Dublin Institute of Technology

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.

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..

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

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 Academic Council is available at:

http://dit.ie/qualityassuranceandacademicprogrammerecords/council/sub-committees/

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, also reporting to DIT's Senior Leadership Team on executive matters, 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 Graduate Research School Board 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 deals, 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.

College Board
A College Board is primarily a sub-committee of Academic Council within the College and has responsibility for developing and monitoring the implementation of academic policy matters and in particular academic quality assurance procedures in respect of programmes within the College.

Programme Committees / Team
For each programme a programme committee / team is established as a sub-committee of College Board. It is responsible, in conjunction with the Head of School, for developing and assisting in the operation of the programme.

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.

Chapters 1-3 of the Institute Handbook for Academic Quality Enhancement deal with new programme and module design and validation.

http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/ : .

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.

The Institute's General Assessment Regulations outline the policies and procedures governing the assessment of students, these are available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/student-assessment-regulations/

Chapter 4 of the Institute's Handbook for Academic Quality Enhancement sets out the process for the Management of the delivery of programmes, outlining the roles of the programme committee, programme year, year tutor and student representatives. Appendix G2 sets out the Institute's general principles for education provision. Chapter 5 sets out the process for the annual monitoring and oversight of the delivery of programmes. They are available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

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.

The Institute's regulations under which postgraduate research programmes are delivered as set out in the Postgraduate Study by Research regulations, available at:
http://www.dit.ie/researchandenterprise/graduateresearchschool/currentresearchstudents/#d.en.22466

The quality of the Institute's research is evaluated as part of the School and College Reviews. The process is outlined in Chapter 7: School Review and Chapter 9: College Review of the Institute's Handbook for Academic Quality Enhancement, available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

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.

Details on student services' policies and procedures from Registration to Graduation are available at:
http://www.dit.ie/studentservices/

Details on the procedures to support students from under-represented backgrounds to enter and progress through the Institute are available at: http://www.dit.ie/ace/about/supportforyou/

Details on the policies and procedures to students with a disability to enter and progress through the Institute are available at: http://www.dit.ie/disability/

Details on policies and procedures to support the provision of pastoral and extra-curricular activities are available at: http://www.dit.ie/campuslife/

Details on the checklist for support for 1st year students is available at http://www.dit.ie/lttc/resources/ and a website specifically tailored to assist 1st year students understand Institute policies and support is available at: http://www.dit.ie/fyi/

Chapter 4 of the Institute's Handbook for Academic Quality Enhancement sets out the process for the Management of the delivery of programmes, available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

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.

The Institute's has a comprehensive set of HR Policies and Procedures which include Recruitment, Staff Training and Development, Promotion, Pay and Health and Wellbeing. These are available at: http://www.dit.ie/hr/hrpoliciesproceduresguidelinesatoz/

In addition, the Institute's Learning, Teaching and Technology Centre provides a number of tailored staff development programmes specifically for teaching staff. Details on these programmes are available at : http://www.dit.ie/lttc/programme/. The Learning, Teaching and Technology Centre also provides staff with a number of resources to assist them to develop their teaching practice. These are available at: http://www.dit.ie/lttc/resources/

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.

The website http://www.dit.ie/teaching/ provides detailed procedures to academic staff on the Institute processes that support teaching and learning and the website: http://www.dit.ie/lttc/resources/ provides resources to assist staff to further develop their teaching practice.

Teaching and Learning in the Institute is evaluated through the Institute's Annual Programme Monitoring, Programme Review, School Review and College Review processes which are outlined in the Institute's Handbook Quality Enhancement available at: http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

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.

Institute funding is provided through the HEA, Details on the policies on the allocation of funding is available at: http://hea.ie/funding-governance-performance/funding/how-we-fund/

The Institute has developed a comprehensive set of policies and procedures to manage the available funding, available at: http://dit.ie/intranet/finance/policiesandprocedures/

Procedures for the maintenance of estates are available at: http://www.dit.ie/estatesoffice/helpdesk

The adequacy of resources and funding for learning, teaching and research are key considerations in Annual Monitoring, Programme Review, School Review and College review as detailed in the Handbook for Academic Quality Enhancement, available at http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

Details on library services are provided at: www.dit.ie/library

Details on study skills support provided by the Academic Writing Centre and the Maths Learning Support Centre are available at: http://www.dit.ie/campuslife/campuslifeoffice/studyskillssupport/

Information on the Information Services' supports provided to students is available at: http://www.dit.ie/is/student/

Details on non-academic supports provided to students are available at http://dit.ie/currentstudents/

Details on programme specific academic resources and support are provided directly to students for each programme through the Institute's Virtual Learning Environment: Webcourses.

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.

The Institute has a range of policies that govern the collection, analysis and use of information about programmes and other activities. These policies include Data Protection and Record Management Policies available at:
http://www.dit.ie/institutesecretarysoffice/informationgovernance/dataprotectionincludingrecordsmanagement/,

As part of its quality assurance procedures relevant data is collected and analysed. This data includes student admission, progression and performance data as well data provided by students as part of their evaluation of programmes and modules. Details on how data is used are contained in the Annual Monitoring, Programme Review, School Review, College Review and Unit Review Chapters and as outlined within the terms of reference of the Sub-Committees of Academic Council contained in the Handbook for Academic Quality Enhancement:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

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.

A role for self-evaluation and monitoring is included in each of the Institute's quality review processes including Annual Monitoring, School Review and Unit Review and as detailed in the Handbook for Academic Quality Enhancement available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

As detailed in Section 2 above the Institute's Academic Council has established a range of sub-committees to internally monitor the implementation of Institute programmes and policies.

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.

Stakeholder Engagement is a requirement of each of the Institute's quality review processes including Programme Validation, Annual Monitoring including the role of the external examiner, Programme Review, School Review, College Review and Unit Review. This is detailed across the various chapters in the Handbook for Academic Quality Enhancement available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

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).

The Institute has a strong track record in applying for and receiving accreditation from a range of Professional, Statutory and Regulatory Bodies. In addition the Institute has also developed a small number of joint awards with other Degree awarding bodies both nationally and internationally. Further details are contained in the on-line form.

Chapter 13: Collaborative and Linked Provision of the Institute's Handbook for Academic Quality Enhancement provides details on the quality assurance procedures for joint awards. The Handbook for Academic Quality Enhancement is available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

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.

The Institute's Admissions website and prospectuses provide clear, accurate and up to date information on the Institute programmes to prospective students. The template used for the provision of information was designed in consultation with students. In addition, the Institute's Programme and Module Catalogue provides further details on the academic content of programmes and modules.

