

Technological University Dublin

Annual Institutional Quality Assurance Report 2020

Based on the reporting period 1 September 2018 – 31 August 2019



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.

TU Dublin was formed on 1st January 2019. A key priority for TU Dublin is the development of a new Quality Framework.

The TU Dublin Quality Framework will have an adequately resourced system in place to oversee its provisions in education and training, research, and related activity to ensure their quality. The underpinning principles of such a system will be to build upon current successful practices within the 3 campuses to ensure:

- That all QA-QE processes are aligned with the mission and values of TU Dublin
- Separation of roles and responsibilities in strategy formulations, development of implementation plans and related approval processes
- Protection of the integrity of academic processes and standards
- Protection of research integrity
- That any inherent risks are identified and realistic options for their mitigation formulated
- That outcomes of both internal and external review and evaluations are considered and where necessary, quality is enhanced
- Deployment of adequate staffing to the management of QA and QE processes

TU Dublin will maintain a culture where quality is embedded in the teaching, learning and research community (including professional services) coupled with a commitment to quality improvement and quality enhancement. This will encompass:

- Clear descriptions of specific QA-QE processes
- Designation of roles and responsibilities
- Identification of KPIs, collection of related data, and evaluation of effectiveness of policies and procedures
- Demarcation and segregation of decision-making
- Ensuring that integrated QA-QE processes are adequately resourced

In the interim whilst the new Quality Framework is being developed, the Quality Assurance Policies, Procedures and Practices of its three legacy organisations will continue to apply in the respective campuses. In this interim period, the University's Academic Council will strike a balance between minimising risk to core quality assurance and awarding functions in the founding institutes, while at the same time designing and implementing a fully integrated and unitary quality assurance framework within an agreed timeframe.

2. Quality assurance decision-making fora

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

Academic Council

After its foundation a TU Dublin Interim Academic Council with 135 members was established. The role of this Academic Council was to strike a balance between overseeing the operation of the quality assurance policies and processes and to oversee the development of new TU Dublin policies and processes. Reporting to Academic Council are six Academic Boards:

- Arts and Tourism Academic Board
- Blanchardstown Academic Board
- Business Academic Board
- Engineering & Built Environment Academic Board
- Sciences and Health Academic Board
- Tallaght Academic Board

These six Boards were formed from the legacy Academic Councils of Tallaght and Blanchardstown and the DIT College Boards. They are maintaining their existing committee structure. In the case of DIT, the Academic and Quality Assurance committees also continues to operate and reports to Academic Council. The TU Dublin Graduate Research School Board also reports directly to Council.

Academic Council Dates:

13th February 2019
10th April 2019
26th June 2019

Graduate Research School Board

4th February 2019
25th March 2019
17th June 2019

Sciences and Health Academic Board

30th January 2019
6th February 2019
20th March 2019
15th May 2019
20th June 2019

Business Academic Board

31st January 2019 (Extraordinary Meeting)
08th February 2019
29th March 2019
19th June 2019

Arts and Tourism Board

21st February 2019
11th April 2019

17th June 2019

Engineering and Built Environment Board

4th February 2019

11th February 2019

29th April 2019

20th June 2019

Blanchardstown Academic Board

7th February 2019

27th March 2019

12th June 2019

Tallaght Academic Board

7th February 2019

28th March 2019

12th June 2019

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.

City Campus

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

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

Blanchardstown Campus

Policy and procedures relating to programme design and approval (2MP01 Design, validation and accreditation of new academic courses) is available at:

<https://www.itb.ie/AboutITB/QualityAssurancePolicies/qap.asp>

Tallaght Campus

Described in the 'Academic Quality Assurance & Enhancement Manual' available at <http://www.it-tallaght.ie/quality-assurance-enhancement>

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.

City Campus

City Campus's General Assessment Regulations outline the policies and procedures governing the assessment of students, these are available at:

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/student-assessment-regulations/>

Chapter 4 of the City Campus'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 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/>

Blanchardstown Campus

Policy document '3CD05 Academic programme boards policy and procedures' applies to the operation of academic programme and course boards and support structures in all academic departments. Policy

document '3AS06 Academic programme assessment policy and procedure' covers learner assessment and both are publicly available at:

<http://www.itb.ie/AboutITB/QualityAssurancePolicies/gap.asp>

The Registrar Blanchardstown Campus has overall responsibility for the conduct of examinations and is tasked with ensuring effective implementation of procedures approved by the Academic Board regarding conduct of such examinations. External Examiner process provides a peer-review mechanism for learner assessments. External examiner role is to ratify if the programmes match their designation in the NFQ and are in parity with the national and international standards in the assessment of learners, and thereby ensuring public confidence in the academic qualifications conferred. Document '3AS09 External examiners and reporting arrangements' outlines policy and procedures for the nomination, appointment, duties and responsibilities of external examiners.

Tallaght Campus

Described in the 'Academic Quality Assurance & Enhancement Manual' available at <http://www.it-tallaght.ie/quality-assurance-enhancement>

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.

City Campus

City Campus'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/researchenterprise/graduateresearchschool/currentstudents/>

The quality of the City Campus'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 City Campus's Handbook for Academic Quality Enhancement, available at:

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

Blanchardstown Campus

Quality assurance procedures for the design, approval, delivery, assessment and monitoring of research programmes are set out in Policy document '[2MP19 Research Policy](#)', which also assigns the responsibility roles for the various components of policy. In the transition to Technological University status, the policy document has been reviewed towards the harmonisation with the policies- and procedures of the Joint Graduate Research School (JGRS). The JGRS oversees the Quality Assurance and Quality Enhancement matters in the post-designation to TU Dublin.

Tallaght Campus

Described in the 'Research Degree Programme Quality Manual' : available at <http://www.it-tallaght.ie/quality-assurance-enhancement>

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.

City Campus

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

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 University 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/ltrc/resources/> and a website specifically tailored to assist 1st year students understand University policies and support is available at: <http://www.dit.ie/fyi/>

Chapter 4 of City Campus'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/>

Blanchardstown Campus

There is a suite of Policies/Procedures covering the Student Life Cycle. These include (among others):

- 3AD08 Admissions Policy that details both Undergraduate (CAO) and Apprenticeship Programmes, including Advanced Entry Procedures where applicable.
- 3AD13 Procedure for admission of postgraduate students to Masters by research and PhD programmes.
- 3AD14 Administrative procedures for the admission, registration and assessment of students taking courses in part-time mode.

Post-learner admission, course attendance and management is addressed under policy document 3CD05 Academic Programme Boards - Policy and Procedures which is available at: <http://www.itb.ie/AboutITB/QualityAssurancePolicies/gap.asp>

Additional information used to guide both course selection and also provide a reference source for continuing students is provided in the Institute prospectus that is published annually and available at: <http://www.itb.ie/StudyatITB/index.html>

The Careers Development Office (CDO) has the remit for preparing learners for employment through focused and timely dissemination of relevant information and assistance/coaching sessions for enhancing the learners' employability skills:

<https://www.itb.ie/CurrentStudents/careersservice.html>

The CDO roles cover (among others): structured activities offering students early impression of professional identity and insights to future professional roles through guest speakers, industry visits, and careers/recruitment events. The CDO also provides scheduled training sessions in CV preparation and interview skills. There are perennial careers TechTalk sessions with enterprise. In the transition to Technological University, the CDO has been involved in developing a unitary employment and employability guidelines.

Tallaght Campus

The key elements are addressed in the 'Institute Regulations' and the 'Institute's Annual Prospectus' available at

https://www.it-tallaght.ie/contentFiles/Documents/publications/Institute_Regulations_Handbook_2017_revised_Jan2019.pdf

http://www.it-tallaght.ie/contentfiles/Documents/publications/prospectus/ft_prospectus.pdf

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.

