totality of a School's research profile and support the attainment of medium and longterm strategic objectives. A total of 10 awards will be made as part of this initiative. A number of strategic appointments were also made as part of the Research Action Plan over the course of 2015/16. Academic Leaders were appointed to the thematic areas of Environment, Energy and Health, and Information, Communication and Media Technologies. In addition, two Strategic Proposal Coordinators were appointed to support development of major project proposals while the position of Coordinator, Researcher Development (Postdoctoral and Early Career Researcher Support) has been approved to support researcher career development.

Pilot Induction Programme in the College of Sciences and Health

The College of Sciences and Health has piloted a College-wide extended induction programme for first year students. This action has arisen from the College Review and the Annual Monitoring processes, and was based on the successful Kickstarting College Success programme implemented by a project team in the previous academic year. The extended induction programme was designed to provide all first year students on full-time undergraduate programmes in the College with an opportunity to participate in sessions on College life and services, health and wellness, study skills and time management, as well as others, over the first seven weeks of their studies. Having completed the pilot, the programme is being reviewed ahead of reimplementing in the next academic year.

Athena SWAN

In 2014 DIT commenced a process to identify and address gender inequality by committing to apply for an Athena SWAN Bronze Award through the UK-based Equality Challenge Unit. This award level recognises that the institution has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff, with an initial focus on the careers of women in science, technology, engineering, and maths (STEM) where gender inequality is typically more commonplace.

A Steering Group, from across DIT and with representatives at all career stages, was established to oversee the self-assessment process. Chaired by the Director of Research, Enterprise & Innovation Services, the group undertook a detailed analysis of gender equality within the student and staff profile over the three-year period of 2013-16. A staff survey was undertaken in April 2016, with follow up focus groups in September 2016.

Arising from this self-assessment, an Action Plan has been developed aligned to several key objectives. For each action, an appropriate success/outcome measure has been defined, as well as the person/position(s) responsible for the action, and timescales for completion. The plan covers current initiatives and aspirations for the next three years, including in the areas of academic quality assurance and enhancement. DIT has committed to employ a Head of Equality and Diversity to oversee the implementation and monitoring of this plan.

In November 2016, DIT submitted its application for an Athena SWAN Bronze institutional award and feedback is expected February 2017

Library Access

DIT received a letter from the HEA in December 2015 stating that the Institute was to be accepted as a full member of the IReL consortium, so that DIT students can obtain improved access to journals and databases. This access has been delayed, however, due to changes in governance of IReL itself. It is expected now that full membership will be achieved in 2017.

Library managers monitor opening hours continuously and improve access for students wherever possible. A recent development has been the use of salary savings to fund the recruitment of temporary staff to provide additional library opening on late nights and Saturdays.

DIT Elite Athlete Entry Scheme

The Institute has put in place for its undergraduate programmes an academic entrance scheme for elite sportspeople. Through this scheme the Institute awards additional CAO points for entry to full-time undergraduate courses and successful applicants will be offered up to a maximum of 10% or 45 additional CAO points for admission to all undergraduate programmes.

A limited number of places will be reserved for outstanding candidates who have achieved a very high level of sporting performance and who have identifiable potential for further improvement. Successful applicants who commit to represent the Institute in their chosen sport will also be offered access to a range of athlete-led support services such as fitness testing, strength & conditioning and performance development workshops and facilities. Successful applicants will also be afforded access to DIT high performance training facilities, branded sportswear, physiotherapy and academic mentoring support and may be eligible for financial assistance.

PART 5

Objectives for the Coming Year

A piece in relation to strategic objectives in the coming period and plans for quality assurance and enhancement.

Review of General Assessment Regulations

A cross Institute working group has been established (late Autumn, 2016) to undertake a review of the General Assessment Regulations with respect to taught programmes within DIT. Good national and international practice is guiding this process and where relevant, the group defers or cross references with other Institute procedures and documents.

A list of issues/topics to be considered as part of this review of the existing General Assessment Regulations (GAR) include the following: Examinations and Assessment policies; procedures around reviews and appeals; procedures around breaches of the regulations; relevance of regulations in relation to staff issues; regulations in relation to Dual/Joint Awards and examining opportunities for flexibility within the existing GAR.

Review of the Handbook for Academic Quality Enhancement

A series of cross Institute working groups have been established (late 2016 early 2017) to examine the DIT Handbook for Academic Quality Enhancement. There is some linkage and cross over between the review of the General Assessment Regulations also underway. The working groups established deal with a review of the following themes/areas within the handbook:

Documentation Requirements for validation of New and Existing programmes

Annual Monitoring, Reviews and Student Involvement

Research

Linked / Collaborative Partnerships

Staff from across each of the four Colleges, student services, research, academic affairs and DITSU are involved in this work.

Development of DIT Academic Strategy

An Academic Strategy for the Institute is being drawn up to cover the period September 2017 to August 2027. The aim is to bring a greater degree of structure to current Institute practice such that there is a transparent combination of internal bottom-up and top-down approaches and interventions. In addition, inter alia, the strategy will have regard to the changing landscape of Irish Higher Education with particular reference to HEA clusters. It will continue the practice of taking particular account of developments in DIT's current knowledge domains as well as establishing a presence in new disciplines/knowledge domains as appropriate. The particular strengths of DIT will be identified, positioning the Institute nationally and internationally. The frame of reference will be provided by Ireland's social, cultural and economic context within the European Higher Education Area.