The data provided by students through the Irish Student Engagement Survey has been made available to the public via the HEA website: http://studentsurvey.ie/survey-results/

In addition, it is Institute policy to publish on the Internet the minutes of Academic Council at: http://www.dit.ie/qualityassuranceandacademicprogrammerecords/council/ and the reports from Programme Validations and Programme, School, College and Unit Reviews at: http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/

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.

The Institute is currently developing separate quality assurance procedures for Linked Providers. Currently, a provider who wishes to apply to the Institute to be considered as a linked provider may follow the procedures outlined in Chapter 13: Linked and Collaborative Provision in the Institute's Handbook for Quality Enhancement available at:

http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

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.

Delete this message and insert text here. The box will expand.

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.

The procedures for collaborative providers are contained in Chapter 13: Linked and Collaborative Provision in the Institute's Handbook for Quality Enhancement available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/ These are currently under review and new procedures have been drafted and circulated across the Institute.

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

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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	
Number	
Link(s) to Publications	http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/

Year	2017/18
Areas/Units	School/Unit
Number	10/4
Link(s) to Publications	

Year	2018/19
Areas/Units	College/School/Unit
Number	2/3/5
Link(s) to Publications	

Year	2019/20
Areas/Units	College/School/Unit/PhD
Number	2/4/2/1

Link(s) to Publications	
Year	2020/21
Areas/Units	School/Unit
Number	5/1
Link(s) to Publications	

Year	2021/22
Areas/Units	School
Number	2
Link(s) to Publications	

Year	2022/23
Areas/Units	
Number	
Link(s) to Publications	

Year	
Areas/Units	
Number	
Link(s) to Publications	

Overview of internal QA governance, policies and procedures	AIQR-Part-1-15 Feb 18.docx
PRSBs	25
Awarding 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

ME in Mechanical Engineering

</p>
BE (Hons) in Mechanical Engineering

</p>
BE (Hons) in Manufacturing Engineering

</p>
BE (Hons) in Building Services Engineering BE (Hons) in Electrical/Electronic Engineering BE (Hons) in Civil Engineering

</p>
BE (Hons) in Structural Engineering

</p>
BE (Hons) in Computer and Communications Engineering

</p>
BEngTech in Mechanical Engineering BEngTech in Building Services Engineering

</p>
BEngTech in Electrical

</p>
Services Engineering BEngTech in Automation Engineering

</p>
BEngTech in Engineering Systems Maintenance BEngTech in Electronic and

</p>
Communications Engineering

</p>
BEngTech in Electronic and Computer Systems

</p>
BEngTech in Control and Automation Systems/Electrical Energy Systems

</p>
BEngTech in Civil Engineering

</p>

</p>
Higher Certificate in Electrical Services Engineering Higher Certificate in Building

</p>
Services

</p>
Engineering Higher Certificate in Civil Engineeri

Date of last review or accreditation	31-05-2017

Next review year	2019
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Second Set of Records
Type of Arrangement	PRSB
Name of the Body	British Computer Society
Programme Titles and Links to Publications	BSc in Computer Science BSc in Computer Science (Infrastructure) BSc in Information Technology / Information Systems MSc in Computing http://www.bcs.org/
Date of last review or accreditation	01-12-2014
Next review year	2019
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Third Set of Records
Type of Arrangement	PRSB
Name of the Body	Accountants (Various)
Programme Titles and Links to Publications	**MSc in** **Accounting:** **Postgraduate Diploma in Accounting: BSc (Hons) in Accounting and Finance: BSc** **(Hons) in** **Business and** **Management:** **Chartered Accountants Ireland:** **https://www.charteredaccountants.ie/Prospective-Students/Apply-and-Join/Exemptions** **ACCA:** **http://www.accaglobal.com/gb/en/help/exemptions-calculator.html** **Certified Public Accountants (CPA) Ireland:** **http://www.cpaireland.ie/students/exemptions/colleges-universities** **Institute of Management Accountants (CIMA):** **https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/** **Tax Institute:** **http://www.taxinstitute.ie/**
Date of last review or accreditation	30-06-2016
Next review year	2019
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fourth Set of Records
Type of Arrangement	PRSB
Name of the Body	Society for Chartered Surveyors in Ireland

Programme Titles and Links to Publications	**MSc in Geographic Information Science** </p> **MSc in Geospatial Engineering** </p> **MSc in Real Estate** </p> **MSc in Quantity Surveying** </p> **MSc in Spatial Information Management** </p> **MSc in Spatial Planning** </p> **MSc in Planning and Development** </p> **BSc (Hons) in Geomatics** </p> **BSc (Hons) in Property Economics** </p> **BSc (Hons) in Quantity Surveying and Construction Economics** </p> **BSc (Hons) in Spatial Planning** **Reviewed Annually** **www.scsi.ie**
Next review year	2018
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fifth Set of Records
Type of Arrangement	PRSB
Name of the Body	CORU
Programme Titles and Links to Publications	BSc in Human Nutrition and Dietetics http://www.coru.ie/en/about_us/dietitians_registration_board BSc in Ophthamlic Dispensing http://www.coru.ie/en/about_us/optical_registration_board
Date of last review or accreditation	01-11-2017
Next review year	2018
Joint/double/multiple awards	4
Collaborative programmes	58
Franchise programmes	3
Linked providers (DABs only)	2
Section: Collaborative Provision	First Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Brighton and Bristol Institute of Modern Music

Programme Titles and Links to Publications	BA in Commercial Modern Music </p> CPD Diploma in Professional Musicanship </p> http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandres </p>
Date of last review	11-03-2016
Next review year	2021
Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Irish Business and Employers Confederation
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/qualityreviewreportsandres** **In addition the below suite of CPD programmes were delivered** </p> **CPD Certificate in Managing Safety: CPD Certificate in Managing Employee Relations: CPD Diploma in Leadership: CPD Diploma in Business Coaching:** </p> **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:** </p> **CPD Diploma in Employment Law: CPD Certificate in Employment Law: CPD** </p> **Certificate in Industrial Relations: CPD Certificate in Managing People: CPD Diploma in** </p> **Managing People: CPD Diploma in Management:** </p>
Date of last review	07-06-2017
Next review year	2022
Section: Collaborative Provision	Third Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Digital Skills Academy
Programme Titles and Links to Publications	BSc (Hons) in Digital Technology, Development and Innovation: BSc in Digital Technology, Business and Design: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmedia/
Date of last review	15-05-2017
Section: Collaborative Provision	Fourth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Engineers Ireland

