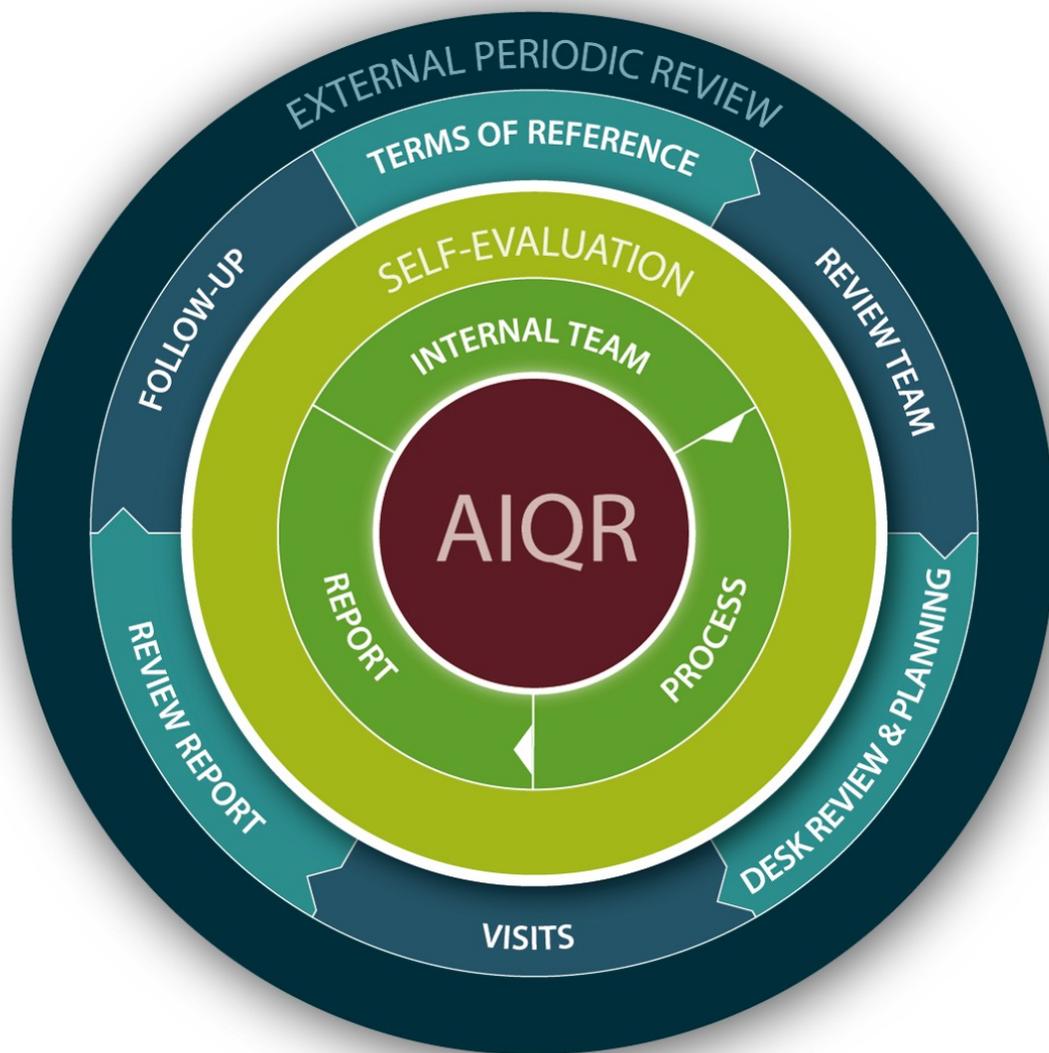


Institute of Technology, Tallaght

Annual Institutional Quality Assurance Report 2019

Based on the reporting period 1 September 2017 – 31 August 2018



The Cyclical Review Process

AIQR - PART ONE

OVERARCHING INSTITUTION-LEVEL APPROACH AND POLICY FOR QA

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

Quality Assurance and Enhancement seeks to confirm that the quality of educational provision and the standards of awards are being consistently maintained and improved upon. The scope of academic quality assurance encompasses the curriculum, module development, the student experience, staff development, and research and related activities that support the delivery of the curriculum.

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

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

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

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

The Institute of Technology Tallaght (IT Tallaght) is dynamic educational establishment that serves a diverse and multi-cultural learner community on its full-time and part-time programmes. IT Tallaght provides a suite of taught higher education programmes across Levels 6 to 9 on the National Qualifications Framework in both full and part-time modes. The Institute has developed a wide range of educational programmes at all levels from Higher Certificate to Masters Level in taught mode and from Masters to Doctoral Level in research mode, while also providing vocational training in the area of hospitality and

catering areas. It has established partnerships with professional bodies and fosters close links with industry located in the region. Tailored academic programmes to meet the needs of business and industry have also been developed. Joint education initiatives have been running for more than ten years and short programmes are continuously being developed to meet specific skills shortages in industry, regionally and nationally. The Institute sees direct engagement in the economic activity of the region as a core activity, and strives to maximise its impact through the provision of quality and relevant higher education programmes. In addition to its taught programmes, the Institute engages in applied research and development involving postgraduate research activity at Levels 9 and 10. The research agenda is regionally focused and aligned to the National Research Prioritisation Exercise 2012.

IT Tallaght was founded in 1992 as an autonomous higher education institute under the Institute of Technology Acts 1992-2006. IT Tallaght has Delegated Authority from Quality Qualifications Ireland (QQI) to make awards to Level 9 for all of its taught programmes and for research awards to Level 10 in Biology, Chemistry, Engineering, and Humanities.

The governance of IT Tallaght is primarily as set out in the Regional Technical Colleges Acts 1992 to 2001, the Institute of Technology Act (IoT Act) 2006, Qualifications (Education & Training Act 1999, the Ethics in Public Office Act 1995, Standards in Public Office Act 2001, Data Protection Act 1988 and Amendment Act 2003, and the Freedom of Information Act.

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

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

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

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

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

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

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

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

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

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

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

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

- a) To contribute, in conjunction with other mechanisms, to the promotion of high quality and standards in teaching and learning.
- b) To provide students, employers and others with reliable and consistent information about quality and standards at the institution.
- c) To ensure that educational programmes are identified where quality or standards are unsatisfactory, as a basis for ensuring rapid action to improve them.
- d) To provide one means of securing accountability for the use of public funds received by the institution.

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

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

The current Strategic Plan for IT Tallaght 2016-2018 was released in Q4 of 2016⁵. The Institute goals focus on achieving designation as a Technological University (TU4D – Technological University for Dublin) in partnership with Dublin Institute of Technology and IT Blanchardstown, providing career focused higher education, excellence in teaching, learning and the quality of the student experience, strengthening our engagement with enterprise and the community, further internationalisation, and growing research and innovation capacity. The central role of quality assurance and enhancement is articulated throughout the Strategic Plan and is pivotal to the developing reputation of IT Tallaght as a provider of higher education for the South Dublin County region and nationally.

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

Academic Council

The Academic Council of IT Tallaght was established in accordance with the Regional Technical Colleges Act, 1992 and subsequent amendments. The role of the Council is to assist Governing Body in the planning, development, implementation and oversight of the educational remit of the Institute. In particular, it seeks to protect and maintain the academic standards of the educational programmes offered by the Institute in line with national and international norms. The structure, composition, and roles of Academic Council are described in the Institute's Quality Assurance Procedures Manual⁶.

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

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

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

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

Marks and Standards Committee:

The Marks and Standards Committee has responsibility for the ongoing review and monitoring of the implementation of the IT Tallaght Marks and Standards⁷, and the validation, review and approval of taught programmes as laid down in Book 2 of the Institute Quality Assurance Manual.