City Campus

City Campus 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/hrpoliciesproceduresbycategory/>

In addition, City Campus'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/ltrc/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/ltrc/resources/>

Blanchardstown Campus

Policy documents covering assuring the competence of academic staff include (among others):

- HRP008 Recruitment, Selection and Appointment
- HRP012 Staff Learning and Development
- HRP014 Academic Staff Obtaining a Teaching Qualification
- HRP018 Fee Waivers for Staff on TU Dublin Part-time and Evening Courses
- HRP020 Career Breaks

The policy documents are available at: <http://www.dit.ie/hr/hrpoliciesproceduresbycategory/>

Tallaght Campus

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.

HR policies are available on the IT Tallaght Intranet: <http://intranet.it-tallaght.ie/human-resources1>
Quality Assurance Procedures Manual - Book 2: Section 7 <http://www.it-tallaght.ie/quality-assurance-enhancement>

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.

City Campus

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

Teaching and Learning in City Campus is evaluated through the Annual Programme Monitoring, Programme Review, School Review and College Review processes which are outlined in the City Campus's Handbook Quality Enhancement available at:

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

Blanchardstown Campus

The University policy relating to teaching and learning and the essential principles underpinning delivery of high quality academic programmes are covered by document 2MP20 Teaching and learning policy and principles, available at:

<http://www.itb.ie/AboutITB/QualityAssurancePolicies/qap.asp>

Tallaght Campus

Learning Teaching and Assessment Strategy is available at:

https://www.it-tallaght.ie/contentFiles/Documents/publications/Learning_Teaching_Assessment_Strategy_2018.pdf

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.

City Campus

University 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/>

City Campus 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 City Campus's 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: Brightspace.

Blanchardstown Campus

The HEA approves the annual recurrent grant allocation and the associated financial and governance matters to the University, as part of the overall sectoral allocations and oversight. The Department of Education may ring-fence proportions of the recurrent grant for special purposes, as may be specified by its directives that are applicable from time-to-time (e.g., additional spaces for strategic skills needs, Technological University transformation initiatives, initiatives for flexible learning etc.). The proportion of funding received annually is determined primarily from student numbers, based on the verified SRS returns for the previous academic year with an access weighting based on the Equal Access Survey.

Research and Postgraduate Studies Sub-committee of the Academic Board is responsible for institution-wide quality assurance of research activity under policy guidelines 2MP19 Research Policy, which assigns responsibilities for the various components of research activity:

<https://www.itb.ie/AboutITB/QualityAssurancePolicies/qap.asp>

The overall funding for student support activities is assured by the student contribution charge. In addition to the recurrent grant allocations, the University also receives from the HEA, funding allocation to cater for students with disabilities (Fund for Students with Disabilities [FSD]), and a Student Assistance Fund (SAF) to support students with special needs and those who may be struggling financially. From these funds, the Student Services Office is able to provide a range of financial, academic, and personal supports for eligible students, including: Exam Accommodations, Note-taking, Irish Sign Language Interpreting, Personal Assistance & Transport Allowances. See: <https://www.itb.ie/CampusStudentLife/studentervices.html>

TU Dublin has continued to engage with the [Programme for Access to Higher Education \(PATH\) Initiative](#), in particular the 1916 Bursaries Scheme. As a joint project of the former TU4Dublin alliance, six bursaries of €5,000 (per year of study) were awarded to students on this campus in 2017/18 and 2018/19. Twenty five such bursaries were awarded on a pre-entry basis across TU Dublin for 2019/20; two of these were awarded to students on the Blanchardstown Campus.

Tallaght Campus

Quality Assurance Procedures Manual: Sections 8 and 9 available at <http://www.it-tallaght.ie/quality-assurance-enhancement>

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.

City Campus

City Campus 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 City Campus's Handbook for Academic Quality Enhancement:

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

Blanchardstown Campus

There are quality assurance procedures for collecting, analysing and using relevant information about programmes and other activities, and which are used to support decision-making, and to monitor and measure key performance indicators. For example:

- Policy document 2MP46 Learning Analytics Policy and Strategy, available at: <https://www.itb.ie/AboutITB/QualityAssurancePolicies/qap.asp>

- Publication of approved course schedules for each programme of study on the Document Management System (DMS) intranet, and maintaining programme information on publicly accessible websites (<http://www.itb.ie/> and <http://courses.itb.ie/>)
- Compilation of annual course board reports incorporating year-on-year analysis of applications, registrations, examination performance, progression/completion rates, external-examiner feedback.
- Reflection on data captured through student surveys such as the ISSE, and student responses and insights used for course enhancement, and where necessary in deployment of support measures (e.g., the peer mentoring programme) to enhance learning experience, curricula revisions (e.g., integrating work placement to academic programmes as a means of enhancing graduate employability) etc.
- The Institute's Careers Services Office collects (via online survey) and reports on graduate data in the annual *First Destinations Graduates Report* (FDGR). The FDGR was replaced by the HEA Graduate Outcomes Annual Survey from February 2019.
- Other policies related to information management and which are held on institutional DMS: 2MP27 Data Protection Policy; 2MP35 Record Retention Policy; 2MP44 Data Governance Policy; 2MP42 Data Access Management Policy; 2MP43 Data Handling and Clean Desk Policy

Tallaght Campus

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

http://intranet.it-tallaght.ie/itsupport_policies

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.

City Campus

A role for self-evaluation and monitoring is included in each of the City Campus's quality review processes including Annual Monitoring, School Review and Unit Review and as detailed in City Campus's Handbook for Academic Quality Enhancement available at:

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

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

Blanchardstown Campus

Academic Programme Boards (APB) have the responsibility for the ongoing development, administration and review of programmes and courses. Course boards, a sub division within academic programme boards assist in (i) programme monitoring and review (ii) quality assurance and (iii) operational issues. Relevant policy documents are:

- 3AC05 Academic programme boards – policy and procedures
- 3CD06 Course monitoring policy and procedure

Available at <http://www.itb.ie/AboutITB/QualityAssurancePolicies/qap.asp>

There is policy to review and evaluate academic programmes every 5 years. This review process is primarily designed to evaluate programme quality and flexibility in response to changing needs. For a detailed description of this process see 'Section B: Monitoring and evaluation of academic programmes' within policy document 2MP31 available at: [2MP31 Institute review policy](#)

Tallaght Campus

Quality Assurance Procedures Manual - Book 2: Sections 5, 6, 9 and 10 available at <http://www.it-tallaght.ie/quality-assurance-enhancement>

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.

City Campus

Stakeholder Engagement is a requirement of each of City Campus'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/>

Blanchardstown Campus

There is formal commitment to fostering visible and effective engagement with our key stakeholders, to be achieved this by (See Strategic Plan at www.itb.ie/AboutITB/strategicplan.html):

- Developing strong links with business, enterprise, the professions and other stakeholders in the region to support civic and industry engagement.
- Adoption of procedures for the development of programmes that respond to stakeholder needs, showing evidence of engagement with industry in programme design and delivery.
- Promotion of culture of collaboration with communities
- Enhancement of internationalisation

Tallaght Campus

QA for new programme validation, for programmatic reviews, and Marks and Standards have embedded requirements for external engagement.

- Quality Assurance Procedures Manual - Book 2: Sections 5, 6, and 10 available at <http://www.it-tallaght.ie/quality-assurance-enhancement>
- Quality Assurance Procedures Manual - Book 3 – Research Degree Programmes: available at <http://www.it-tallaght.ie/quality-assurance-enhancement>
- Marks and Standards: available at <http://www.it-tallaght.ie/quality-assurance-enhancement>

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).

City Campus

City Campus has a strong track record in applying for and receiving accreditation from a range of Professional, Statutory and Regulatory Bodies. In addition, City Campus 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 City Campus'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/>

Blanchardstown Campus

Statutory obligations are maintained through a number of external engagements, including HEA Systems Performance Framework (HEA Compact), the annual engagement with QQI in the AIQR, Regulatory Body for Health and Social Care Professionals (CORU), and the periodic engagements with professional accreditation bodies such as Engineers Ireland, Accounting Technicians Ireland, and Marketing Institute of Ireland.