Programme Titles and Links to Publications	CPD Diploma in Professional Engineering CPD Certificate in Professional Engineering CPD Certificate in Professional Skills CPD Certificate in Vehicle Restraint Systems
Next review year	2019
Section: Collaborative Provision	Fifth Set of Records
Type of arrangement:	Linked providers (DABs only)
Name of the Body (Bodies)	Pulse College (Moving towards a linked provider relationship)
Programme Titles and Links to Publications	MA in Scoring, Film and Visual Media: Higher Certificate in Computer Games Development: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmedia/
Next review year	2018
Section: Collaborative Provision	Sixth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Pharos University Alexandria
Programme Titles and Links to Publications	CPD Diploma in Business Communication BSc in Business and Management http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofretailservicesmanagement/
Date of last review	22-05-2016
Next review year	21
Section: Collaborative Provision	Seventh Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Trinity College Dublin
Programme Titles and Links to Publications	BSc in Human Nutrition and Dietetics: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofbiologicalsciences/ BSc in Music Education
Date of last review	27-11-2015
Next review year	2020
Section: Collaborative Provision	Eighth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Oman Tourism College
Programme Titles and Links to Publications	BSc in Tourism and Hospitality Management: Diploma in Tourism and Hospitality Management: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofhospitalitymanagementtourism/ Oman Tourism College has received its own degree awarding powers, so DIT arrangement is ending.
Section: Collaborative Provision	Ninth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Construction Information Technology Alliance
Programme Titles and Links to Publications	MSc in Construction Informatics The relationship was not renewed after it came to an end
Section: Collaborative Provision	Tenth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Marketing Institute of Ireland

Programme Titles and Links to Publications	PgDip in Management and Marketing MSc in Digital Marketing and Analytics CPD Diploma in Digital Marketing CPD Certificate in Strategy and Tactics
Next review year	2018
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	BE in Electrical and Electronic Engineering
Next Review Year	2020
Section: Articulation Agreements	Second Set of Records
Name of the Body	Beijing University of Chemical Technology
Name of the Programme and Links to Publications	PreMaster for Computer Science BSc in Computer Science 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 Management
Review year for agreements	2019
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	19-02-2018

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.

Commencement of Review (ongoing) of Handbook for Academic Quality Enhancement including review chapters and linked/collaborative provision chapter
A number of review groups have met throughout 2016/17 to consider the Handbook for Academic Quality Enhancement, in particular the chapters on Linked/Collaborative Provision, Annual Monitoring, Programme, School and College reviews, as well as student involvement in quality assurance processes. The revised chapters and related appendices will be circulated within DIT for consultation and submitted to Academic Council for approval in 2017/18. There are also groups examining documentation requirements for validation of new and existing programmes and considering the quality assurance of Research. These groups will also issue proposals for approval during 2017/18. The purpose of these of reviews was partially to ensure a greater alignment with DIT strategic objectives.

Commencement of Review of DIT's General Assessment Regulations
DIT commenced a review of the General Assessment Regulations in 2016/17 with a view to clarifying issues identified by staff and updating the terminology used. The Review Group has also identified issues for wider discussion. The revised General Assessment Regulations have be circulated and discussed at Academic Council and will be considered for approval in March 2018. It will also be an input in the discussions on unitary assessment regulations for TU4Dublin.

A Unitary Marks & Standards/General Assessment Regulations for TU4Dublin

A Unitary Marks and Standards / General Assessment Regulations document for Taught Programmes appropriate for a Technological University was approved by the TU4Dublin Steering Group in 2017. One objective of the work package is to create a unitary Marks and Standards / General Assessment Regulations document for Taught Programmes appropriate for a Technological University and which will underpin the quality assurance processes and procedures for the fair and consistent assessment of learners. A second objective is to conduct a full review of current quality assurance arrangements and develop QA procedures, processes and regulations for the Technological University. At DIT Academic Council on 17th January 2018 it was noted that this document should be taken up for further consideration by the Institutes' Academic Quality Assurance Committee.

The Student Voice – approval for seeking technical Student Evaluation System
In 2017, the Institute's Campus Development Committee agreed to acquire and implement a new software system to support the collection and analysis of student feedback on modules and programmes. The specification for this software system was agreed in consultation between the QA Office, DIT Students Union (DITSU), all four Colleges and Student Development. A tender application process was launched in 2017/18.

Programme and Module Catalogue
Following on from earlier work, the focus for the Programme and Module Catalogue Project Board in 2018 is to procure a commercial off-the-shelf solution for the management of the curriculum lifecycle to meet the Institute requirement for improved Catalogue information. The goal is to implement this by 1st September 2018.

Participation in the National Student Engagement Programme (NStep)
In 2017 DIT and DITSU jointly applied, and were accepted, to participate in the extended pilot for NStep. DIT will participate in both the institutional strategic analysis and the new student representative training components of the programme. The student representative training will complement DITSU's existing class representative training which is delivered in October each year. It will provide a training opportunity for those representatives who have not yet been able to participate in DITSU training.

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

QA Audit and response – Academic Council rolling log and annual agenda
In 2015/16, 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 recommendations of the auditor have been taken on board and implemented as appropriate. It was agreed to introduce a rolling item log as a standing item on Academic Council and Academic Quality Assurance Committee agendas, to be updated on a regular basis. An annual agenda has been prepared for Academic Council, with certain items scheduled at specific meetings, which will trigger reminders being sent to members so they know to which reports they are expected to contribute. This agenda will include items such as confirmation from each College that Student Handbooks are available for all major award programmes, at the first meeting of Council of the academic year. The availability of Student Handbooks had previously been the subject of a recommendation within another Audit process, on Information and Services for Students.

Amendment to Programme Survey Questionnaire (Q6c)
Three additional sections to the Programme Survey Questionnaire (Q6c) were agreed, to be implemented for the academic year 2016/17, as follows:

- students to be asked how often they use, and how useful they find, the technology resources provided by DIT and those they source themselves or through their lecturers
- students to be asked specifically about social media tools, a growing area in teaching and learning
- a third new section will be used to determine how useful students find the mathematical resources that are made available to them via their lecturers and the Mathematics Learning Centre (MLC). Mathematics is known to be one of the key subjects where students face difficulties.

The additions were sought by the Learning, Teaching and Technology Centre to allow for further investigation into how these types of tools can be used more effectively in teaching and learning.

Resignation of Dr Michael Mulvey as Director of Academic Affairs and Registrar
At the end of the reporting year, Dr Michael Mulvey resigned from his position as DIT's Director of Academic Affairs and Registrar with effect from 1 October 2017, to take up the position of President of Dundalk Institute of Technology. Professor Mike Murphy, Director of Academic Affairs, Digital and Learning Transformation has taken up the role as Academic Registrar.