Access, Transfer and Progression Committee:

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

Postgraduate Policy Committee:

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

Ethics Committee:

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

Teaching Learning and Academic Support Committee:

This subcommittee will advise Council on teaching, learning and student support strategies such that the institute has a holistic view of its core business. Given the increasingly multicultural nature of the institute the subcommittee will provide advisory policies on teaching, learning and student support that recognise and respect the diversity and individual needs of our students and staff. Within this context the committee will review and advise on language policy for the institute. It is mandated by Academic Council

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

to produce advisory policies for Council's consideration in the following specific areas of Teaching, Learning and Academic Student Support

Library Committee:

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

Programme Board Committees⁸:

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

- Analysis of student performance/retention to make evidence based decisions on the operation of the programme in the preceding period
- Identify operational issues that may have impacted on performance and seek to resolve those issues through an action plan for the future
- Consider feedback on the programme from employers, placement providers, and graduates
- Review programme assessment strategies, consider feedback from external examiner reports, and demonstrate how any such issues have been addressed
- Propose minor changes to module descriptors or programme schedules as necessary; to introduce significant changes (>10% of curriculum) to a programme will require a new programme validation
- Identify any training/resources gaps that need to be addressed
- Review the operation of QA procedures and suggest opportunities for quality enhancement
- Report on the outcome of actions undertaken as a result of previous reports.

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

Graduate Research School Board

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

⁸ Described in Book 2 of the Institute Quality Manual, section 5.5 [http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2_Taught_Programme_Quality_Manual%20\(2\).pdf](http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2_Taught_Programme_Quality_Manual%20(2).pdf)

Board is responsible for developing, implementing and monitoring the research and development policies and regulations for postgraduate study by research.

Learning, Teaching and Assessment Committee

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

INPUT FROM Here**CONFIRMATION OF QA POLICY AND PROCEDURES**

Under each heading please provide links to the policy and procedure for each area (separated by semi-colons) and include explanatory text if necessary.

Programme Design and Approval

Do you have a Policy/Procedure for Programme Design and Approval?	Yes.
Links for Policy/Procedure relating to Programme Design and Approval	Quality Assurance Procedures Manual - Book 2: http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2 Taught Programme Quality Manual%20(2).pdf
Do you have a Policy/Procedure for Programme Delivery and Assessment?	Yes
Links for Policy/Procedure relating to Programme Delivery and Assessment	Quality Assurance Procedures Manual - Book 2: http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2 Taught Programme Quality Manual%20(2).pdf
Do you have a Policy/Procedure for Research Quality?	Yes
Links for Policy/Procedure relating to Research Quality	Quality Assurance Procedures Manual - Book 3: http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK3 Research Degree Programme Quality Manual1.pdf Code of Practice for Research Degrees http://www.it-tallaght.ie/contentfiles/Documents/publications/research/Code of Practice.pdf

Do you have a Policy/Procedure in place for Student Lifecycle?	Not a specific document. However, the key elements are addressed in the Institute Regulations and the Institute's Annual Prospectus
Links for Policy/Procedure relating to Student Lifecycle	Institute Regulations: http://www.it-tallaght.ie/contentfiles/Documents/publications/Institute_Regulations_Handbook.pdf IT Tallaght Prospectus: http://www.it-tallaght.ie/contentfiles/Documents/publications/prospectus/ft_prospectus.pdf
Do you have a Policy/Procedure in place for Teaching Staff?	Yes – the HR Office and the HR Intranet provide access to all policies governing recruitment, code of conduct, equal opportunities, bullying and harassment, etc. that are applicable for teaching staff. Through HR, staff can also avail of fee supports for CPD activities leading to higher level degrees, typically at Level 9 or 10 relevant to their domain. IT Tallaght teaching staff also have access to, with full fee waiver, CPD related to teaching and learning and other professional practice offered through the DIT Learning and Teaching Centre.
Links for Policy/Procedure relating to Teaching Staff	HR policies available on the IT Tallaght Intranet: http://intranet.it-tallaght.ie/human-resources1 Quality Assurance Procedures Manual - Book 2: Sections 7 http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2_Taught_Programme_Quality_Manual%20(2).pdf
Do you have a Policy/Procedure in place for Teaching and Learning?	Yes Learning, Teaching and Assessment Strategy 2011 http://www.it-tallaght.ie/contentfiles//Documents/publications/strategic%20plan/Learning_Teaching_Assessment_Strategy.pdf
Links for Policy/Procedure relating to Teaching and Learning	Learning, Teaching and Assessment Strategy 2011 http://www.it-tallaght.ie/contentfiles//Documents/publications/strategic%20plan/Learning_Teaching_Assessment_Strategy.pdf
Do you have a Policy/Procedure in place for Resources and Support?	Yes
Links for Policy/Procedure	Quality Assurance Procedures Manual - Book 2: Sections 8 and 9

relating to Resources and Support	http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2 Taught Programme Quality Manual%20(2).pdf
Do you have a Policy/Procedure for Information Management?	Yes – a suite of policies exist covering: Computer Security Policy, ITT Email Policy, Policy Admin Rights, Policy use of Third Party Laptops, Web Accessibility Policy, HEANET Acceptable Usage Policy, Institute Web site - Adding / Amending Web Content, Guidelines for storing data on Institute network drives, Disaster Recovery Invocation Process, Business Continuity Plan
Links for Policy/Procedure relating to Information Management	http://intranet.it-tallaght.ie/itsupport_policies
Do you have a Policy/Procedure for Self-evaluation and Monitoring?	Yes
Links for Policy/Procedure relating to Self-evaluation and Monitoring	Quality Assurance Procedures Manual - Book 2: Sections 5, 6, 9 and 10 http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2 Taught Programme Quality Manual%20(2).pdf
Do you have a Policy/Procedure for Stakeholder Engagement?	Yes – QA for new programme validation, for programmatic reviews, and Marks and Standards have embedded requirements for external engagement.
Links for Policy/Procedure relating to Stakeholder Engagement	Quality Assurance Procedures Manual - Book 2: Sections 5, 6, and 10 http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/BOOK2 Taught Programme Quality Manual%20(2).pdf Marks and Standards: http://www.it-tallaght.ie/marks_and_standards Quality Assurance Procedures Manual - Book 3 – Research Degree Programmes: http://intranet.it-tallaght.ie/contentfiles/documents/registrars_office/quality_assurance/books/BOOK3 Research Degree Programme Quality Manual.pdf
Do you have a Policy/Procedure for	Public information is provided through the Institute Prospectus, the website which includes specific information from Module

Provision and use of Public Information?	Builder on all validated programmes for full-time and part-time students. The promotional printed material is made available to the public at the Institute itself, on the external web site, and at event exhibitions, conferences and school visits that are organised both on and off campus on a regular basis.
Links for Policy/Procedure relating to Provision and use of Public Information	IT Tallaght Prospectus: http://www.it-tallaght.ie/contentfiles/Documents/publications/prospectus/ft_prospectus.pdf
Do you have a Policy/Procedure for Linked Providers?	Yes
Links for Policy/Procedure relating to Linked Providers (DABs only)	Supplement to the Institute of Technology Tallaght Quality Assurance Procedures Manual 201 Procedures and requirements for developing collaborative programmes, transnational programmes and joint awards. It also provides procedures and guidelines for programmes delivered through blended, distance and/or e-learning. http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/quality_assurance.pdf
Do you have a Policy/Procedure for Collaborative Provision?	Yes
Links for Policy/Procedure relating to Collaborative Provision	Supplement to the Institute of Technology Tallaght Quality Assurance Procedures Manual 201 Procedures and requirements for developing collaborative programmes, transnational programmes and joint awards. It also provides procedures and guidelines for programmes delivered through blended, distance and/or e-learning. http://www.it-tallaght.ie/contentfiles/Documents/publications/qa%20manual/quality_assurance.pdf