Tallaght Campus

IT Tallaght does not have a specific policy, however, the requirement for stakeholder engagement in new programme development, programme validations, external examiners and other fora is described in the Institute Quality Manual.

Quality Assurance Procedures Manual - Book 2 available at <http://www.it-tallaght.ie/quality-assurance-enhancement>

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.

City Campus

City Campus's Admissions website and prospectuses provide clear, accurate and up to date information on City Campus programmes to prospective students. The template used for the provision of information was designed in consultation with students. In addition, the 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: <https://studentsurvey.ie/results>

In addition, it is 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/>

Blanchardstown Campus

Detailed, up-to-date, impartial and objective information on programmes and awards are provided to the public (see: www.itb.ie and <http://courses.itb.ie>).

Full Time Prospectus and Part Time Programmes summary sheets accessed at: <http://www.itb.ie/StudyatITB/index.html>

Quality assurance policies and procedures are available at: <http://www.itb.ie/AboutITB/QualityAssurancePolicies/qap.asp>

Quality assurance reports are available at: <http://www.itb.ie/AboutITB/QualityAssuranceReports/qar.asp>

The current Strategic Plan 2016-2019 is available at: <http://www.itb.ie/AboutITB/strategicplan.html>

The published annual reports are available at: <http://www.itb.ie/AboutITB/annualreport.html>

Tallaght Campus

Public information is provided via the website: <http://www.it-tallaght.ie/>

Programme information for full-time and part-time learners can be found at: <http://courses.it-tallaght.ie>

Programme Validation Reports and reports relating to monitoring and review can be found at: <https://www.it-tallaght.ie/quality-assurance-enhancement>

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. IT Tallaght Prospectus is available at:

http://www.it-tallaght.ie/contentfiles/Documents/publications/prospectus/ft_prospectus.pdf

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.

City Campus

The procedures for collaborative providers are contained in Chapter 14: Linked Provider in City Campus's Handbook for Quality Enhancement available at:

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

Blanchardstown Campus

The institution was not a Designated Awarding Body in part of the reporting period.

Tallaght Campus

The institution was not a Designated Awarding Body in part of the reporting period.

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.

Blanchardstown Campus

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 are specified in Policy Document:

- 1QM01 Quality Policy.
- 2MP01 Design, validation and accreditation of new academic programmes

The Sectoral Protocols for the Awarding of Research Master Degrees at NFQ Level 9 under Delegated Authority (DA) from QQI is covered in Policy 3AS06 Academic programme assessment policy and procedure. There are no provisions for Joint Awards.

Tallaght Campus

The IT Tallaght Quality Assurance Procedures Manual covers delegated authority and the relationships between our internal policies procedures and those of QQI.

- Quality Assurance Procedures Manual available at <http://www.it-tallaght.ie/quality-assurance-enhancement>
- Quality Assurance Procedures Manual - Book 3 – Research Degree Programmes:
- available at <http://www.it-tallaght.ie/quality-assurance-enhancement> Marks and Standards: available at <http://www.it-tallaght.ie/quality-assurance-enhancement>

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.

City Campus

The procedures for collaborative providers are contained in Chapter 13: Collaborative Provision in the City Campus's Handbook for Quality Enhancement available at:

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

Blanchardstown Campus

Plumbing – Apprentice Phase IV and Phase VI (Further Education & Training Coordinated and Managed by SOLAS)

Tallaght Campus

A supplement to the IT Tallaght Quality Assurance Procedures Manual 2017 describes the 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.

Available at: <http://www.it-tallaght.ie/quality-assurance-enhancement>

16. Additional Notes

Any additional notes can be entered here.

Blanchardstown Campus

The last institutional Programmatic Review was in 2015. The next Programmatic Review year as provided for in the policy document 2MP31 was to be in 2020. After the transition to TU Dublin, this now coincide with the scheduled Institutional CINNTE Quality Review for the Technological University Dublin.

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.

Tallaght

Year	2018/19
Areas/Units	Programme Validations
Number	15 Programmes validated during 2018/19
Link(s) to Publications	Programme Validation reports are available at http://www.it-tallaght.ie/programme-validations

City

Year	2018/19
Areas/Units	Programme Validations
Number	5 Programmes validated during 2018/19 4 Programmes reviewed during 2018/19 3 School Reviews completed during 2018/19
Link(s) to Publications	Programme Validation reports are available at http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/
Year	2019/20
Areas/Units	
Number	
Link(s) to Publications	
Year	2020/21
Areas/Units	
Number	
Link(s) to Publications	

Annual Institutional Quality Assurance Report

Year	2021/22
Areas/Units	Institutional Review under Technological University Dublin is at planning stage to meet requirement of QQI CINNTE Revised Review Schedule. The review is expected to culminate to Institutional Self Evaluation Report in Q3, 2020.
Number	
Link(s) to Publications	

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

Year	
Areas/Units	
Number	
Link(s) to Publications	

18. Engagement with Third Parties Section

Details of engagement with third parties, including:

1. Arrangements with PRSBs, Awarding Bodies, QA Bodies
2. Collaborative Provision
3. Articulation Agreements

1. Arrangements with PRSBs, Awarding Bodies, QA Bodies

Blanchardstown Campus

First Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Engineers Ireland
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • BN121 BEng (Hons) in Mechatronic Engineering • BN009 BEng in Mechatronic Engineering • BN903 Higher Cert in Engineering in Mechatronic Engineering • BN422 BEng (Hons) in Mechatronic Engineering • BN117 BEng (Hons) in Computer Engineering in Mobile Systems • BN012 BEng in Computer Engineering • BN001 Higher Cert in Engineering in Computer Engineering • BN423 BEng (Hons) in Computer Engineering in Mobile Systems • BN301 BEng in Computer Engineering <p>https://engineersireland.ie/Services/Accredited-Courses.aspx</p>
Date of Accreditation or Last Review	Blanchardstown: 19/10/15
Next Review Year	2020

Second Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	REPs Ireland: https://www.repsireland.ie/
Fitness Instructor, Personal Trainer	<p>REPs Ireland is a Register of Exercise Professionals. Students on the degrees BN111 BA (Hons) in Sports Management & Coaching and BN020 BA in Sports Management & Coaching achieve this accreditation through the Personal Trainer module in year 3 of both programmes SMCO H3021.</p> <p>REPs Ireland accepts exercise professionals onto the professional register when they fulfil 4 key criteria:</p>

	<ul style="list-style-type: none"> • Achieve qualifications and awards that meet industry standards & have been independently Quality Assured • Maintain professional standing by ongoing CPD • Maintain appropriate insurance cover • Adhere to a code of ethical practice <p>The industry standards used by REPs Ireland are based upon the European standards developed by the European Health & Fitness Association (EHFA). http://www.ehfa-standards.eu/es-standards</p> <p>REPs Ireland operates independently of all Education Providers and facilities.</p> <p>All approved REPs Ireland Education Providers are independently audited and adhere to an agreed Code of Ethical Practice.</p>
Date of Accreditation or Last Review	May 2018
Next Review Year	2020

Third Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	<ul style="list-style-type: none"> • Institute of Chartered Accountants Ireland (ICAI) • Association of Chartered f Certified Accountants (ACCA) • Chartered Institute of Management Accountants (CIMA) • Irish Tax Institute (AITI) • Institute of Certified Public Accountants in Ireland (ICPAI)
Programme Titles and Links to Publications	<ul style="list-style-type: none"> • BN114 Bachelor of Business (Hons) in Accounting & Finance • BN023 Bachelor of Business in Accounting & Finance • BN307 Bachelor of Business in Accounting & Finance add on • BN414 Bachelor of Business (Hons) in Accounting & Finance add on • BN003 Higher Certificate in Business • BN101 Bachelor of Business (Hons) • BN014 Bachelor of Business
Date of Accreditation or Last Review	ICAI (2016); ACCA (2016) ; CIMA (2016); AITI (2019) ; ICPAI (2020)
Next Review Year	ICAI (2020); ACCA (2020) ; CIMA (2020); AITI (2023) ; ICPAI (2024)