The initial output will be a Portfolio Plan of Programmes 2017 to 2027, to be finalised by September 2017.

The Academic Strategy Group is chaired by Dr Michael Mulvey, Director of Academic Affairs and Registrar, and the membership comprises:

Dr Sheila Flanagan	Head of Academic Planning and Policy
Mr Frank Costello	Head of Enrolment Planning and Admissions
Ms Carole Redmond	Academic Affairs and Operations Manager.

A seven stage process involving staff and students across the Institute will include an analysis of the existing portfolio, contextual positioning exploring national and societal needs, a series of college level workshops leading to a series of college level prioritised developmental actions, out of which a process for moving forward with DAAR will be agreed.

Top Level Analysis of ISSE feedback

Arising from the review of feedback received through ISSE, DAAR will undertake to develop a register/log of actions that require action at Institute level. This log will be maintained and updated by DAAR. A set of actions and owners with timelines will be identified designed to achieve targets set both locally and at Institute level. A report will be made to Academic Council annually based on issue identification and progress made in relation to resolving same.

The Student Voice

The review of student evaluation systems will continue into 2016/17 and a budget is being sought to support the development of a technical solution to this issue, to allow for more effective management and analysis. In addition, the wider role of the student in quality assurance and enhancement will be considered as part of the review of the Handbook for Academic Quality Enhancement (see above).

The practice of regular meetings between DAAR and DITSU Vice-President Education continues. In addition, DAAR participates in the training of class representatives and the plenary session for class representatives to hear at first hand comments and feedback that the representatives wish to provide.

Programme and Module Catalogue

Following the appointment of a Programme and Module Catalogue Project Manager in 2016, the priorities for the current academic year include focusing on a set of deliverables that will improve the current system; ie ensuring current data is more complete and correct, improving the presentation of the data, the development of a User Interface for data entry and the development of reports available from the existing Catalogue. The Project Board also aims to establish a Multi-Party Framework Agreement which will run for a duration of 3 years to oversee the longer term development of the Catalogue.

EGB

In 2008, the Institute implemented a new Electronic Grade Book to support the processing of examination results. In the Academic 2015/16 a group will be established to consider how the use of this Electronic Grade Book can be improved to provide further support to and improve the processing of examination results and the generation of reports relating to student performance.

2016/17 review/validation schedule

School Reviews

School of Culinary Arts and Food Technology (review process commenced in 2015/16 and will be completed in 2016/17) School of Surveying and Construction Management

(review process commenced in 2015/16 and will be completed in 2016/17)

School of Physics (review process commenced in 2015/16 and will be completed in 2016/17. School of Marketing (review process commenced in 2015/16 and will be completed in 2016/17)

School of Retail and Services Management (review process commenced in 2015/16 and will be completed in 2016/17) School of Media

Dublin School of Creative Arts

Dublin School of Architecture

School of Mechanical and

Design Engineering School of

Multidisciplinary Technologies

School of Civil and Structural

Engineering

School of Electrical and Electronic Engineering

School of Transport Engineering, Environment and Planning

School of Computing

School of Management.

Programme Reviews –

MA in Public Relations

MA in Public Affairs and Political Communications

MA in Criminology

BA in Early Childhood Education

BSc in Information Technology and Information Systems

Undergraduate Programme Review for School of Food Science and Environmental

Health Postgraduate Programme Review for School of Food Science and

Environmental Health.

Units Reviews

Access and Civic Engagement Office – Unit Review

International Office – Unit Review

Campus Life – Unit Review

Student Services Centres – Unit Review.

Linked/Collaborative Provision

A number of arrangements with linked/collaborative providers are to be reviewed/considered for renewal in 2016/17. Institute of Advertising Practitioners in Ireland - Postgraduate Diploma in Advertising and Digital Communications

Health Pricing Office – CPD Certificate in Clinical Coding

GetReskilled – BSc in Manufacture of Medicinal Products and related CPD Programmes

IBEC – Suite of CPD Programmes

Irish Association of Respiratory Scientists - CPD in Spirometry

Society of Chartered Surveyors Ireland – BSc in Property Studies, BSc in Property and Facilities

Management and associated CPD Certificates. Engineers Ireland – CPD Diploma in Professional

Engineering, CPD Certificate in Professional Engineering, CPD Certificate in Professional Skills. Gas

Networks Ireland – CPD Certificate in Gas Distribution Supervision

Irish Air Corps – BEng Tech in Military Aviation Technology and CPD Certificates

Pulse College – MA in Scoring for Film and Visual Media

Oman Tourism College – BSc/Diploma in Tourism and

Hospitality Management. Irish College of Music Theatre

– CPD Diplomas in Musical Theatre

Any further information with respect to plans for the coming period.

2017/18 Review Schedule

School of Hospitality Management and Tourism – School

Review Graduate Business School – School Review

School of Biological Sciences – School Review

School of Accounting – School Review

Marketing Institute of Ireland – Postgraduate Programmes and

CPDs President's Office – Unit Review

Admissions and Enrolment Planning – Unit Review Learning,

Teaching and Technology Centre – Unit Review Library

Services – Unit Review

Finance – Unit Review