PRSBs	9
Awarding Bodies	0
QA Bodies	0
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	First Set of Records
Type of Arrangement	PRSB
Name of the Body	Engineers Ireland
Programme Titles and Links to Publications	<p>Electronic Engineering Programmes: http://www.it-tallaght.ie/index.cfm/page/findacourse?doSearch=1&p=&departmentCode=Ele&fieldofstudyEntryId=Any&qualificationEntryId=Any&modeofstudyEntryId=1&x=93&y=5%22</p> <p>TA221: Bachelor Degree in Engineering (Honours) in Electronic Engineering</p> <p>TA_EELEC_B: Bachelor of Engineering (Honours) in Electronic Engineering</p> <p>TA_EELEC_D: Bachelor of Engineering In Electronic Engineering</p> <p>TA216: Bachelor of Engineering in Electronic Engineering</p> <p>TA201: Higher Certificate in Engineering in Electronic Engineering</p> <p>TA_EEESD_M: Masters of Engineering in Electronic Engineering in Electronic System Design</p> <p>TA215: Bachelor of Engineering in Energy and Environmental Engineering</p> <p>TA223: Bachelor of Science (Honours) in Energy Systems Engineering</p> <p>TA_ENEEE_B: Bachelor of Science (Hons) in Energy Systems Engineering</p> <p>TA222: B.Eng (Hons) in Mechanical Engineering</p> <p>TA_EMECH_B: Bachelor of Engineering (Honours) in Mechanical Engineering</p> <p>TA203: Higher Certificate in Engineering in Mechanical Engineering</p> <p>TA_EAMEC_M: Master of Engineering in Mechanical Engineering</p>
Next Review Year	Panel Visit 16 th and 17 th January 2007 and programmes accredited by the board on 14 th April 2007. Next review: 2017

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Second Set of Records
Type of Arrangement	PRSB
Name of the Body	Chartered Society of Forensic Sciences - UK
Programme Titles and Links to Publications	TA315: Bachelor of Science in DNA and Forensic Analysis http://www.it-tallaght.ie/index.cfm/page/course?id=189 TA326: Bachelor of Science Hons in DNA and Forensic Analysis http://www.it-tallaght.ie/index.cfm/page/course?id=190
Next review year	2020

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Third Set of Records
Type of Arrangement	PRSB
Name of the Body	Chartered Accountants Ireland (ICAI) Association of Chartered Certified Accountants (ACCA) Institute of Certified Public Accountants in Ireland (CPA) Chartered Institute of Management Accountants (CIMA) Institute of Incorporated Public Accountants (IIPA) Institute of Chartered Secretaries & Administrators (ICSA) Irish Taxation Institute (ITI)
Programme Titles and Links to Publications	
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fourth Set of Records
Type of Arrangement	PRSB
Name of the Body	Chartered Accountants Ireland (ICAI) Association of Chartered Certified Accountants (ACCA) Institute of Certified Public Accountants in Ireland (CPA) Chartered Institute of Management Accountants (CIMA)

	<p>Institute of Incorporated Public Accountants (IIPA) Institute of Chartered Secretaries & Administrators (ICSA) Irish Taxation Institute (ITI)</p>
Programme Titles and Links to Publications	<p>Maximum exemptions from Professional Accountancy and Taxation bodies may be obtained by the graduates of this programme should they wish to pursue a professional qualification.</p> <p>TA121: Bachelor of Business (Honours) in Accounting & Finance; http://www.it-tallaght.ie/index.cfm/page/course?id=157</p>
Next review year	INPUT value

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fifth Set of Records
Type of Arrangement	PRSB
Name of the Body	
Programme Titles and Links to Publications	

Joint research degrees	1 Univerisite Rennes 2 - cotutelle
Joint/double/multiple awards	5 NJ Tech / SIT / Hue University / IU-VNU / IU of Applied Sciences Bad Honnef – Bonn
Collaborative programmes	2 Innopharma Labs / Inst Project Mgt
Articulation arrangements	2
Franchise programmes	0
Linked providers (DABs only)	

Section: Collaborative Provision	First Set of Records
Type of arrangement:	Joint Research Degree
Name of the Body (Bodies)	Univeriste Rennes 2, France
Programme Titles and Links to Publications	Co-tutelle arrangement for PhD provision in Humanities
Date of last review	01Jan2011
Next review year	2017

Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Joint/Double/Multiple Awards
Name of the Body (Bodies)	Nanjing Technological University, China
Programme Titles and Links to Publications	BEng Hons Electronic Engineering; http://www.it-tallaght.ie/index.cfm/page/course?id=250 ; BEng Hons Mechanical Engineering; http://www.it-tallaght.ie/index.cfm/page/course?id=259 ; BSc Hons Pharmaceutical Science; http://www.it-tallaght.ie/index.cfm/page/course?id=199
Date of last review	25Jun2014
Next review year	2019

Section: Collaborative Provision	Thirs Set of Records
Type of arrangement:	Joint/Double/Multiple Awards
Name of the Body (Bodies)	Shanghai Institute of Technology, China
Programme Titles and Links to Publications	BEng Hons Electronic Engineering; http://www.it-tallaght.ie/index.cfm/page/course?id=250 ; BEng Hons Mechanical Engineering; http://www.it-tallaght.ie/index.cfm/page/course?id=259 ;
Date of last review	23Oct2015
Next review year	2020

Section: Collaborative Provision	Fourth Set of Records
Type of arrangement:	Joint/Double/Multiple Awards
Name of the Body (Bodies)	Hue University, Vietnam
Programme Titles and Links to Publications	Bachelor of Business (Honours) in Management; http://www.it-tallaght.ie/index.cfm/page/course?id=179
Date of last review	2016
Next review year	2021

Section: Collaborative Provision	Fifth Set of Records
Type of arrangement:	Joint/Double/Multiple Awards
Name of the Body (Bodies)	International University - Ho Chi Minh City, Vietnam
Programme Titles and Links to Publications	BEng Hons Electronic Engineering; http://www.it-tallaght.ie/index.cfm/page/course?id=250 ; BSc Hons Pharmaceutical Science; http://www.it-tallaght.ie/index.cfm/page/course?id=199
Date of last review	2014
Next review year	2019

Section: Collaborative	Sixth Set of Records
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Provision	
Type of arrangement:	Joint/Double/Multiple Awards
Name of the Body (Bodies)	International University of Applied Sciences Bad Honnef – Bonn, Germany
Programme Titles and Links to Publications	Bachelor of Arts (Honours) International Hospitality & Tourism Management; http://www.it-tallaght.ie/index.cfm/page/course?id=161
Date of last review	2011
Next review year	2017

Section: Collaborative Provision	Seventh Set of Records
Type of arrangement:	Collaborative programme
Name of the Body (Bodies)	Institute of Project Management
Programme Titles and Links to Publications	Certified Project Management Diploma; Strategic Project Management Diploma
Date of last review	2015
Next review year	2020

Section: Collaborative Provision	Eight Set of Records
Type of arrangement:	Collaborative programme
Name of the Body (Bodies)	Innopharma Labs, Ireland
Programme Titles and Links to Publications	Master of Science in Food Business Management and Technology; http://www.it-tallaght.ie/index.cfm/page/course?id=358 ; Masters in Pharmaceutical Manufacturing & Process Technology; http://www.it-tallaght.ie/index.cfm/page/course?id=369 ;
Date of last review	
Next review year	

Section: Collaborative	Ninth Set of Records
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Provision	
Type of arrangement:	
Name of the Body (Bodies)	
Programme Titles and Links to Publications	
Date of last review	
Next review year	

Section: Collaborative Provision	Tenth Set of Records
Type of arrangement:	
Name of the Body (Bodies)	
Programme Titles and Links to Publications	
Date of last review	
Next review year	

ARTICULATION AGREEMENTS

Please list any specific articulation agreements (national and transnational).