1.3 The schedule of QA governance meetings.

Meetings of Academic Quality Assurance Committee 2016/2017
19 September 2016
17 October 2016
21 November 2016
23 January 2017
27 February 2017
3 April 2017
8 May 2017
12 June 2017

Meetings of Academic Council 2016/2017
7 September 2016
5 October 2016
9 November 2016
14 December 2016
15 February 2017
22 March 2017
3 May 2017
31 May 2017
28 June 2017

Meetings of Governing Body 2016/2017
28 September 2016
9 November 2016
14 December 2016
25 January 2017
8 March 2017
26 April 2017
14 June 2017
19 July 2017

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

- **School Reviews (2 in total)**
1. **School of Culinary Arts and Food Technology**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofculinaryartsfoodtechnology/

2. **School of Retail and Services Management**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofretailservicesmanagement/

- **Programme Validations (6 in total)**
1. **MA in Mentoring, Management and Leadership in the Early Years**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schooloflanguageslawandsocialsciences/
2. **MA in Gastronomy and Food Studies**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofculinaryartsfoodtechnology/
3. **BSc (Hons) E-Commerce in Retailing**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofretailservicesmanagement/
4. **MSc in Project Management**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmanagement/
5. **MA in Law (Professional)**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schooloflanguageslawandsocialsciences/
6. **MMus (Performance)/MMus (Conducting)**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofconservatoryofmusicdrama/

- **Programme Validations involving partnerships with External Institutions (4 in total)**
1. **PgDip in Marketing and PgDip in Retail Management (in partnership with Pharos University, Alexandria, Egypt)**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmarketing/
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofretailservicesmanagement/
2. **PgDip in Advertising and Digital Communication (in partnership with Institute of Advertising Practitioners in Ireland)**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmarketing/
3. **Higher Certificate in Customer Service Fundamentals (in partnership with Three Telecom)**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofretailservicesmanagement/
4. **MSc in Management and Marketing (in partnership with Marketing Institute of Ireland)**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmarketing/

- **Programme Reviews (10 in total, including 1 Omnibus programme review)**
   1. **MArch**
   http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/dublinschoolofarchitecture/

2. **BA (Hons) in Creative and Cultural Industries**
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmedia/

3. **MA in Criminology**
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schooloflanguageslawandsocialsciences/

4. **BA (Hons) in International Business and Languages**
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schooloflanguageslawandsocialsciences/

5. **BA (Hons) in Early Childhood Education**
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schooloflanguageslawandsocialsciences/

6. **MSc in Applied Accounting**
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofaccountingfinance/

7. **MA in Public Affairs and Political Communication**
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmedia/

8. **MA in Public Relations**
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmedia/

9. **BSc (Hons) in Information Technology and Information Systems**
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofcomputing/

10. **Omnibus Programme Review – School of Food Science and Environmental Health**
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schooloffoodscienceenvironmentalhealth/

- **Programme Reviews involving partnerships with External Institutions (2 in total)**
  1. **BSc in Manufacture of Medicinal Products *(*in partnership with Get Reskilled)**
  http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofchemicalandpharmaceuticalsciences/
  2. **BSc (Hons) in Digital Technology, Design and Innovation /BSc in Digital Technology, Design and Innovation (in partnership with Digital Skills Academy (DSA))**
  http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmedia/

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	**6**
Programme Validations involving partnerships with External Institutions	**4**
Number of **Programme Reviews** completed in the reporting year	**10**

Number of **Research Reviews** completed in the reporting year	
Number of **School/Department/Faculty Reviews** completed in the reporting year	2
Number of **Service Unit Reviews** completed in the reporting year	0
Number of **Reviews of Arrangements with partner organisations** completed in the reporting year	2

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

Composition of Panels	%
Internal	**59.2**
National	30.4
UK	10.4
EU	0
Student	0
Other	0

Chair Profile	%
Internal	**100**
Similar Institution	0
Different Institution	0
International	0

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.

3.1 Use of data

Key QA processes, ie School, College and programme reviews and programme annual monitoring, are informed by data on:
- Student recruitment
- Student performance statistics
- First destination statistics
- Student feedback reports
- External examiner reports.

Student performance data are routinely considered at College Boards, Academic Quality Assurance Committee and other fora, sometimes with follow up action required, including the triggering of programme reviews where deemed necessary.

Academic Council requested that ICT Services generate a business case with regard to resolving identified issues associated with the Electronic Grade Book (EGB) system that supports the examination process within DIT. ICT Services responded with a comprehensive evaluation report on EGB that included a set of short-term, medium-term and long-term recommendations. This report was considered by the Institute's Campus Development Committee, who prioritised and provided funding to implement the short-term recommendations contained in the report. An EGB working group was established, IS staff assigned and external consultants recruited, and work commenced on the reports available from EGB. Two key reports were made available to support the 2016/17 examination boards with positive feedback from the Colleges on their usefulness. Work is continuing and further reports from EGB that will support the implementation of the Institute's quality assurance procedures are being developed and were made available in December 2017.

As mentioned in Section 2 above, approval has been provided for the development of a technical solution to DIT's internal student surveys (module and programme surveys). This will allow for more effective management and analysis of the data.

As in 2015/16, data from the ISSE 2016 and 2017, along with data from DIT's internal student feedback mechanisms (Q6 surveys), were considered at programme, School and College level. Each College presented their findings to Academic Council following this consideration. The College of Engineering and Built Environment analysed the data by construct, year, NFQ level and School and identified how responses to certain questions varied depending on the year of study, level and school. Their report linked the ISSE findings to the student feedback obtained

through DIT QA processes (Q6c forms) and from a review of Level 7 provision within the College. This analysis highlighted students' concerns in relation to the physical learning environment, access to appropriate learning spaces and the quality of laboratory equipment. For final year students, difficulties in managing workloads and the level of feedback from assessment were also identified as areas where improvements can be made.

Recommendations arising from the Colleges' consideration of the data included: maximising the number of students completing surveys; incorporating consideration of ISSE data into DIT internal review processes; incorporating actions arising from the ISSE analysis into College Action Plans; further consideration of assessment strategies and provision of timely and appropriate feedback during the year.

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

TU4Dublin
The Institute continues to collaborate with the Institute of Technology Blanchardstown and the Institute of Technology Tallaght to prepare for an application for designation as a Technological University.

To support this, work has been undertaken in the past year through three TU4Dublin Programme Definition Reports (PDRs) for Quality Assurance, Research, and Teaching, Learning, and Curriculum Transformation. Under the Quality Assurance and Research PDRs progress has been made to create a unitary Marks and Standards/General Assessment Regulations for taught and research programmes appropriate for a technological university. Work completed to date has been the production of a harmonised quality assurance inventory for taught programmes (levels 6-9). Work is now in process to commence development of an appropriate technological university handbook for quality assurance and enhancement with associated marks and standards/general assessment regulations and procedures.