City Campus

Type of Arrangement	Total Number
PRSBs	City: 25
Awarding Bodies	City: 0
QA Bodies	City: 0

First Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Engineers Ireland
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • ME in Mechanical Engineering • BE (Hons) in Mechanical Engineering • BE (Hons) in Manufacturing Engineering • BE (Hons) in Building Services Engineering • BE (Hons) in Electrical/Electronic Engineering • BE (Hons) in Civil Engineering • BE (Hons) in Structural Engineering • BE (Hons) in Computer and Communications Engineering • BEngTech in Mechanical Engineering • BEngTech in Building Services Engineering • BEngTech in Electrical Services Engineering • BEngTech in Automation Engineering • BEngTech in Engineering Systems Maintenance • BEngTech in Electronic and Communications Engineering • BEngTech in Electronic and Computer Systems • BEngTech in Control and Automation Systems/Electrical Energy Systems • BEngTech in Civil Engineering • Higher Certificate in Electrical Services Engineering • Higher Certificate in Building Services Engineering • Higher Certificate in Civil Engineering
Date of Accreditation or Last Review	City: 31/05/17
Next Review Year	

Second Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	British Computer Society
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • BSc in Computer Science • BSc in Computer Science (Infrastructure) • BSc in Information Technology / Information Systems • MSc in Computing http://www.bcs.org/
Date of Accreditation or Last Review	2019
Next Review Year	2024

Third Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Accountants (Various)
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • MSc in Accounting • Postgraduate Diploma in Accounting • BSc (Hons) in Accounting and Finance • BSc (Hons) in Business and Management Chartered Accountants Ireland ACCA Certified Public Accountants (CPA) Ireland Institute of Management Accountants (CIMA) Tax Institute
Date of Accreditation or Last Review	30/6/2016
Next Review Year	2021

Fourth Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Society for Chartered Surveyors in Ireland
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • MSc in Geographic Information Science • MSc in Geospatial Engineering • MSc in Real Estate • MSc in Quantity Surveying • MSc in Spatial Information Management • MSc in Spatial Planning • MSc in Planning and Development • BSc (Hons) in Geomatics • BSc (Hons) in Property Economics

Annual Institutional Quality Assurance Report

	<ul style="list-style-type: none"> • BSc (Hons) in Quantity Surveying and Construction Economics • BSc (Hons) in Spatial Planning Reviewed Annually
Date of Accreditation or Last Review	2019
Next Review Year	2020

Fifth Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	CORU
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • BSc in Human Nutrition and Dietetics • BSc in Ophthalmic Dispensing and BSc in Optometry
Date of Accreditation or Last Review	2019
Next Review Year	2023

Collaborative Provision

City Campus

Type of Arrangement	Total Number
Joint Research Degrees	0
Joint/double/multiple awards	4
Collaborative Programmes	47
Franchise Programmes	2
Linked providers (DABs only)	0

First Collaborative Provision	Collaborative Programme
Name of Body (bodies):	Brighton and Bristol Institute of Modern Music (BIMM)
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • BA in Commercial Modern Music • CPD Diploma in Professional Musicianship
Date of Last Review	11/03/2016
Next Review Year	2021

Second Collaborative Provision:	Collaborative Programme
Name of Body (bodies):	Irish Business and Employers Confederation (IBEC)
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • Postgraduate Certificate / Diploma and MSc in Global Business • MSc in Applied Management and Leadership • CPD Diploma in Management • CPD Diploma in Leadership • CPD Diploma in HRM • CPD Diploma in Mediation • CPD Diploma in Industrial Relations • CPD Diploma in Employment Law • CPD Diploma in Occupational Health and Safety • CPD Diploma in Coaching • CPD Diploma in Project Management • CPD Certificate in Industrial Relations • CPD Certificate in Employment Law

	<ul style="list-style-type: none"> • CPD Certificate in Human Resource Management • CPD Certificate in Occupational Health and Safety • CPD Certificate in Managing People • CPD Certificate in Managing People Skills • CPD Certificate in Managing Safety • CPD Certificate in Lean Sigma • CPD Certificate in Project Management
Date of Last Review	7/06/17
Next Review Year	2022

Third Collaborative Provision:	Collaborative Programme
Name of Body (bodies):	Electrical Contractors Safety and Standards Association Ireland Ltd. (ECSSA)
Programme Tiles and Links to Publications	CPD Certificate in Qualified Certifier in the Inspection, Testing, Verification and Certification of Electrical Installations
Date of Last Review	2018
Next Review Year	2021

Forth Collaborative Provision:	Collaborative Programme
Name of Body (bodies):	Engineers Ireland
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • CPD Diploma in Professional Engineering • CPD Certificate in Professional Engineering • CPD Certificate in Professional Skills • CPD Certificate in Vehicle Restraint Systems
Date of Last Review	2017
Next Review Year	2024

Fifth Collaborative Provision:	Collaborative Programme
Name of Body (bodies):	Society of Chartered Surveyors of Ireland
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • BSc (Hons) in Property Studies • Higher Certificate in Property and Facilities Management • BSc in Property and Facilities Management • Higher Certificate in Quantity Surveying (MechEng)
Date of Last Review	26/06/17
Next Review Year	Phasing Out

Sixth Collaborative Provision:	Collaborative Programme
Name of Body (bodies):	Pharos University in Alexandria
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • CPD Diploma in Business Communication • BSc in Business and Management
Date of Last Review	22/5/16
Next Review Year	2021

Seventh Collaborative Provision:	Joint Award
Name of Body (bodies):	Trinity College Dublin
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • BSc in Human Nutrition and Dietetics • Bachelor in Music Education
Date of Last Review	27/11/2015
Next Review Year	2020 (Contract Review)

Eighth Collaborative Provision:	Collaborative Programme
Name of Body (bodies):	Get ReSkilled
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • BSc in Manufacture of Medicinal Products • CPD Certificate in e-Validation • CPD Diploma in e-(Bio) Pharma Validation • CPD Certificate in e-(Bio) PharmaChem
Date of Last Review	27/03/17
Next Review Year	2022

Ninth Collaborative Provision:	Transnational Delivery (Collaborative)
Name of Body (bodies):	Hainan University
Programme Tiles and Links to Publications	BSc (Hons) Event Management
Date of Last Review	3/7/17
Next Review Year	2020

Tenth Collaborative Provision:	Collaborative Programme
Name of Body (bodies):	Marketing Institute of Ireland
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • PgDip in Management and Marketing • MSc in Digital Marketing and Analytics • CPD Diploma in Digital Marketing • CPD Certificate in Strategy and Tactics • CPD Certificate Finance for Marketers • CPD Certificate GDPR for Marketers
Date of Last Review	8/06/18
Next Review Year	2023

Articulation Agreements

City Campus

Articulation Agreements - Total Number	3
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First Articulation Agreement:	
Name of Body (bodies):	East China University of Technology
Programme Tiles and Links to Publications	BE in Electrical and Electronic Engineering
Date of Agreement/Arrangement or Last Review	Sept 2014
Review Year for Agreement	2020

Second Articulation Agreement:	
Name of Body (bodies):	Beijing University of Chemical Technology
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • PreMaster for Computer Science • BSc in Computer Science • MSc in Hospitality
Date of Agreement/Arrangement or Last Review	2019
Review Year for Agreement	2024

Third Articulation Agreement:	
Name of Body (bodies):	Tunku Abful Rahman University College
Programme Tiles and Links to Publications	BSc in International Hospitality Management
Date of Agreement/Arrangement or Last Review	2019
Review Year for Agreement	2024

Tallaght Campus

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies:

First Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Engineers Ireland
Programme Tiles and Links to Publications	<p>Mechanical and Electronic Engineering Programmes IT TALLAGHT FULL TIME COURSES;</p> <ul style="list-style-type: none"> • Electronic Engineering - Level 6 TA_EELEC_C; • TA202 Electromechanical Engineering - Level 6 • TA203 Mechanical Engineering Level 6 TA_EMECH_C; • TA213 Mechanical Engineering - Level 7 TA_EAMEC_D; • TA215 Sustainable Energy and Environmental Engineering – Level7 TA_EAEED_D; • TA216 Electronic Engineering Level 7 TA_EAELE_D; • TA217 Automation Engineering - Level 7 TA_EAUTO_D; • TA219 Engineering Software - Level 7 TA_EAENS_D; • TA221 Electronic Engineering - Level 8 TA_EAELE_B; • TA222 Mechanical Engineering - Level 8 TA_EAMEC_B; • TA223 Sustainable Energy and Environmental Engineering – Level 8 TA_EAEED_B; • TA225 Automation Engineering- Level 8 TA_EAUTO_B; • TA226 Engineering Software - Level 8 TA_EAENS_B; • Masters of Engineering in Electronic Engineering in Electronic System Design TA_EEESD_M; • Master of Engineering in Mechanical Engineering TA_EAMEC_M;
Date of Accreditation or Last Review	2018
Next Review Year	2023

Second Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Multiple Bodies – Accounting & Taxation
Programme Tiles and Links to Publications	<p>Accountancy & professional Studies Programmes: IT TALLAGHT FULL TIME COURSES;</p> <p>Graduates for this programme qualify for exemptions in the professional body examinations for the following:</p> <ul style="list-style-type: none"> • 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) <p>TA111 Bachelor of Business in Accounting & Finance: TA BAACC D</p> <p>TA121 Bachelor of Business (Honours) in Accounting & Finance: TA BAACC B</p> <p>TA106 Business (Common entry): TA BADMN C</p>
Date of Accreditation or Last Review	2018
Next Review Year	2023

Annual Institutional Quality Assurance Report

Third Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Chartered Society of Forensics Sciences - UK
Programme Tiles and Links to Publications	TA315 DNA and Forensic Analysis - Level 7 TA_SADNF_D TA326 DNA and Forensic Analysis - Level 8 TA_SADNF_B
Date of Accreditation or Last Review	2018
Next Review Year	2023

Collaborative Provision

First Type of Arrangement:	Joint research degrees
Name of the Body (Bodies):	Universite Rennes 2, France
Programme Tiles and Links to Publications	Co-tutelle arrangement for PhD provision in Humanities
Date of Accreditation or Last Review	2018
Next Review Year	2023

Second Type of Arrangement:	Joint/double/multiple awards
Name of the Body (Bodies):	Nanjing Technical University, China
Programme Tiles and Links to Publications	BEng Hons Electronic Engineering TA_EAELE_B BEng Hons Mechanical Engineering TA_EAMEC_B BSc Hons Pharmaceutical Science TA_SPHAR_B
Date of Accreditation or Last Review	26-06-2014
Next Review Year	2019/20

Annual Institutional Quality Assurance Report

Third Type of Arrangement:	Joint/double/multiple awards
Name of the Body (Bodies):	Shanghai Institute of Technology, China
Programme Tiles and Links to Publications	BEng Hons Electronic Engineering TA_EAELE_B BEng Hons Mechanical Engineering TA_EAMEC_B
Date of Accreditation or Last Review	23-10-2015
Next Review Year	2020

Fourth Type of Arrangement:	Joint/double/multiple awards
Name of the Body (Bodies):	Hue University, Vietnam
Programme Tiles and Links to Publications	Bachelor of Business (Honours) in Management TA_BAMNG_B
Date of Accreditation or Last Review	10-03-2016
Next Review Year	2021

Fifth Type of Arrangement:	Joint/double/multiple awards
Name of the Body (Bodies):	Institute of Project Management
Programme Tiles and Links to Publications	Certified Project Management Diploma Strategic Project Management Diploma
Date of Accreditation or Last Review	13-11-2015
Next Review Year	2020

Annual Institutional Quality Assurance Report

Sixth Type of Arrangement:	Collaborative programmes
Name of the Body (Bodies):	Innopharma Labs, Ireland
Programme Tiles and Links to Publications	Master of Science in Food Business Management and Technology TA SFSCT M Masters in Pharmaceutical Manufacturing & Process Technology TA SPHAR M
Date of Accreditation or Last Review	10-01-2016
Next Review Year	2021

Seventh Type of Arrangement:	Collaborative programmes
Name of the Body (Bodies):	Priory Institute Tallaght
Programme Tiles and Links to Publications	Master of Arts in Biblical Studies The Priory Institute
Date of Accreditation or Last Review	16-03-2017
Next Review Year	2022

Articulation Agreements

Section: 1 Articulation Agreements	First Set of Records
Name of the Body (Bodies):	Nanjing Technical University, China
Name of the Programme and Links to Publications	BEng Hons Electronic Engineering TA EAELE B BEng Hons Mechanical Engineering TA EAMEC B BSc Hons Pharmaceutical Science TA SPHAR B
Date of last review of arrangement/agreement	20-06-2014
Next Review Year	2019/20

Annual Institutional Quality Assurance Report

Section: 1 Articulation Agreements	Second Set of Records
Name of the Body (Bodies):	Colleges Ontario, Canada
Name of the Programme and Links to Publications	Bachelor of Business (Honours) in Management TA_BAMNG_B
Date of last review of arrangement/agreement	10-01-2015
Next Review Year	2020

Section: 1 Articulation Agreements	Third Set of Records
Name of the Body (Bodies):	France Business School - Brest Campus
Name of the Programme and Links to Publications	Bachelor of Business (Honours) in Management TA_BAMNG_B
Date of last review of arrangement/agreement	2018
Next Review Year	2023

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.

Development of the TU Dublin Quality Framework

TU Dublin was established as the first Technological University in Ireland on January 1, 2019, from the transformation of Dublin Institute of Technology (DIT), Institute of Technology Blanchardstown (ITB) and Institute of Technology Tallaght (ITT). In the transition period to full integrations, three independent quality assurance frameworks have continued to apply within campuses of the former independent entities. However, to meet its statutory obligations as unitary entity and to further enhance excellence in the education provision and experience, TU Dublin is developing a new unitary quality framework. The framework (see further details in section 1.2 below) builds upon the existing robust quality structures of the former independent institutions. In the reporting period and prior to the designation date, an Academic Quality Project Team was established to develop the new quality framework and started by defining the principles and philosophical perspectives that will underpin the new quality framework. It is envisioned that the new quality framework will support academic innovation and incorporate best practices to ensure programmes and practices align to the objectives of an engaged technological university and the vision and mission of TU Dublin.

The aim of the Quality Framework project is to develop a quality system that will not only encourage and support student-centred practices but will ensure a student-centred learning environment. The quality system will support academic innovation and incorporate best practices to ensure programmes and practices align to the objectives of an engaged societal technological university and the vision and mission of TU Dublin. In particular, the quality system will clearly align to the objectives of reflecting the needs of society and all stakeholders, contributing responsibly to social, civic and economic life, and developing and promoting strong social and cultural links. The achievement of societal objectives in higher education institutions is a key focus of external quality assurance procedures.

In addition to the societal objectives of the quality system, it should also: 1. Ensure TU Dublin creates and maintains the best experience for all students; 2. Continually evaluate and enhance the student-centred learning experience by involving internal and external stakeholders, and experts; 3. Maintain

and promote the highest standards as possible across all programme provision. To achieve these objectives, the quality system must all adhere to the standards and guidelines published by the European Network for Quality Assurance in Higher Education (ENQA), Quality & Qualifications Ireland (QQI) Framework and the Irish Technological Higher Education Quality Framework.