*Please provide details of 3 programmes linked to articulation agreements with other bodies. These should be the **TOP 3 programmes** based on the number of students currently enrolled in them.*

Section: Articulation Arrangements	First Set of Records
Type of arrangement:	Articulation Arrangement
Name of the Body (Bodies)	Colleges Ontario, Canada
Programme Titles and Links to Publications	Bachelor of Business (Honours) in Management; http://www.it-tallaght.ie/index.cfm/page/course?id=179 ;
Date of last review	2015
Next review year	2020

Section: Articulation Arrangements	Second Set of Records
Type of arrangement:	Articulation Arrangement
Name of the Body (Bodies)	France Business School - Brest Campus
Programme Titles and Links to Publications	Bachelor of Business (Honours) in Management; http://www.it-tallaght.ie/index.cfm/page/course?id=179 ;
Date of last review	2013
Next review year	2018

Section: Articulation Arrangements	Third Set of Records
Type of arrangement:	Articulation Arrangement
Name of the Body (Bodies)	

Programme Titles and Links to Publications	
Date of last review	
Next review year	

INTERNAL REVIEW SCHEDULE

This section concerns 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.

A typical set of records includes...

- **Year:** yyyy-yyyy
- **Areas/Units:**
- **Number:**
- **Link(s) to Publication(s):**

There are 10 sets of records available in this section

AIQR - PART 1

Overview of internal QA governance, policies and procedures

[AIQR 2017-18 Part 1 ITT.docx](#)
[AIQR-Part-1-ITTallaght-2016-17.docx](#)

PRSBs

9

Awarding Bodies

0

QA Bodies

0

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies

First Set of Records

Type of Arrangement

PRSB

Name of the Body

Engineers Ireland

Programme Titles and Links to Publications

- Mechanical and Electronic Engineering Programmes <http://www.it-tallaght.ie/fulltimecourses>;
- TA201 Electronic Engineering - Level 6 <http://www.it-tallaght.ie/index.cfm/page/course?id=226>;
- TA202 Electromechanical Engineering - Level 6
- TA203 Mechanical Engineering - Level 6 <http://www.it-tallaght.ie/index.cfm/page/course?id=274>;
- TA213 Mechanical Engineering - Level 7 <http://www.it-tallaght.ie/index.cfm/page/course?id=287>;
- TA215 Sustainable Energy and Environmental Engineering - Level 7 <http://www.it-tallaght.ie/index.cfm/page/course?id=33>;
- TA216 Electronic Engineering - Level 7 <http://www.it-tallaght.ie/index.cfm/page/course?id=251>;
- TA217 Automation Engineering - Level 7;
- TA219 Engineering Software - Level 7 <http://www.it-tallaght.ie/index.cfm/page/course?id=393>;
- TA221 Electronic Engineering - Level 8 <http://www.it-tallaght.ie/index.cfm/page/course?id=292>;
- TA222 Mechanical Engineering - Level 8 <http://www.it-tallaght.ie/index.cfm/page/course?id=107>;
- TA223 Sustainable Energy and Environmental Engineering - Level 8 <http://www.it-tallaght.ie/index.cfm/page/course?id=107>;
- TA225 Automation Engineering - Level 8 <http://www.it-tallaght.ie/index.cfm/page/course?id=440>;
- TA226 Engineering Software - Level 8 <http://www.it-tallaght.ie/index.cfm/page/course?id=296>;
- TA_EEESD_M Masters of Engineering in Electronic Engineering in Electronic System Design <http://www.it-tallaght.ie/index.cfm/page/course?id=128>;
- TA_EAMEC_M Master of Engineering in Mechanical Engineering <http://www.it-tallaght.ie/index.cfm/page/course?id=254>;

Date of last review or accreditation

01-09-2013

Next review year

2017

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies

Second Set of Records

Type of Arrangement

PRSB

Name of the Body

Multiple Bodies - Accountancy & Taxation

Programme Titles and Links to Publications

Accountancy & Professional Studies Programmes: <http://www.it-tallaght.ie/fulltimecourses>

Graduates for this programme qualify for exemptions in the professional body examinations for the following:

Chartered Accountants Ireland ICAI

Association of Chartered Certified Accountants (ACCA)

Institute of Certified Public Accountants in Ireland (CPA)

Chartered Institute of Management Accountants (CIMA)

Institute of Incorporated Public Accountants (IIPA)

Institute of Chartered Secretaries & Administrators (ICSA)

Irish Taxation Institute (ITI)

TA111 Bachelor of Business in Accounting & Finance: <http://www.it-tallaght.ie/index.cfm/page/course?id=235>;

TA121 Bachelor of Business (Honours) in Accounting & Finance: <http://www.it-tallaght.ie/index.cfm/page/course?id=157>;

TA106 Business (Common entry): <http://www.it-tallaght.ie/index.cfm/page/course?id=172>;

Date of last review or accreditation

01-05-2012

Next review year

2018

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies

Third Set of Records

Type of Arrangement

PRSB

Name of the Body

Chartered Society of Forensic Sciences - UK

Programme Titles and Links to Publications

TA315 DNA and Forensic Analysis - Level 7 <http://www.it-tallaght.ie/index.cfm/page/course?id=189>;

TA326 DNA and Forensic Analysis - Level 8 <http://www.it-tallaght.ie/index.cfm/page/course?id=190>;

Date of last review or accreditation

14-12-2015

Next review year

2018

Joint research degrees

1

Joint/double/multiple awards

4

Collaborative programmes

2

Franchise programmes

0

Section: Collaborative Provision	First Set of Records
Type of arrangement:	Joint research degrees
Name of the Body (Bodies)	Universite Rennes 2, France
Programme Titles and Links to Publications	Co-tutelle arrangement for PhD provision in Humanities
Date of last review	01-05-2011
Next review year	2017
Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Nanjing Technical University, China
Programme Titles and Links to Publications	BEng Hons Electronic Engineering http://www.ittallaght.ie/index.cfm/page/course?id=250 ; BEng Hons Mechanical Engineering: http://www.it-tallaght.ie/index.cfm/page/course?id=259 ; BSc Hons Pharmaceutical Science: http://www.it-tallaght.ie/index.cfm/page/course?id=199 ;
Date of last review	26-6-2014
Next review year	2019
Section: Collaborative Provision	Third Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Shanghai Institute of Technology, China
Programme Titles and Links to Publications	BEng Hons Electronic Engineering http://www.ittallaght.ie/index.cfm/page/course?id=250 ; BEng Hons Mechanical Engineering http://www.it-tallaght.ie/index.cfm/page/course?id=259 ;
Date of last review	23-10-2015
Next review year	2020
Section: Collaborative Provision	Fourth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Hue University, Vietnam
Programme Titles and Links to Publications	Bachelor of Business (Honours) in Management http://www.ittallaght.ie/index.cfm/page/course?id=179 ;

Date of last review	10-03-2016
Next review year	2021
Section: Collaborative Provision	Fifth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Institute of Project Management
Programme Titles and Links to Publications	Certified Project Management Diploma; Strategic Project Management Diploma
Date of last review	13-11-2015
Next review year	2020
Section: Collaborative Provision	Sixth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Innopharma Labs, Ireland
Programme Titles and Links to Publications	Master of Science in Food Business Management and Technology http://www.ittallaght.ie/index.cfm/page/course?id=358 ; Masters in Pharmaceutical Manufacturing & Process Technology http://www.ittallaght.ie/index.cfm/page/course?id=369
Date of last review	10-01-2016
Next review year	2021
Section: Collaborative Provision	Seventh Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Priory Institute Tallaght
Programme Titles and Links to Publications	MA in Biblical Studies: https://prioryinstitute.com/courses/undergraduate/programmes/ba-(honours)-in-theology
	</p>
Date of last review	16-3-2017
Next review year	2022
Articulation Agreements	3

Section: 1 Articulation Agreements	First Set of Records
Name of the Body	Nanjing Technical University, China
Name of the Programme and Links to Publications	BEng Hons Electronic Engineering http://www.ittallaght.ie/index.cfm/page/course?id=250 ; BEng Hons Mechanical Engineering http://www.it-tallaght.ie/index.cfm/page/course?id=259 ; BSc Hons Pharmaceutical Science http://www.it-tallaght.ie/index.cfm/page/course?id=199 ;
Date of last review of arrangement/agreement	20-06-2014
Next Review Year	2019
Section: Articulation Agreements	Second Set of Records
Name of the Body	Colleges Ontario, Canada
Name of the Programme and Links to Publications	Bachelor of Business (Honours) in Management http://www.ittallaght.ie/index.cfm/page/course?id=179 ;
Date of last review of arrangement/agreement	10-01-2015
Review year for agreements	2020
Section: Articulation Agreements	Third Set of Records
Name of the Body	France Business School - Brest Campus
Name of the Programme and Links to Publications	Bachelor of Business (Honours) in Management http://www.ittallaght.ie/index.cfm/page/course?id=179 ;
Date of last review of arrangement/agreement	9-9-2013
Review year for agreements	2018
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	07-02-2018

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.