In addition, work commenced on developing an educational philosophy, curriculum model, and graduate attributes appropriate for a technological university under the aegis of the associated PDR, Teaching, Learning, and Curriculum Transformation. The output document is a paper, *The Technological University for Dublin Approach to Education*, which has been distributed to each Academic Council of each institute within the TU4Dublin Alliance for further consultation, input and approval from student/academic/professional services constituencies. Once adopted it will then provide valuable input into the process of curriculum and academic programme transformation.

The Technological Higher Education Quality Framework (THEQF)
The THEQF is a set of high-level, strategic guidance principles in the area of internal quality assurance and enhancement, developed by and for the technological higher education sector. The THEQF, co-sponsored by DIT, was launched on 3 April 2017 at Croke Park.

National Forum for the Enhancement of Teaching and Learning
DIT maintains strong strategic links to the Forum in a number of ways:
DIT was successful in obtaining funding for two events as part of the **National Seminar Series/ workshops 2016-7**: Use of reflection to explore meaning in PD for T&L 14/02/2018, and Using dialogic feedback approaches to promote writing transfer as part of assessment for learning 30/05/2017.
DIT also obtained funding to support a series of events about digital life, digital literacy, digital skills and more, which ran in DIT in April 2017 as part of a National All Aboard project. The week attracted almost 350 attendances from DIT staff, students and the general public during the events.

National Funded projects include:
- TEL Tools – Pedagogical Resources for Technology Enhanced Teaching and Learning completed in 2016 with University College Cork, Tralee Institute of Technology, University College Dublin, Dublin Institute of Technology
- An ePortfolio strategy to enhance student learning, assessment and staff professional development & TEL Week in April 2016 was led by Dublin Institute of Technology with partners Institute of Technology Blanchardstown, Institute of Technology Tallaght and Hibernia College.
- LEVITUS project with ITB and ITTD from 2016-8 Developing a Professional Development Framework to promote, acknowledge and evidence Teaching and Learning professional development activities for staff at a disciplinary level (Engineering) within an institute of technology.
- L2L: Librarians Learning to Support Learners Learning with IT Carlow and DKIT from 2016-8.

In relation to the National Consultation group, DIT Learning, Teaching and Technology Centre (LTTC) staff have been involved as part of a number of consultations: Assessment of, for and as Learning: Assessment and Feedback Approaches Should be Guided by a Programme Level Approach
Learning Analytics and Educational Data Mining for Learning Impact
Online Resource for Learning Analytics (ORLA) Click here for more information.

DIT's LTTC has supported staff applications toward teaching awards. In this current year, DIT has three teams shortlisted for a DELTA award. This award type aims to add a crucial, discipline-led dimension to Ireland's national approach to identifying excellence in teaching, augmenting the voice and perspectives of higher education students and their institutions. The award will be presented to discipline groups who can demonstrate a record of excellence in

teaching and learning enhancement and who commit to an ongoing, clearly articulated, shared process of continued enhancement.

DIT's Dr Kevin O'Rourke was seconded to the Forum to support the development of *Teaching and Learning in Irish Higher Education: A Roadmap for Enhancement in a Digital World 2015-2017* and subsequently in 2016 to lead the infrastructure review. This report is available from here. Dr Roisin Donnelly was seconded for one year from Nov 2016- Nov 2017 to project manage 23 pilot studies as part of the roll out of the Professional Development framework for those involved in teaching in Higher Education. This work also involved the development of a series of Professional Development Badges and support for associated National Forum T&L Enhancement Fund projects. This work will be continued through the review of the LTTC Professional Development Opportunities as part of the 2018 LTTC review process. Information about this work is available from here.

BSc in Culinary Science

There was the first intake of students into our new BSc Hons programme (Culinary Science) in September 2016. This is a new multidisciplinary programme designed to educate graduates as product development chefs for Food Industry and related. It draws on complementary expertise from two different disciplines, and delivered in a 50/50 joint basis by two Schools from two different Colleges (Schools of Food Science & Environmental Health and School of Culinary Arts and Food Technology).

External factors impacting on students (as reported by DITSU)

- A positive external factor has been the publication of 'Enhancing Student Engagement in Decision-Making; Report of the Working Group on Student Engagement in Irish Higher Education (HEA, 2016). This initiative has encouraged DIT to enable greater numbers of students to participate in and avail of the opportunity to change and enhance their education through active involvement in decision-making processes and quality assurance.
- The impending designation of DIT, ITT and ITB as a Technological University (following on from passing of the Technological Universities Bill and a successful application process) has seen greater collaboration between the three Students Unions; all of whom are strongly in favour of this initiative and actively preparing for its implementation.
- The cost of living for students continued to rise in this period. Students in rental accommodation were particularly badly affected as rents in the greater Dublin area increased significantly. In addition, there was insufficient affordable accommodation available which forced many students into costly daily commutes. Dealing with such financial pressures caused great anxiety and stress to students and their families.
- Ongoing Government cutbacks and the lack of the necessary investment in third level education has led to less funding being available to carry out repairs and refurbishment to DIT's ageing building stock; this has a negative effect on education facilities, the resources needed to accommodate increasing student numbers and the overall student experience.

3.3 A description of other implementation issues.

Digital Campus

In January 2017, a detailed vision for the Digital Campus was approved by SLT and subsequently by the TU4Dublin Steering Group. Following completion of the vision, it was agreed to proceed with the recruitment of a Digital Campus Architect. A competition across the TU4Dublin partners attracted applications from DIT, ITB and ITT and resulted in the appointment of Dr Kevin O'Rourke in June 2017. Following Dr O'Rourke's appointment, an initial implementation plan was developed in September 2017 and this was approved by the DIT SLT and the TU4Dublin Steering Group. There was significant engagement initially with Colleges and Directorates in DIT in the final quarter of 2017 and this continues into 2018 with the engagement being extended to IT Blanchardstown and IT Tallaght.

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.

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

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 QQI's 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. Reviews have also highlighted reduction in academic resources and delays in recruitment, curtailing the delivery of some programmes and for example preventing the School of Mathematics from delivering the full potential of the Mathematics Learning Support Centre

The introduction of the School Review process in DIT was agreed in principle in 1999, and the first review (Retail and Services Management) took place in 2001. Since that time it has not been a requirement to hold separate programme reviews every five years, although various factors can trigger such a review (introduction of major changes to a programme, concerns around student progression and retention, College Board or School Review Panel decision, among others). However, it has been a trend in recent years for Schools to seek, whether prior to or following a School Review, full programme reviews or major modifications programme validations. This has been the case with the School of Languages, Law and Social Sciences, Media, Food Science and Environmental Health and Physics and Clinical and Optometric Sciences.