Evolution of Quality Assurance and Enhancement (Blanchardstown Campus)

- Final Draft of Policy Document 2MP36 Learning Analytics Policy and Strategy was finalised, adopted and published for staff.
- The growing importance of peer-review publications towards defined metrics for institutional impact in research required timely assignment of staff affiliations to TU Dublin soonest after the designation date. Therefore, the institute provided guidelines on the point of change of institutional affiliation (to TU Dublin), i.e., to be used for manuscript submissions or for those in midstream of peer-review process. It was recognised that the point of change was also important to supporting digital identifier for research workflow for manuscripts and grant applications, e.g., ORCID (see <https://orcid.org/>).
- Epigeum Research Integrity Training/Epigeum Academic Integrity Filming: A number of staff have completed the Research Integrity training, and all research supervisors are now required to take the training; The institute was part of an international consortium that was developing online resources for Academic Integrity, completed in time for March 2019 release.
- The ethics sub-committee of the Academic Board was reconstituted it to meet its functions as required. This was done in light of the increased number of research scholars at the Blanchardstown Campus.

Evolution of Quality Assurance and Enhancement (City Campus)

Systems to support Quality Assurance and Enhancement - Programme and Module Catalogue— An off-the-shelf solution was procured in 2018 by City campus for the management of the curriculum lifecycle. The PMC Project Team, based in City's Academic Affairs, worked closely with the PMC Academic Council Sub-Committee to configure the new system catalogue. The first phase of the process to populate the new PMC catalogue was initiated in April 2019, with approved up-to-date module information entered into the Akari production site by the assigned module coordinators for the 24 designated programmes (one per School) chosen for this first phase. This pilot was undertaken to identify technical glitches, test the appropriateness of the configuration and highlight matters arising, which had a quality assurance implication.

In order to aid the data entry process, General User Training and Approver Training was provided for all staff involved in this phase of the project. The Quality Assurance Office created a dedicated PMC intranet site <http://www.dit.ie/intranet/pmc/> where PMC-related information is posted, including FAQs and a Pilot Issues Log. It is planned that the PMC will be fully populated, at least for undergraduate full-time programmes by June 2020. The interface with TU Dublin's website will be a priority at this stage.

The new PMC is more than a repository of approved modules and programmes; it will be a quality assurance tool that will allow lecturers and programme committees to propose changes to modules and programmes and track their approval status. It also allows information to be captured on modules and programmes relevant to strategic objectives that will also facilitate the production of institutional data to support the Performance Compact with the HEA.

Summary of initiatives impacting on QA reported on during 2018/19 (Tallaght Campus)

Programmatic Review—The implementation of Programmatic Review (which took place in latter half of 2017/18) was a major focus for all Schools and Departments. This included systematic review of current programme offerings, and the update and revalidation of those programmes. Examples of that implementation can be found below.

Streamlining of Programme Development Processes —Further revisions were made to the process for proposal and validation of new programmes and the associated time-lines so as to ensure that the process allowed optimum time for thorough internal and external peer review of proposals in the context of statutory guidelines and NFQ award standards.

Encouraging Greater Student Mobility via Erasmus— Programmes offering an Erasmus placement abroad will be modified to include a ‘Mobility Window’ corresponding to 30 ECTS and a full semester within the academic programme. This will be provided as an elective module against the normal semester modules available to those students not availing of an Erasmus Placement. The TU Dublin modules for the semester in question will be classed as a group elective. The Mobility Window is characterised by a learning agreement between the student, their academic department and the host academic department in the European destination HEI to ensure a consistency between the learning outcomes achieved by the Erasmus student and those not availing of Erasmus.

On Campus Student Information Initiatives/Orientation

- REACT – free on-line training for students around alcohol consumption and safety
- In addition to the annual calendar of events, an Open Evening specifically targeted at Mature applicants was held in April 2019.

Policy Development and Changes

- The Exit Award policy was revised to make more explicit the implications in applying for an exit award and to accommodate a new application time-line: https://www.it-tallaght.ie/contentFiles/Documents/Registrar's%20Office/Examinations/Graduation/Policy_Procedure_for_Exit_Awards_15Nov2018_Approved.pdf
- In conjunction with TUDSU and the Office of Equality, Diversity and Inclusion, work began on a draft protocol for the Gender Expression Policy (adopted by Academic Council Tallaght in May 2018).
- Tallaght Campus regulations for research degree programmes were updated to align with TU Dublin regulations, see a description of specific changes below.

Staff Training—Staff training on CAO Connect, and a new process for evaluation of mature and non-standard applications was delivered to relevant staff. This provides for a more streamlined process to evaluate applications and provide outcomes in a timelier manner.

Plans to review examination process— An Examination Process Review Committee was established to examine current processes for the organization and running of terminal examinations in Tallaght and to make recommendations for the enhancement of procedures. This will include for example, processes around the timely generation and submission of exam papers, set-up and use of gradebook, exam timetables, operation of examination boards, and examination appeals. The Committee will bring recommendations to the Tallaght Academic Board and Management teams as appropriate.

Collaboration with Campuses—Co-Create – Collaborative Curriculum Reimagined and Enhancement to inform Education. This project focuses on curriculum transformation leading to a bespoke quality curriculum for students. The process will consider principles and values to inform programme design. The focus will be on graduate attributes and TU Dublin values.

On-line delivery of modules— A discussion paper looking at the pedagogical approach to the on-line delivery of modules was circulated at Academic Council. A sub-group to consider this further for TU Dublin with reference to the QQI Statutory Quality Assurance Guidelines for Providers of Blended learning Programmes (March 2108) was set up and work is on-going.

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

Outline of Salient QA Changes in the TU Dublin Context

A TU Dublin Foundation Academic Council was established in January 2019 (see 1.3 below for schedule of its meetings) and was in operation until October 2019 when it was replaced by the new TU Dublin Academic Council. Prior to the establishment of TU Dublin and in order to fulfil the requirement in the relevant statutory guidelines, the three predecessor institutions, as part of the agreed transformation process, established six Academic Boards (AB) to act as the operational/legacy committees of the TU Dublin Academic Council. Each AB reporting directly to the AC, has the delegated authority to manage quality assurance in accordance with the existing QA frameworks of the three predecessor institutions. The Academic Boards include:

- Arts and Tourism Academic Board
- Blanchardstown Campus Academic Board
- Business Academic Board
- Engineering & Built Environment Academic Board
- Sciences and Health Academic Board
- Tallaght Campus Academic Board.

Under the above interim arrangements, the six boards have maintained their existing committee structures. In the case of City, existing Academic and Quality Assurance committees, including Academic Quality Assurance Committee have continued to operate as has the Graduate Research School, which already had representation from all three institutions prior to the establishment of TU Dublin. The Blanchardstown and the Tallaght Academic Boards have continued to approve items, such as student awards and new programmes of study, and Academic Council notes the reports from these Academic Boards. The other Academic Boards had previously been the four College Boards of the former Dublin Institute of Technology (DIT) and had not had the same authority within the existing QA framework of DIT similar to the Academic Boards within Tallaght and Blanchardstown. Therefore, the Academic Quality Assurance Committee which manages QA within City has continued to recommend important matters to Academic Council for approval. As the development of the Quality Framework for TU Dublin is progressing, each campus has continued to apply the quality assurance procedures for each of the predecessor institutions as detailed in AIQR Part 1. A Joint Graduate Research School (GRS) was established prior to the formal establishment of the TU Dublin to oversee research degree programmes across the three partner institutions. From a Quality Assurance and Quality Enhancement perspectives, the work of the GRS has focused on unifying approaches to quality

oversight of research activity. The Graduate Research Board constitutes of cross-campus representation.

Quality Reviews and Programme/Course Management (Blanchardstown Campus)

Programme validations, and programme and module modification process have continued in accordance with previously approved QA procedures for Blanchardstown Campus. Protocols for ongoing programmes/course management are also in accordance with the approved QA procedures. The Research and Postgraduate Subcommittee (RPSC) had four meeting in the reporting period, and which oversaw new student registrations, and progress presentations by ongoing students as part of their annual monitoring and evaluation. Research process guidelines and policy documents were updated to reflect the designation as a Technological University for January 2019. In particular, the procedures for Structured PhD was updated to include requisite 40 ECTS Credits as part of the programme of research. The RPSC nominated representation to the Joint Graduate Research School Board of TU Dublin. Decision was taken to ensure that all publications submitted to peer-review journals for consideration post-January 1st 2019 would have TU Dublin as the institutional affiliation.