Technological University Dublin or TU Dublin was established on January 1st 2019 through the amalgamation of three founding Institutes of Technology, namely Institute of Technology Blanchardstown, Dublin Institute of Technology, and Institute of Technology IT Tallaght¹).

TU Dublin – Tallaght Campus (formerly IT Tallaght) has worked through 2017-'18 and beyond with its partner Institutes to develop and enhance our quality assurance systems. Significant work has been completed as part of the application process to become the TU Dublin focused on all aspects of the student experience. We were cognisant of the need to maintain current systems up to and into the formation phase for TU Dublin to ensure a smooth transition of programmes under their current QA systems. Beyond 2019, we are committed to the continuing the review and enhancement of our academic quality assurance systems leading to a unitary approach for TU Dublin and in line with QQI core and sectoral guidelines.

The evolution and enhancement of QA systems is not solely focused on academic issues and standards, but on the holistic learner experience. The activities undertaken have included inter-institutional projects as well as initiatives at local level.

Institution Level Initiatives

During 2017-'18, key activities/decisions impacting on QA systems at IT Tallaght included:

¹ As this report relates to the academic year 2017-'18, pre-dating the formation of TU Dublin, reference here will be to IT Tallaght and its partner HEI's IT Blanchardstown and DIT rather than TU Dublin.

Academic Council Decisions/Actions:

- **Revised** Guideline on new Programme Development **approved** (June 2017) (QA manual available at <http://www.it-tallaght.ie/quality-assurance-enhancement>). These revised processes were implemented in 2017/18 to support general programme revision through cyclical programmatic review and to support new programme development and validation.
- Revision of the **Institutional Guidelines for Periodic Programmatic Review** (presented to Academic Council, May 2017). These inform planned periodic reviews for 2017/18.
- **Management of Outgoing Erasmus Students Grades** – approved (Sept. 2018)
- **Gender Identity and Expression Policy** - approved (June 2018)
 - Revised **Learning, Teaching & Assessment** policy – approved (Feb 2018) https://www.it-tallaght.ie/contentFiles/Documents/publications/Learning_Teaching_Assessment_Strategy_2018.pdf
- **PhD by Publication** - approved (Dec 2017)
- Revised **English Language Requirement for Entry** onto Programmes – approved (Nov 2017)
- Revised **Marks & Standards** to be published on the website to reflect changes relating to students carrying a single F grade in award years (June 2017; available at https://www.it-tallaght.ie/contentFiles/Documents/Registrar's%20Office/marks%20%26%20standards/Marks_Standards_Student_Assessment_01Jan2019.pdf)
- Under **Access**, IT Tallaght joined the HEAR scheme to cater for applicants from disadvantaged socioeconomic groups. This was extended in 2018 to include participation in the DARE scheme to improve access for with a disability. A total of €208k was allocated for Student Assistance Funding in 2017/18 providing support for 436 student's full and part-time students. IT Tallaght in association with its TU4D partners applied for and secured HEA Access funding for Path 2 & 3.

Enhancements through Student Services

A number of initiatives were for the enhancement of the holistic student experience were completed in the report period and are detailed in section 4.2 below.

Internal Audit

In 2016/17, PWC carried out an internal audit to review the Academic Quality Programme System. The audit focused on governance, oversight and understanding of the Academic Quality System frameworks including operation, monitoring and follow-up. This audit identified a number of issues, which were addressed in 2017/18 including:

- a) A number of QA policy and procedure documents were identified as being in need of review. The suite of policies and procedures underpinning QA were reviewed and amended as appropriate (<http://www.it-tallaght.ie/quality-assurance-enhancement>). Review of the **Quality Assurance Manual for Research Degree Programmes** is nearing completion. Within TU Dublin,

research will be overseen collectively through the Graduate Research School. Consequently, the Tallaght policies for research are being aligned with the equivalent policies for the TU Dublin.

- b) The production of reports from committees was found to be uneven. These included Programme Board Reports, responses to external examiners, and close out of Programmatic Reviews. During 2017/18, a focus was placed on improving this situation and ensure compliance with reporting requirements and the review of processes to better document such actions and responses to them. A specific focus was placed on Programme Board reports and External Examiner reports. At the time of writing, significant progress has been made on the collection of Programme Board Reports (2015-2018) and responses to external examiners (2016-2018). The 2013/14 Programmatic Reviews have been closed out for all three academic Schools and all have completed the 2018 Programmatic Review cycle.
- c) Terms of reference for subcommittees of Academic Council were reviewed in 2017. Significant change to Academic Council was not deemed appropriate given the impending transition to TU Dublin. Rather, energy was directed to preparations for the TU Dublin designation process.

Academic School / Department Level Activities

Our commitment to the continuing review and improvement of education programmes and supporting systems continued. A focus was placed on bringing Annual Programme Board Reports up to date. These reports capture feedback from students, staff, and other stakeholders. Combined with evaluation of programme performance, recommendations for improvement of programme content, teaching, learning and assessment strategies, and changes to QA policy emerge. This informed the cyclical Programmatic Reviews completed in 2017/18 and informed new programme developments. Nine new major awards programmes were validated in the review period (see section 2.1).

TU4D Actions

Throughout 2017/18, progression towards an application for designation as Ireland's first Technological University in partnership with IT Blanchardstown and DIT dominated Institute activity. This led to a successful international peer-review process in 2018 and a recommendation for TU designation from January 1st 2019.

This aligned closely with our stated strategic objective (Strategic plan 2016-19 p.17 - http://www.it-tallaght.ie/contentfiles/Documents/publications/strategic_plan/IT_Tallaght_Strategy_2016_2019_Print_Version.pdf) to: *"make engagement with industry and community a central tenet of our research activities, academic programmes and civic engagement initiatives"*. The particular mission envisaged for TU Dublin is to work closely with industry, enterprise, community, and other HEIs in the region to support national objectives for higher education.

Conscious of the need to actively advance towards a consistent unitary academic QA & Enhancement system to operate across the three campuses post-merger, a significant effort was devoted to an

examination of existing systems in play, identification of common elements, areas of difference, and areas for development.

A project management approach to the review of current processes, identification of best practice, and benchmarking against external similar higher education institutions was commenced in 2016/17 and continued throughout 2017/18. In the realm of academic QA, inter-institutional working groups examined such issues as QA&E approaches for taught programmes, developing a TU4Dublin Curriculum Framework, and a unified approach to the management of research degree programmes. The various working groups included teams focused on:

- Quality Assurance & Enhancement
- Academic Programme Provision
- Access and Widening Participation including Apprenticeship, and Internationalization
- Student Recruitment and Marketing of Programmes from Application to Acceptance
- Teaching Learning and Curriculum Transformation
- Student Voice in the TU and an Enhanced Student Experience
- Telling the Story of Civic Engagement
- HR Policies, Procedures, Practices and Staff
- Research
- Student Services
 - Student Orientation
 - Careers Service
 - Pastoral Care and Chaplaincy Services
 - Sport and Recreation Service
 - Student Health and Wellness

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

Through 2017/18, while the IT Tallaght 'show' needed to go on, our primary focus was on the steps to be completed to ensure successful application for TU designation. Consequently, change to existing academic QA was limited. Effort was directed to ensuring that the transition from independent Institute of Technology into a single TU formed through merger of three Institutes of Technology, that current programme provision could continue unhindered, provide protection for enrolled learners on those programmes, and establish a basis for the creation of, and migration to a new unitary academic QA framework for the TU Dublin.