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

Academic Council Theme

The programme annual monitoring process, through the Q5 form, includes provision for each Programme Committee to consider a particular theme of importance to Academic Council. In order to maximise engagement with a particular theme, each theme will be considered for a period of two years. The agreed theme in 2012/13 and again in 2014/15 had been 'the provision of feedback to students on their assessed work'. Academic Quality Assurance Committee received and discussed the summary of responses from Programme Committees on this theme and was pleased to note the diverse range of methods for the provision of feedback to students on their work and evidence of good practice in this area. It was clear that many Programme Committees had engaged with this theme in an effort to improve the quality and timeliness of feedback, yet it was also noted that the data from the Q6c programme surveys and the ISSE surveys of 2015 and 2016 indicated that, for a significant proportion of those students who participated in the surveys, there remained some dissatisfaction with feedback processes.

As a result of this and other related discussions on these responses from Programme Committees, the Learning, Teaching and Assessment Strategies Committee discussed the issue in the context of the 2017 Teaching Fellowships and it was agreed that submissions from multi-disciplinary cross-Institute teams would be invited to design and implement an 18-month project to result in an Institute-wide strategy to enhance practices in assessment and feedback. The Learning from and Engaging with Assessment Feedback (LEAF) project comprising staff from across all four Colleges of DIT was subsequently awarded the DIT Teaching Fellowship Team award for 2017/18. This project aims to review the literature and DIT data to identify issues and best practice; develop a strategy; operationalise the strategy through piloting in 21 programmes across all four colleges; and disseminate the results within and outside DIT. In addition, Campus Life and the Learning, Teaching and Technology Centre collaborated on a one-sheet overview for students called 'Getting started – making the most of your assessment feedback at College', which was circulated to all students as part of their welcome pack. The LEAF project above will report in 2018, however, it has been noted that the responses to questions in the student programme questionnaire on feedback have improved, possibly as a result of the increased focus on this theme.

The theme for 2015/16 and 2016/17 has been 'a reflection on ISSE and other student survey data' and Programme Committees' responses to this theme will be considered and discussed in 2017/18.

First Year Experience Framework for Success

The First Year Experience Framework (FYEF) for Success, which was developed in 2016, identifies Essential, Good and Exemplary Practices around six themes (induction/early orientation, peer mentorship, assessment and feedback; Graduate Attributes, learning spaces and Alternative Curriculum models). The FYEF has been communicated to staff at School, College and Institute level committees and will also be part of the resources communicated to the First Year Tutor light lunch training events. Academic Council has agreed that the FYEF will be the Academic Council theme for consideration during the annual monitoring process (Q5 form) for 2017-2018 and 2018-2019, with the following questions on how the FYEF has been incorporated into programmes:

- Did the programme use the first year framework for success and the relevant checklist in the support of the first year student experience? If Yes: What change has the Framework initiated? If No: Why?
- Please identify below areas for future development in the enrichment of the first year experience of your students.

The application and impact of the FYEF will also be monitored as part of the Institute School and Programme reviews. This is a dynamic document that is hoped to evolve through its use and with Institute developments. At the core of the FYEF is the support of Tutors across the Institute, sharing best practice and providing excellence in our first year experience for DIT students.

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

Academic Council agrees annually on a theme for consideration by each Programme Committee and for discussion at Academic Quality Assurance Committee and Academic Council, as outlined in the section above on Impact. The provision of feedback to students on their assessed work, as well as being the agreed Academic Council theme for 2012/13 and 2014/15, has also featured in several programme review and School review panel recommendations.

A significant issue that has emerged through the recent reviews of Campus Life and the Access and Civic Engagement, as well as anecdotally at programme reviews, is the increase in the number of students presenting with **mental health** issues. This has impacted on the DIT Counselling Service, and additional staff were recruited to support its work. A recommendation has also been made for the creation of a Mental Health Strategy through collaboration, integration and coordination of all activities across Campus Life, and other services, DIT Students Union and external services such as the HSE. It was agreed that the development of this strategy should include a well-being dimension, including prevention and positive promotion. DIT Staff Learning and Development now offers a workshop, Managing Mental Health, delivered by the mental health charity Jigsaw, to promote an understanding of young people's mental health and the importance of self-care for those who work with and support young people.

Several of the themes that have emerged from quality review reports, identified below, have featured in reports from previous years:
  – Panels commend the inclusion of **structured work placements** within programmes and, in some programmes, have recommended that work placement modules be included. There remain issues around resources to support the organisation and management of placements.
  – **Links with professional bodies, responsiveness to industry needs** and involvement of industry in programme design have been noted as positive features. The formalisation of **industry/advisory boards** has featured as a recommendation.
  – The contribution of **industry practitioners as guest lectures** on many of DIT programmes is commended within reports, and often highlighted during review events as a key strength by students, past and present.
  – The use of **Graduate Attributes** as a recruitment and marketing tool for programmes has been suggested by panels.

- The maintenance of **facilities and services** remains an issue for some of the DIT campuses and the impact that these can have on the provision of innovative teaching and learning. Review Panels have commended how Schools have taken initiatives to improve facilities and spaces and provided additional support for students, where this has been possible.
- Panels have recommended **increased use of Virtual Learning Environments** and the exploration of how **blended learning** might be introduced where appropriate (particularly at Level Nine).
- Recommendations have been made regarding the need to ensure that effective methods of **communication** between the programme/School and student body are in place, including the use of social media.
- Panels have required that further attention should be paid to ensuring that **Student Handbooks** provide accurate and necessary information and be accessible to students.
- The need for further improvement of **module learning outcomes** and the vocabulary used has emerged in a number of programme validations and reviews, as well as the **further specification of assessment types**, in order to demonstrate more clearly the alignment between assessment and learning outcomes.
- There have also been conditions and recommendations in relation to the **scheduling of assessments**.

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.

Grangegorman
The undergraduate student population based at the DIT Grangegorman campus has stayed steady at approximately 1000 students, based in the suite of renovated historic structures. Feedback from students located at the DIT Campus at Grangegorman continues to indicate 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. Post-completion works to commission ventilation and other systems followed. Following fit-out and commissioning research students relocated from disparate locations across the Institute. Additional technical support staff have been recruited to support the laboratories. The Hothouse team has been marketing the enterprise suites and over half the units are now occupied. The spring intake of the 2016 New Frontiers programme has been based in the Greenway building.

The all-weather pitch has been in use since September 2015, both by DIT teams and local clubs and schools. Drainage issues with the grass pitches were tackled and remedial works by the contractor were completed to the satisfaction of all concerned, with the full suite of pitches to be available from late Autumn 2017.