New Policy: Gender Identity and Expression Policy approved at Academic Council (June 2018)

This policy aims to provide equal rights and opportunities without discrimination and harassment of gender identity and gender expression. It sets out the Institute's approach to creating an organisational culture which is inclusive of diverse gender identity and expression. The policy fulfils the requirements of the Equal Status Acts 2000-2015 and the Gender Recognition Act 2015

Changes to Academic Calendar

A student reading week was introduced for the winter semester in 2017-'18 on a pilot basis to coincide with the October bank holiday week. The impact of the reading week on student engagement and performance will be monitored to inform future decisions on retention of this facility. This applies to all full-time teaching. However, part-time teaching may continue through this week. The reading week continues to be a working week for staff and will be used for mid-term Programme Board meetings and reviews of student performance to date. In addition, a two working day preparation period was introduced in 2017-'18 on a pilot basis between close of gradebook and start of spring semester teaching to ensure a smoother transition between semesters.

Transition Agenda: 'Learning to Learn' module revised to 'Critical Skills'

The module was revised with a view to developing a generic module to be used across the Institute with common elements applicable to all learners, including skills for independent learning, skills for effective group work and ethics and ethical standards for the discipline

- Identification of ways by which these common elements can be delivered in the appropriate context for each specific discipline e.g. 'report writing principles' with a specific nuance in the delivery to suit the particular target audience
- The module title was revised and also the aims and objectives to reflect more accurately the core objectives of the module
- The assessment of the module was revised to allow for flexibility in the assessment methods used; also, the weighting of components was revised with, for example, a higher weighting given to the academic writing, referencing and research section. The revised module allocates 25% for Information Skills and Academic Writing.

- Other adjustments were made to support the concept of career development including ‘building a career plan and portfolio’ in the contents section, to include developing a CV. Lecturers agreed on the importance and value of introducing first year students to think about their future career by inviting guest speakers as role models.
- The module was informed by the graduate attributes, which provide a framework/context for the module. These are outlined in the Institute’s *Learning, Teaching and Assessment Strategy 2018* (available at https://www.it-tallaght.ie/contentFiles/Documents/publications/Learning_Teaching_Assessment_Strategy_2018.pdf)
- The bibliography was updated to include additional resources used in the delivery of the module

1.3 The schedule of QA governance meetings.

Academic Council meeting dates:

- 11th Oct 2017 / 8th Nov 2017 / 7th Dec 2017 / 12th Feb 2018 / 23rd March 2018 / 19th Apr 2018 / 12th June 2018
- Minutes of meetings: <http://intranet.it-tallaght.ie/academic-council-minutes>

Programme Board Meeting Dates:

- Programme Boards meet once during each semester and are organised by each School/Department. In the winter semester, this will typically occur during the first week on of November. Student representation is included in all Programme Boards.

Governing Body Meeting dates:

- 9th Feb 2017 / 13th April 2017 / 15th June 2017 / 14th Sept 2017 / 7th Nov 2017 / 14th Dec 2017 / 25th Jan 2018 / 8th Mar 2018 / 26th April 2018 / 14th June 2018

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

Cyclical Programmatic Review

A priority for the Institute in 2017/18 was to ensure that we kept pace with our five-year cyclical review of Programmes. To this end each academic School undertook a self-evaluation study culminating in an independent peer review. Panels included senior academics, student and graduate representatives, and representatives from the wider community including business/industry. The focus of the self-evaluation was on interpreting quantitative and qualitative data with a view to analysing the performance of each programme (<https://www.it-tallaght.ie/periodic-review>).

New Programme Validations

Validation / New Programme Approvals Sep 2017/Aug 18	Link to relevant document (url)
1. MSc in Computing with DevOps	https://www.it-tallaght.ie/programme-validations
2. Bachelor of Arts (Hons) in Botanical Cuisine	
3. Master of Arts in Aquinas Studies	
4. Higher Diploma in Science in (Bio) Pharmaceutical and Medical Device Manufacturing	
5. BSc in Process Technologies	
6. Higher Certificate in Science – Laboratory Technician	
7. Bachelor of Science – Laboratory Analyst	
8. Bachelor of Science (Hons) in Cloud Computing with DevOps	
9. MSc in Applied Computing (Research)	
Total number of reviews:	9

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

Annual Institutional Quality Assurance Report

Number of new Programme Validations/Programme Approvals completed in the reporting year	9 https://www.it-tallaght.ie/programme-validations
Number of Programme Reviews completed in the reporting year	All current Programmes re-validated as part of School/Departmental cyclical review
Number of Research Reviews completed in the reporting year	None
Number of School/Department/Faculty Reviews completed in the reporting year	3 Schools (8 Depts.) https://www.it-tallaght.ie/periodic-review
Number of Service Unit Reviews completed in the reporting year	11
Number of Reviews of Arrangements with partner organisations completed in the reporting year	All current Programmes re-validated as part of School/Departmental cyclical review

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

Composition of Panels	%
Internal	19%
National	36%
UK	2%
EU	0
Student	5%
Other	38%

Chair Profile	%
Internal	0
Similar Institution	75%
Different Institution	17%
International	8%

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.

QA and the student experience are actively managed across academic Departments, Schools and the Office of the Registrar. Data informing the management and enhancement of QA and the student learning experience derive from several sources including but not limited to:

- **Programme Data:**

The MIS Team, working with academic Heads of Department/School, produced a suite of updateable reports providing 5-year profiles of student data by programme or Department to inform programmatic reviews and longer-term to provide enhanced evidence-based decision making processes for day-to-day operations.

Programme performance data is available to examination and programme boards. Review of

this data is used to identify areas of difficulty or underperformance and to support implementation of appropriate remedial actions. This is augmented by student survey data, both internal surveys and national surveys (e.g. ISSE², graduate and postgraduate surveys). The student voice is also heard at Programme Boards, Academic Council and Governing Body.

- **External examiners**

External examiners provide a valuable independent oversight of examination processes. Their annual reports are provided to academic Departments for dissemination as appropriate. Departments are asked to provide responses to any concerns raised by external examiners. In 2017/18, a concerted effort was made to enhance the Departmental responsiveness to external examiner reports.

The profile and balance of appointed external examiners across the institute has changed to include a greater proportion of business/industry based examiners. The current profile (2016/17 figures in brackets) has 93% (92) Irish, 7% (8) international, 32% (33) business/industry based and 12% (8) are University based. External examiners submit annual reports to the Registrar copies of which are circulated to the relevant Heads of Department for consideration, action and feedback by Departmental and Programme Boards.

In the main, extern reports are positive and complementary of staff efforts to provide quality student examinations consistent with the norms of academia. However, some matters of concern are raised requiring action e.g. inconsistencies in the provision of marking schemes, concerns over the distribution of grades in some modules. This is an ongoing process.

- **2017/18 Graduate Survey**

The first full implementation of the new graduate outcomes survey took place in 2018 (survey of 2017/18 graduates – 635 completed responses, 264 of whom were progressing students). The cohort of graduates considered are all full-time and part-time graduates of major awards at levels 6-10, and the cohort is identified as being those graduates submitted to the HEA SRS in 2019. Graduates of Continuing Professional Development programmes or modules are not included in the survey cohort.

- The 2017/18 Graduate Survey indicates that 68% of graduates were in employment, 15% in further education or research, 14% seeking work, and 3% not available for work or study. This suggests the qualifications achieved by graduates are relevant and well recognised beyond the institute.

² Data from ISSE is made available to provide sectoral views, individual institutional profile, and on request, breakdowns to Departmental level within the Institute. This data is made available annually to academic Departments.

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

Application for Technological University Designation

A priority for the Institute has been working with our partners Dublin Institute of Technology and Institute of Technology Blanchardstown towards the submission to the Higher Education Authority (HEA) of the formal application for Technological University (TU) designation. Actions relating to the QA impact of this initiative are described in Part 2 Section 1 above.