Legal proceedings concerned the award of contract to deliver the Central and East Quads were successfully concluded in the late 2016. Work to complete the contract documentation recommended early 2017 and continued throughout the year and concluded by the end of 2017. It is expected contracts will be signed and work commence early 2018, with academic operation in these Quads commencing in 2020.

In order to support the cohort of approximately 10000 students who will be based in Grangegorman from 2020, it was recognised that additional space would be required to complement the core academic provision in the Quads. There is also a strong desire to continue the consolidation of the Institute as quickly as possible. A review of options identified that the purchase of the immediately adjacent Park House represented the best longterm value

and flexibility. The building was purchased in 2017. Works commenced immediately to renovate a floor of the building to accommodate the transfer of DIT staff from the existing leased premises in Rathmines, which must be vacated by Spring 2018.   It is planned that approximately 120 staff will transfer in March 2018. Subsequent works will renovate other floors of the building for use by DIT students and the continued use by existing leaseholders.

Detailed design of the academic hub/library has been undertaken by a team led by O'Donnell + Tuomey Architects in association with DIT Library staff. It is hoped that a planning application will be lodged early in 2018.

The redevelopment of the nearby DIT Broombridge site for additional sporting facilities progressed. The GAA sized all-weather pitch was completed in late 2016 and works to complete and commission changing rooms and pitch lighting continued throughout 2017 to be concluded in late 2017. This provides vital additional outdoor training facilities for team-based sports.

In December 2017 the LUAS CrossCity tram line opened. The Grangegorman stop will allow quick and direct access to the city centre and all major DIT locations. It will also allow direct access to the Broombridge sports facility. Direct access to the site from the Broadstone-DIT stop will be available in 2018.

Widening Participation

In 2016-17, DIT Widening Participation entry routes and WP student supports continued to be delivered in line with the revised targets in the National Access Plan. DIT Access and Civic Engagement Office did outreach to 29 linked DEIS schools, and processed 4000+ applications to DIT Access and Disability entry routes. It supported over 1,000 Access students and over 1,300 students with disabilities in DIT.

Progress continued on the integration of civic engagement and widening participation. DIT Access and Civic Engagement Office, as part of the TU4D planning process, led work to shape the Civic/Community Engagement work package, and is also heavily involved in the Access/Widening Participation work package.

DIT expanded the range of opportunities for local DEIS primary and secondary schools in the Grangegorman area to visit the new campus. In 2016/17 these consisted of Junior Cycle workshops for 310 secondary students and on-campus activities for 180 primary school children. Plans were also put in place to deliver a TY programme in 2017/18 for secondary schools. Over 1,100 DIT students across 46 programmes and 3 research PhDs participated in curriculum-based engagement projects, many of which had a widening participation element.

As lead agency in the multi-agency consortium coordinating the Grangegorman Area-Based Childhood Programme, to address early childhood development and engagement in education in the Grangegorman Area, DIT secured an extension to the project to December 2018, with

an increased grant of €115,000 to support this work, with direct impact on around 500 children. This early intervention and multi-agency approach reflects the goals of the National Plan for Equity of Access.

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.

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.

DIT Gender Equality

DIT is committed to improving gender equality in all aspects of its mission, and signed up to the principles of the Athena SWAN gender equality charter in 2016. A Steering Group, representative of a wide range of functions and academic disciplines, was established with the objective of reviewing policies and practices across DIT and preparing an application Athena SWAN accreditation.

In November 2016, DIT submitted an initial 70-page gender equality report and Gender Action Plan for consideration for Bronze Athena SWAN award. The report included data collated through a gender audit of DIT, and a detailed self-assessment reflecting information drawn from an all-staff survey and reports from staff focus groups conducted by an external researcher. The Action Plan identified specific targeted actions aimed at addressing barriers to improving gender equality in DIT.

While this initial application was not successful in securing Athena SWAN Bronze accreditation, the feedback received commended actions taken, including staff survey and gender audit. It

recommended that DIT needs to more clearly demonstrate how the actions will be implemented and how it will benchmark the effectiveness and impact of the actions over time.

Taking this feedback into account, the DIT Athena Swan Steering Group (DAASG) embarked on a new self-assessment project in 2017. The process of appointing a Project Manager to work on the next Athena SWAN application is underway and the appointment is expected to be confirmed in April 2018. DIT has also proposed the appointment of a Director of Diversity and Inclusion and this has been approved by Governing Body.

DIT has continued to make progress towards improving gender equality, through its systems, processes and specific action initiatives. Human Resources has adapted its reporting systems to allow better gender disaggregation of data. Staff Learning and Development have made very considerable progress towards developing the essential leadership skills to support gender equality (see overview below from Staff Learning and Development). How gender equality can be enhanced through quality assurance procedures will be investigated further in 2018. There have been initiatives in recent years to support gender equality such as the Women Leaders in Higher Education (WLHE) Network, formed by the DIT Aurora Leadership Development participants in 2014. In the reporting year initiatives have included the following:

- The College of Sciences and Health has ensured gender equality in the formation of all its new College Committees in 2017, and have implemented a process of open application for staff members on its committees.
- In 2017 the School Review of the School of Computing in the College of Sciences and Health focused on gender equality, with a particular focus on growing the pipeline and supporting female students in computer science. This is an important first step in using the DIT quality assurance and quality enhancement processes to support gender equality.
- The College of Engineering and Built Environment has established a College Gender Equality group to manage its gender equality initiatives. The College has developed a Mentorship Programme to attract and retain female students in engineering. The ESTEEM Mentorship Programme aims to provide female students with role models who can offer guidance about career opportunities in engineering, provide support and tools for navigating this male-dominated industry, and entice more young women into the field https://dit.ie/newsandevents/news/archive2017/news/title,146493,en.hml].

DIT is committed to creating a shared understanding of gender equality and how it can be championed and supported through key decision making fora. The President and Senior Leadership Team have completed unconscious bias training to create awareness of bias in policy and decision making. Athena SWAN and Gender Equality is a standing item on the Institute's Human Resources Committee chaired by the President.

Staff Learning and Development
DIT has designed a **leadership development** programme to support staff to develop the competencies required for leadership roles, and sponsors 12 women each year to participate in the **Aurora Leadership Development Programme for Women**. This programme aims to

create awareness of the issues influencing women's career progression in the higher education sector. Both leadership development programmes aim to create a strong pool of potential candidates for future leadership roles. Participants of both programmes are engaged in a research study to measure the impact of Leadership Development Programmes on individual perceptions and attitudes toward leadership. The study aims to measure if there are gender differences in perceptions and attitudes toward leadership to inform the design and delivery of future training and career development initiatives.

In relation to **supporting career development and progression**:

- All participants of the DIT Leadership Development Programme and Aurora Leadership Programme for Women are assigned a mentor to support their continued personal and professional development.
- DIT provides Fee Support for staff to pursue post-graduate qualifications to support their career development. Gender trends are monitored in the annual applications to ensure there are no gender differences in access or support.
- A number of promotion vacancies are advertised weekly within DIT providing staff with opportunities for career development and progression. To ensure an open, fair and transparent recruitment and promotion process, all members of selection panels must complete the Licence to Interview training which includes training on equality, diversity and unconscious bias in selection decisions.
- To ensure good practice in recruitment and selection, the Head of Human Resources has engaged an external equality review of the Institute's recruitment and selection policies and practices.

All staff in DIT participate in the **Performance Management and Development System** (PMDS). Training is provided for reviewing managers to ensure that PMDS reviews are objective, supportive and encouraging. Training is also provided for staff engaging in PMDS reviews to support them to identify relevant training and development needs for career progression. Gender trends are monitored monthly in the uptake and participation in PMDS.

Additional information is available, and regularly updated, at
http://www.dit.ie/about/profile/equalitydiversity/

Arrow@DIT
Arrow@dit is the institutional repository of the DIT. Managed by DIT Library Services its declared objective is to make the Institute's research freely available as Open Access material. DIT has consistently demonstrated a high commitment to the principle of open access to material being the first institution in the country to have an official Open Access policy (2008) for publications. The repository is the second largest in the state housing over 11,000 items and has attracted over 5,791,839 full text downloads (1,053,961 in 2017) from across the world. The content is primarily articles, research theses, book chapters, conferences but also contains material in other formats highlighting the breadth of research within the Institute.

Using the publishing module in the repository DIT produces [10 peer-reviewed journals](#) managed by DIT editors. One title "The International Journal of Religious Tourism and Pilgrimage" has been accepted into the Scopus indexing database in 2017 which is a recognition of the quality of the academic content of the journal. Arrow@DIT is also a member of the Digital Commons Network, which amalgamates the repositories of over 500 universities and is one of the largest free scholarly resources in the world. In addition, the repository provides a platform for the creation of digital collections that are of social and historical interest such as the [Gastronomy Archive](#) and the [National Archive of Irish Composers](#).

SURE Network

DIT, in partnership with Institute of Technology partners throughout the country, has established the Science Undergraduate Research Experience (SURE) Network as one of the National Forum for the Enhancement of Teaching and Learning in Higher Education disciplinary networks. The SURE Network (http://sure-network.ie/) aims to enhance practice in undergraduate research in the Sciences through dissemination of best practice, workshops, an undergraduate journal, and the hosting of annual undergraduate research conferences. The First Annual Science Undergraduate Research Experience (SURE) Conferences (SURE 2018) will take place simultaneously on 28th September 2018 in Dublin Institute of Technology, Athlone Institute of Technology, and Waterford Institute of Technology with students from all SURE Network members participating. The conferences will be followed by the first issue of the SURE Journal. The SURE Network is also carrying out a survey of its member institutions regarding practices, processes and procedures for the implementation of Final Year Projects in the Sciences, which will commence a process fo dissemination among the 12 members of the network.

Extended Induction programme in the College of Sciences and Health

The Extended Induction programme in the College of Sciences and Health is now on its third iteration. All first year students in the College are invited to participate in a series of sessions and social events over the first semester of first year which will help them during the transition to third level education. The sessions are titled: Health and Well Being; Learner Support Services; Career Development; and Preparing for End of Semester Assessment. An evaluation of the impact of the sessions has taken place and has informed the ongoing development and enhancement of the programme.

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.

- Delivery of a new Programme and Module Catalogue

- Completion of key targets in relation to the development of unitary quality assurance policies and procedures and student assessment regulations for TU4Dublin.

- Draft, and submit for approval, procedures for linked providers

- Revise, and submit for approval, procedures for collaborative providers

- Develop, and submit for approval, new Student Handbook template

- Submit for approval revised General Assessment Regulations

- Collate, develop where necessary, and submit for approval quality assurance arrangements for research

- Review processes and procedures with a view to ensuring compliance with new Data Protection legislation to be enacted in May 2018

- Make available further reports from the grading system (EGB) to support the implementation of quality assurance procedures

- Install and implement a new software system for obtaining Student Evaluations on Programmes and Modules

- In January 2018 Academic Council received the presentation on a Learning Transformation Strategy. This was endorsed for discussed and implementation within the Colleges, which should occur through 2018.

- In 2017 DIT approved a Vision and Implementation Plan for a Digital Campus. Key deliverables for this Digital Campus will be delivered in 2018.

- Participation in the National Student Engagement Programme and development of a Student Engagement Plan.

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.

Delete this message and insert text here. The box will expand. Other reviews of linked or partner institutions scheduled for the forthcoming period should also be included.

2017/18 Review Schedule

School Reviews
School of Surveying and Construction Management (report issued in 2016/17, response awaited)
School of Management (report issued, response awaited)
School of Multidisciplinary Technologies (report issued, response awaited)
School of Computing (report issued, response awaited)
School of Civil and Structural Engineering
Dublin School of Architecture
Dublin School of Creative Arts
School of Mechanical and Design Engineering
School of Electrical and Electronic Engineering
School of Hospitality Management and Tourism
School of Media
Graduate Business School
School of Biological Sciences

Programme Reviews
MA in Child, Family and Community Studies
MA in Journalism
Undergraduate Programmes in Hospitality Management and Tourism

Unit Reviews
Campus Life (report issued 2016/17, response awaited)
Access and Civic Engagement Office (report issued 2016/17, response awaited)
International Office
Learning, Teaching and Technology Centre
Library Services
Student Services Centre

Linked/Collaborative Provision
Society of Chartered Surveyors Ireland – BSc in Property Studies and BSc in Property and Facilities Management (report issued 2016/17, response received 2017/18)

IBEC – Suite of CPD programmes (report issued 2016/17, response awaited)
Irish Air Corps – BEng Tech in Military Aviation Technology and Health and Safety CPD Certificates
ESB – Higher Certificates in Power Plant Technology (Plant Operations/Plant Management)
ECSSA Ireland – CPD Certificate in the Inspection, Testing, Verification and Certificate of Electrical Installations in Ireland
Marketing Institute of Ireland – MSc in Management and Marketing, Postgraduate Diploma in Management and Marketing, MSc in Digital Marketing and Analytics and CPDs.

5.3 Other Plans

Nothing to report.

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.

Nothing to report

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.

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