Institute-wide academic and professional services staff at all levels contributed to, and led collaborative projects in preparation for the formal application and the subsequent evaluation by the International Panel. Participation on working groups, steering boards and undertaking development work relating to the Technological University has required significant staff input college-wide. These contributions were in addition to the responsibilities of their own role meaning engaging in quality initiatives in parallel presented a challenge.

In summary, with regard to academic QA, this work seeks to deliver:

- TU designation in 2018 subject to the passing of enabling legislation
- A unitary academic QA system to operate across the three campuses post-merger and designation as a TU. This includes a common lexicon of QA terminology, establishing frameworks for unitary General Assessment Regulations (Marks & Standards), and a shared QA handbook for taught and research programmes.
- A shared statement on graduate attributes for the TU
- A common Curriculum Framework for all TU4D programmes

An integrated approach to student services for the TU4Dublin incorporating processes from recruitment to student application and acceptance, registration and fee payment, Induction and orientation, and examinations.

3.3 A description of other implementation issues.

None to report

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 IT Tallaght Academic QA Manual underpins key aspects for the design, delivery, assessment and monitoring of taught and research programmes and the student experience in general. We continue to reflect upon and be informed by developments in QA thinking. Maintaining alignment with European Standards and Guidelines (2015) and QQI Core and Sectoral Guidelines is an intimate part of this.

Systems are augmented by appropriate external validation and review as necessary. This includes consideration of professional body requirements and expectations e.g. professional recognition from Engineers Ireland, eligibility for exemptions for professional body examinations in Accountancy, and more recently, development of social care practice programmes in line with CORU requirements.

In 2017/18, nine new parent programmes across were validated through external peer evaluation. Stakeholder involvement in the QA processes is seen as a critical element of the system including representation where appropriate for students, graduates, employers and others both in the programme design phases and in the Panel composition. New programme development and ongoing adjustment of current offerings are informed by learner and other stakeholder feedback. Some findings from ISSE 2018 include (for year 1 undergraduate students)(in brackets is the 2016/17 score):

- 69% (69) found ‘course goals and requirements are clearly explained’
- (70%) (67) were ‘taught in an organised way’
- 44% (47) had ‘prompt and detailed feedback on tests or completed assignments’
- 47% (44) were ‘provided feedback on a draft or work in progress’
- 59% rated interactions with academic advisors as 5-7 (scale 1 low – 7 excellent)
- 66% (68) rated interactions with academic staff as 5 – 7
- 51% (n/a) Using learning support services (learning centre, computer centre, maths support, writing support etc.)
- 54% (59) rated interactions with admin functions as 5 – 7
- 53% indicated that they found a *‘supportive environment helping students succeed*

academically'

- 68% (n/a) reported '*working effectively with others*'
- 83% rated their '*entire educational experience at this institution*' as Good (55%) to Excellent (28%)
- 85% indicated 'probably yes' or 'definitely yes' to the question '*If you could start over again, would you go to the same institution you are now attending?*'

2. Impact

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

IT Tallaght actively supports staff development and facilitates where possible staff engagement professional development activity. Examples of training seminar/workshops provided throughout 2017/18 to address a variety of topics including:

- QQI – '*Training of Programme Validation Panels*' (Oct. 2017)
- QQI Conference – '*The Digitalisation Agenda – Re-thinking the Role of Qualifications and Skills*' – (Oct 2017)
- QAA/QQI joint conference on '*Transnational Education in the European Higher Education Area*'
(Nov.2017) Belfast
- QQI conference on '*Internationalisation*' (Dec. 2017)
- '*Disability Awareness Seminar*' for IT Tallaght Staff (Jan 2017)
- '*How to Internationalise the Curriculum*' – seminar Ms D Ryan, Coordinator of the DIT International Foundation Programme (Jan 2017)
- THEA Colloquium : '*Engagement and the Technological Sector*' (May 2017)

Implementations of recommendations from Internal Audit

Recommendations and associated actions included:

<p>Formally reviewing and updating policy and procedures on a regular basis.</p> <p>Formal distribution of updated policy and procedures to all relevant stakeholders</p>	<p>The suite of academic policies and procedures has been largely reviewed and updated during 2016 to 2018. Policies are available at https://www.it-tallaght.ie/quality-assurance-enhancement. The next phase in this will be alignment across the TU Dublin towards a unitary approach.</p>
<p>Clearly defining what constitutes a significant change to the curriculum which would require the formal validation process to be followed</p>	<p>The Policy and Procedures for Programme Validation and Programmatic review were revised and agreed at Academic Council in 2017. These revisions were applied for cyclical programmatic reviews and new programme validations in 2017/18.</p>
<p>Ensuring that Programme Board reports are prepared and presented in a timely manner to Academic Council.</p> <p>Maintenance of a list of all changes made to programmes so an independent review can be performed to ensure the correct approval process was followed.</p>	<p>A focus was applied to bringing Programme Board Reports up to date in 2017/18. This is near complete across all Schools. These reports analyse programme performance and identify areas for enhancement of programme structure and content.</p> <p>A focus has also been applied to better recording of concerns raised by external examiners and actions taken to address those matters.</p>

Examples of findings from programmatic reviews in the different academic Schools include:

School of Business & Humanities

- Two staff members completed their PhD studies.
- New approaches to Continuous Assessment were introduced by the Department of Accountancy, Finance and Professional Studies aimed at maximising the efforts, team work and cross disciplinary thinking of the students. All Year 3 Accounting & Finance students entered the Synergy Innovation awards as part of the Synergy Innovation and Business Plan awards as part of their continuous assessment for the Financial Management. Some of the innovative ideas

that were shortlisted from this class included a self-charging mobile phone using solar energy, a mobile super scanner app for all supermarkets, Gift E- a new electronic gift card application that can be accessed using any smartphone device and lastly a GAA glove with a small pocket to store your gum-shield.

- Cross disciplinary continuous assessments have been introduced in a number of areas. This has predominantly involved the students solving core disciplinary problems using IT e.g. lecturers for information systems and management accounting have students use their combined learnings to solve a problem with the student then being graded on a modular basis, and similarly in the Accounting Information Systems and CAATs modules, students apply their theory skills from Auditing to identify fraud and error in a financial accounts dataset.
- Through programmatic review, the School was generally commended for its' approach to the self-study, the diverse range of teaching and learning strategies in use, the emphasis on professional communication skills throughout all programmes.
- The Panel recommended that summer internships be formalised and accredited across programmes.

School of Science & Computing

The Programmatic Review Panel generally commended staff on their overall commitment, engagement, enthusiasm and team-work, efforts to keep programmes current and relevant and responding to industry trends, the level of Industry collaboration and on programme delivery and design, and the culture of staff and student engagement and the intention to sustain this in the context of a Technological University.

Through programmatic review, comment was made on how feedback from students is captured and actioned. The Review Panel commended that a comprehensive approach was in evidence and issues in relation to equipment and lab space previously identified by student's at the most recent Panel visit have been captured and work is on-going to address these.

Panel recommendations included reference to the introduction of minimum attainment of 30% in written examinations. On student placement, it was recommended that the balance between Industry requirements and fundamental pedagogy is continuously monitored to ensure that core content is not compromised. On research, the panel recommended a more comprehensive review of supports for research students, staffing and structures takes place.

School of Engineering

One staff member completed his PhD studies and 2 others completed Masters Degrees.

The School of Engineering underwent a successful accreditation process Engineers Ireland Accreditation review for all programmes in for its suite of programmes 2017.

Through programmatic review, 19 programmes of study were recommended for re-validation

The review panel noted that Teaching and Learning strategies are positively impacted by Industry Engagement with direct impacts on subjects such as project, practical labs, data analysis. Fourth year on-going projects are linked closely to and benefit greatly from research and post-graduate activity. Graduates provide feedback to undergraduates on 'Project Days' and guest speakers from Industry are a regular feature across all programmes.

On QA&E, the panel welcomed the focus placed upon closing the student feedback loop. Students participate at the mid-term review of Programmes (Programme Board Meeting) where issues are itemised and actioned. Feedback from External Examiner reports is reviewed and any issues are itemised and actioned.

The School of Engineering was generally commended for its applied research and industry engagement: the Panel and how this is incorporated back in to teaching, learning and assessment strategies; and, the degree of civic engagement with primary and secondary schools and how this has contributed to upskilling students and teachers alike whilst encouraging participation at third level.

The panel did recommend that further possibilities for inter-departmental collaborations be explored and that evidence of sharing information is documented in future.

3. Themes

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

The Institute's primary focus in 2017/18 was on the development of the joint application between IT Tallaght, IT Blanchardstown and DIT to become a Technological University. This entailed an examination of all areas of Institute function, and notably in the context of AIQR, the student experience, curriculum, and quality assurance, to inform the submission for TU Designation (the HEA report is available at <http://hea.ie/policy/he-reform/technological-universities/>; the TU Dublin application is available at <http://hea.ie/assets/uploads/2018/09/2.-TU4Dublin-TU-Application.pdf> and the report of the international advisory panel is available at <http://hea.ie/assets/uploads/2018/09/10.-TU4Dublin-Advisory-Panel-Report.pdf>).

IT Tallaght engaged productively with colleagues in its TU partner colleges to progress QA alignment and will continue to work towards a systematic approach to monitor the quality of the teaching and learning experience. We are doing this by ensuring that:

- The contents of academic/training programmes reflect advances in the relevant disciplines and subject portfolios

- Pedagogical styles reflect effective practice
- The support infrastructure is appropriate to the teaching and learning requirements (including technology, laboratories, online delivery, work-based learning, placements etc.)
- Ensure that student assessment will be fair and consistent, and be carried out professionally at all times.
- TU4Dublin will also continuously monitor the adequacy and fitness-for-purpose of the resources available to students. It will also ensure that learning resources reflect up-to-date delivery techniques and approaches, that support services (technology, libraries, etc.) are adequate, and that students have access to appropriate personal wellbeing and emotional support.

With regards to QA&E, TU4Dublin will adopt a consolidated quality framework that builds upon the existing robust quality structures of the three institutions. These will include:

- Internal QA structures and procedures for achieving and maintaining the desired level of quality in educational and training curriculum provision, research strategies, and the related supporting services.
- External QA processes that engage fully and collaborate with the HEA and QQI in QA-QE dialogues, and adopt principles of continuous improvement and enhancement of QA methods.

We have been collectively working towards

- The compilation of QA&E policy inventory and development of common terminology.
- Identification of policies to be retained, policies to be harmonised, and any policy gaps requiring the development/adoption of new policies.
- Grouping of policies identified in Step 2 into QA policy guideline categories and implementation of work plan towards development of draft QA-QE Handbook for TU4Dublin.
- Establishment of working groups by policy categories and open a structured consultation process across the institutions towards the development of harmonised/new policies for the unified QA-QE Handbook for TU4Dublin.
- Approval, formal adoption, and publication of the harmonised/new policies as part of the TU4Dublin's foundation phase.
- Publication of a single QA-QE Handbook for TU4Dublin (hope to complete in 2020).

Locally, programmatic review (three academic Schools), programme validation renewals, and validation of new programmes (nine new programmes) were a significant focus in 2017/18. In support of this effort, MIS developed a suite of business intelligence reports providing a 5-year profile of programme and academic department performance with respect to enrolments, completions, and examination performance.

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.

- QA&E policy and procedures continued to be implemented throughout 2017/18. Rather than focus on enhancement, our primary focus in 2017/18 was on the development of the joint application between IT Tallaght, IT Blanchardstown and DIT to become a Technological University. Included was an examination of all areas QA&E underpinning education provision. This is an essential part of the process leading towards the design of a unitary QA&E system for the TU Dublin.
- Staff Training on **Course Builder** – completed as part of the cyclical programmatic review process to ensure that module and/or programme changes are captured in a timely and consistent manner.
- Staff training on **Grade-book** – to update staff on use of Gradebook and to train new staff and associate lecturers
- **Implementation of Digitary** – a secure online service that allows organisations to issue secure digital records online, so that the subjects of those records can access and share them on the web with third parties such as prospective employers, HEIs and employment agencies. The most common document shared is a student's and alumni's transcript of results and parchment of final qualification attained while in College. Also, additional functions include the European Diploma Supplement and letters confirming registration status for current students and alumni.

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.

Student Services

A revised Student Orientation Programme was introduced. This included greater use of Student Leaders to provide programme/discipline specific information. This is to be further developed as a TU Dublin Orientation in 2019.

- The stresses of student life were addressed in Student Services organised **'wellness' seminar** series for covering topics including: Getting Active / Building Resilience – Essential Skills for Managing Life / Faster Ways to a Healthier You. The Students Union held a separate Mental Health Week and a series called 'Wellness Wednesdays' to encourage students to mind their wellbeing all year, to raise awareness of issues of concern, and to promote the supports available.
- A **Careers Fair** was run on campus with representatives from over 120 employers, postgrad providers, and careers advisers. Institute of Technology provided information on graduate jobs (both in Ireland and overseas), internships, graduate training programmes, a stellar seminar schedule and the chance to explore further study options.

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 2018 – 31 August 2019).

5.1 Quality Assurance and Enhancement System Plans

Plans for quality assurance and quality enhancement relating to strategic objectives for the next reporting period.

Key objectives for 2018/19 with respect to QA and Enhancement include:

- For the TU Dublin generally, work continues to harmonise QA&E systems such that they can support a consistent approach across the three partner campuses.
- A common General Assessment Regulations (or Marks & Standards) is to be developed.
- Review and update of the Code of Conduct for Research including research degree programmes to consolidate with those of the other TU Dublin campuses.
- Develop common student handbooks for TU Dublin.
- Move to a common coding system for TU Dublin educational programmes advertised through the CAO.
- Continue to meet campus requirements under its performance compacts with the HEA.
- Continuing review of policies and procedures for compliance with GDPR legislation.

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.

New programme validations are planned in a number of discipline areas to retain the currency and relevance of the public offering. These activities will include liaison between academic Schools/Departments across the TU Dublin campuses to minimise duplication and to forge synergies.

In 2018/19 IT Tallaght will review collaborative provision through third parties, including national and international providers.

In the general field of Social Care Practice and allied issues, Tallaght will make submissions to CORU to

have its relevant programmes recognised as providing graduates with the necessary knowledge, skill and competence to gain access to the register of social care workers when it comes into being in the coming years.

5.3 Other Plans

A new Academic Council structure is to be established for TU Dublin to come into operation for Q3 of 2019 with representation from across the three campuses. An appropriate sub-committee structure will be established under this to provide, amongst others, oversight of QA&E for programme provision on each campus, integration of QA&E systems, and oversight of new programme validations,

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.

All three academic Schools successfully completed periodic programmatic reviews in 2017/18. These included a critical self-evaluation of academic operations and QA, review of programmes with a view to renewal of validation and/or replacement of programmes through separate validation procedures.

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.

IT Tallaght commits itself to continuing review and enhancement of academic QA&E procedures in line with QQI core and sectoral guidelines. During 2017/18, the two major focal points in these regards were completion of cyclical programmatic reviews for each academic school and review of academic QA procedures in light of the application for designation as a Technological University. The latter item work will necessarily continue into the coming year to harmonise QA&E across the 3 partner campuses.

6.3 Themes

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

Harmonisation of quality assurance and enhancement systems between the TU4D partner colleges

Developmental themes aligned to the Institutes strategic objectives and meeting with HEA performance compact commitments.

Enhancement of processes for collaborative provision of programmes to broaden participation, provide access to quality education for people at work, and internationalisation of educational opportunity

Continuing attention to student engagement, retention and progression. In support of this we continue to provide targeted support for students at risk, and classes/revision sessions based on student feedback Improved quality of equipment in laboratories to enhance student learning

experience.