Quality Reviews and Programme/Course Management (City Campus)

The Academic Quality Assurance Committee of the City Campus noted in March 2019 that, owing to the workload involved in the development of a unitary Quality Assurance system for TU Dublin in the transitional phase, the Quality Assurance Office will have limited resources to concurrently complete reviews as previously scheduled. In addition, it is expected that a new Organisational Design will be developed and implemented within the new year. In this regard the Quality Assurance Office has agreed that the focus should be on Programme and School Reviews and that these Reviews should be prioritised over Directorate and Unit/Department Reviews. It was noted that where preparations have already commenced for a scheduled College or Unit/Department Review then these Review Events will be facilitated by the Quality Assurance Office. It was also noted that College and Unit/Department Reviews which are scheduled for 2020 may continue as scheduled depending on the workload of the Quality Assurance Office and that this would become evident in due course. A new Schedule of Reviews for TU Dublin will be in place following the implementation of the TU Dublin Quality Framework and implementation of the new Organisational Design.

Programme validations, programme reviews, the programme annual monitoring process and programme and module modification process have continued in accordance with previously approved procedures for City Campus. Revised documentation requirements for the validation and review of programmes of study, placing the Student Handbook at the core of programme documentation, was approved by Academic Council in February 2020. The Student Handbooks have been structured so that much of the information contained within, including module descriptors, can be drawn from the programme and module details including within the Programme and Module Catalogue.

Quality Reviews and Programme/Course Management (Tallaght Campus)

Specific changes are:

- (1) The adoption of the Graduate Research School - Code of Conduct for Ensuring Excellence in Research Integrity that replaces the IT Tallaght Code of Conduct for Researchers.
- (2) Update of the Records Management, Retention & Destruction Policy for TU Dublin, Tallaght in March 2019 [for all records, not just research]
- (3) Open Access Policy for Publications and Data for Technological University Dublin development in January 2019

QA Systems Improvements for Research Degree Programmes, including:

- (1) A new Research Degree Programme Handbook, General Information, Regulations & Procedures for Masters by Research and Doctoral Degree Students
- (2) A new Guide for Research Supervisors of Research Degree Programmes & Procedures Handbook to be updated annually. This replaces the IT Tallaght QA Manual for research degree programmes.
- (3) New SOPs developed to comply with the new Graduate Research Regulations
- (4) A module selection handbook for research students to accumulate the structured credits required for their masters or doctoral degree programme
- (5) Training workshops held on: Research Integrity - students and academic staff; Structured Module Selection - students and academic staff; Postgraduate recruitment and selection process – academic staff
- (6) Release of booklets and Information sheet on *Getting Started in Research* – for new academics and those returning to research
- (7) Creation of a staff portal for research regulations, procedures, forms and QA documentation
- (8) Creation of a postgraduate research studies Moodle site as an electronic repository for all forms, procedures, regulations, thesis templates etc. as relevant to postgraduate research students and supervisors
- (9) Updated the postgraduate research induction programme at Tallaght campus and all students now attend the TU Dublin Graduate Research School induction programme as well

Research Ethics Committee, TU Dublin, Tallaght Changes in 2018/19 include:

- (1) Forms have been amended to take into account the new GDPR legislation
- (2) Guidance on information sheets for participants and consent form templates have been amended to take the GDPR legislation into account
- (3) Members provide training sessions to researchers and programme coordinators of taught programmes each semester, in particular to the following: Staff and students of MSc in Food Business Management & Technology; MSc in Culinary Nutrition; BSc Hons Sports Science

1.3 The schedule of QA governance meetings.

The following Pan-TU QA Governance meetings were held during the reporting period:

TU Dublin Academic Council

13/02/2019; 10/04/2019; 26/06/2019

Blanchardstown Campus

Governing Body Meetings:

14/09/2018; 19/10/2018; 07/12/2018

Governing Body Audit & Risk Committee Meetings:

09/10/2018; 27/11/2018

Academic Board (AB) Meeting:

07/02/2019; 27/03/2019; 12/06/2019

QA Subcommittee of AB Meetings:

12/09/2018; 14/03/2019; 07/06/2019; 15/11/2019

Research and Postgraduate Studies Committee of AB Meetings:

11/10/2018; 06/12/2018; 21/02/2019; 31/05/2019

Admissions sub-committee of AB Meetings:

10/10/2018; 12/02/2019

Course Board Meetings

Per the QA Policy 3CD05 Academic Programme Boards-Policy and Procedures, all course boards are required to meet at least two times per semester, usually at the beginning of each semester. The course board retains records of its meetings and such records are available to other staff members involved in teaching the course(s). The following course board meeting were held in the reporting period:

School/Department of Business

Accounting & Finance: 22/11/2018, 14/03/2019, 18/06/2019

Business and Information Technology: 24/10/2018, 20/02/2019

Digital Marketing: 15/11/2018, 11/03/2019, 19/06/2019

General Business: 24/10/2019, 07/03/2019, 17/06/2019

International Business: 02/10/2018, 13/11/2018, 19/03/2019, 17/06/2019

Sports Management & Coaching: 06/11/2018, 12/03/2019, 13/06/2018

Department of Engineering (Loretta to supply)

Computer Engineering Full Time Programmes: 09/10/18; 24/10/18; 19/02/19

Mechatronic Engineering Full Time Programmes: 25/10/2018; 21/02/19; 11/04/2019

Engineering Part Time Programmes: 17/11/2018; 29/11/18; 15/12/2018; 14/03/19; 13/04/19

Horticulture: 12/11/18; 13/11/18; 07/12/18; 10/04/19; 11/04/19

Trades (Plumbing): No Course Board plumbing as the workshops were under redevelopment.

Department of Humanities:

Early Childhood Care & Education: 19/11/18; 21/02/19

Community & Youth Development: 19/11/18; 04/03/19

Applied Social Studies in Social Care: 12/11/18; 19/03/19

Department of Informatics:

Computing Full Time Programmes: 22/10/18; 03/12/18; 26/02/19; 09/04/19; 28/09/18; 08/02/19; 02/04/19; 02/10/18; 04/02/19; 09/10/18; 12/02/19; 13/12/18; 05/03/19; 26/09/18; 17/10/18

Computing Part Time Programmes: 24/10/18; 28/11/18; 03/02/19; 03/04/19; 24/10/18; 28/11/18; 04/02/19; 03/04/19; 29/09/18; 24/11/18; 16/02/19; 06/04/19; 26/09/18; 05/12/18; 14/02/19; 10/12/18; 01/02/19; 15/10/18; 28/02/19; 28/11/18; 12/02/19; 04/10/18; 29/11/19; 12.02.19

Creative Digital Media: 18/09/18; 19/09/18; 14/11/18; 15/11/18; 05/12/18; 22/01/19; 24/01/19; 06/02/19; 07/03/19; 03/04/19; 02/05/19

City Campus

The following QA Governance meetings were held during the reporting period:

Academic Quality Assurance Committee

28/01/2019; 11/03/2019; 15/04/2019; 10/06/2019; 22/07/2019

Graduate Research School Board

4/02/2019; 25/03/2019; 17/06/2019

Sciences and Health Academic Board

30/01/2019; 6/02/2019; 20/03/2019; 15/05/2019; 20/06/2019

Business Academic Board

31/01/2019 (Extraordinary Meeting); 08/02/2019; 29/03/2019; 19/06/2019

Arts and Tourism Board

21/02/2019; 11/04/2019; 17/06/2019

Engineering and Built Environment Board

04/02/2019; 11/02/2019; 29/04/2019; 20/06/2019

Tallaght Campus

The following QA Governance meetings were held during the reporting period:

Academic Council/Academic Board Meeting Dates:

11/09/2018; 25/10/2018; 15/11/2018; 07/02/2019; 28/03/2019; 12/06/2019

Governing Body Meeting Dates:

13/09/2018; 18/10/2018; 06/12/2018

Programme Board Meeting Dates:

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

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

Blanchardstown Campus

New programme validations 2018/19

Programme validation reports are published and available at:

<http://www.itb.ie/AboutITB/QualityAssuranceReports/qar.asp>

The following new programmes were validated in the reporting period included:

- BN125 BA (Hons) in Applied Social Studies in Social Care
- BN051 B A in Applied Social Studies in Social Care
- BA (Hons) in Applied Social Studies in Social Care (Add-on to Programme BN051)
- BN429 BA (Hons) in Leadership and Management in Social Care (Add-on to Programme BN051 or Equivalent)

International Summer School

The Technological University Dublin (TU Dublin) offered an International Summer School between, June 3 - 19, 2019 as part of a suite of 44 collaborative projects between TU Dublin, [Durham College \(Canada\)](#) and [University of Ontario Institute of Technology \(UOIT\)](#) under the auspices of the [Centre for Higher Education Research Policy & Practice \(CHERPP\)](#). The referred had previously signed an MoU to support international student mobility and exchange. The initial International Summer School 2019 offered Canadian students from Durham College an opportunity to experience both academic and cultural aspects of scholarship, through a suit of academic modules, and social and cultural events developed and coordinated by TU Dublin (Blanchardstown Campus). Four 5 ECTS Credit modules in Informatics, Business and Humanity areas at Level 6 of the NFQ were validated and offered under Single Subject Certification.

- CHERP H1011 Introduction to Cyber Security
- CHERP H1012 Entrepreneurship and Business Start Up
- CHERP H1013 European Selling
- CHERP H1014 Supervising People in Community, Youth and Childcare Settings

Department of Business

During the academic year 2018/2019 internal review was carried out in each programme to ensure the programmes were TU ready and also that they are aligned with the School of Business strategy. The review involved review of content, assessment strategies, delivery methodologies, alignment with government policy and alignment with industry. Research was carried through review of appropriate papers, journal, industry reports and government policy documents and also through the meeting with stakeholders including industry and students through focus groups and panel meetings. The major change being proposed across all programmes include the need to provide work placement as an option for all students. Other changes that have been proposed include:

- Review of assessment strategies
- Increase the development of research skills at undergraduate level
- Sequencing of modules
- Introduction of new electives

- Update existing modules

The impact for 2020/21 will be the proposed revalidation of the following programmes:

- Accounting & Finance
- Sports Management & Coaching

It is planned to introduce work placement across all programmes in the next 3 years.

GDPR compliance officer processes have been updated as required.

The following Continuous Assessment changes have been implemented on modules across the Business programmes: BSST H2020 Ecommerce (100% CA); BSST H2014 Principles of Marketing (50/50 CA/Exam); BSST H2042 Marketing Communications (50/50 CA/Exam); BSST H1042 Exploring Modern Enterprises (100% CA); BSST H2043 Sustainable Business Practice (100% CA); BSST H4019 Process Analysis (100% CA).

Department of Informatics

For the Department of Informatics, the following modules were reviewed and assessment breakdown Moderated to commensurate with the expected learning outcomes: DMED H3027 Digital Media within Society; MACS H6014 Secure Communications & Cryptography; COMP H1028 Mathematics for Computing; COMP H2026 Information Technology Maths; COMP H1013 Computer Systems; COMP H2032 WAN Technologies; COMP H2015 LAN Switching and Wireless; COMP H6038 Software Engineering 2; DMED H3031 - Digital Marketing. Syllabi updates were applied to the following modules: CNWT H3011 Network Programming; CNWT H3012 Enterprise Routing and Switching; CNWT H3013 Cloud Architecture; CNWT H3014 Network Function Virtualisation; CNWT H3015 Software Defined Networking; CNWT H3016 Group Project

City Campus

College Reviews (none)

There were no College Review Reports submitted from January to August 2019.

School Reviews (2 in total) School of Chemical and Pharmaceutical Sciences

School of Accounting and Finance

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofaccountingfinance/>

School of Civil and Structural Engineering

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofcivilengineering/>

Unit Reviews (none)

There were no Unit Review Reports submitted from January to August 2019.

Programme Validations (5 in total)

BSc (Hons) Physics with Data Science

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofphysics/>

MSc in Education

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/learningteachingandtechnologycentre/>

BA in Computer Generated Imagery Technical Art (Apprenticeship programme)

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmedia/>

Higher Diploma in Clinical Measurement Science

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofphysics/>

BSc in Retail Management (*in partnership with Musgrave*)

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofretailservicesmanagement/>

Programme Reviews (4 in total, including 1 Omnibus programme review)

School of Hospitality Management and Tourism - Omnibus Programme reviews

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofhospitalitymanagementtourism/>

Bachelor of Arts (Hons) in Social Care

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schooloflanguageslawandsocialsciences/>

BSc in Architectural Technology

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/dublinschoolofarchitecture/>

MA in Journalism

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmedia/>

Programme Reviews involving partnerships with External Institutions

CPD Programmes delivered by Oracle where reviewed resulting in replacement by a new CPD Diploma in High Impact Sales

Tallaght Campus

New Programme Validations

Validation Reports for New Programme Approvals Sep 2017/Aug 18 are located at

<http://www.it-tallaght.ie/programme-validations>

1. Higher Certificate in Business in Real Estate (Valuation, Sale and Management)
2. Certificate in Creative Digital Media – Multimedia or Video
3. Certificate in Creative Digital Media – Audio or Photography
4. Postgraduate Certificate in Strategic and Organisational Management for DevOps
5. Postgraduate Certificate in DevOps

6. Diploma in Machine Learning and Artificial Intelligence
7. Certificate in Web Application Development
8. Certificate in Information Security
9. Certificate in Cloud Provisioning Management and Security
10. Certificate in Networking Security and Scripting
11. Higher Certificate in Medical Devices Decontamination with embedded Minor Awards
12. BSc in Decontamination Management
13. BSc in Sports Studies
14. BSc (Hons) Sports Science and Health Exercise Professions
15. Higher Certificate in Telecommunications and Data Network Engineering
16. Higher Certificate in Science – Laboratory Technician (Apprenticeship)
17. Bachelor of Science – Laboratory Analyst (Apprenticeship)

ACCESS to Education — Tailored CDM Minor awards were created and validated to cater for specific students with disabilities. This resulted in the creation of access opportunities for a small number of non-traditional learners who might not otherwise have been able to access higher education. The initial intake of students has since completed their programmes of study and graduated.

School of Business and Humanities: Review of Standard Operating Procedures

School of Business & Humanities reviewed their standard operating procedures (SOPs) in relation to submission of Exam papers and Continuous Assessments to ensure a shared understanding and consistency of approach in each Department. A School of Business Standard Operating Procedures Committee was set up to identify areas of concern and devise the new SOPs. A student friendly version of the SOPs are available on the School Moodle page so that students also have access to the elements of the process relevant for them.

School of Business and Humanities: Review of Memorandum of Understanding

The Higher Certificate in Business in Real Estate (Valuation, Sale and Management) programme is a collaborative programme with IPAV. THE MOA was reviewed and enhanced during the year with specific attention to (a) GDPR; (b) Student Communication Channels; (c) Protection of the Enrolled Learner and (d) Ownership of the External Examiner Process. A formal collaborative coordination team was identified in the MOA and which will now meet at least twice annually to ensure the continuing effective delivery of the programme.

Professional Body Review and Certification

The Higher Certificate in Business in real Estate (Valuation, Sale and Management) was recently validated by the European Association of Real Estate professionals (CEPI). CEPI is one of Europe’s largest professional organisations of estate agents representing approximately 300,000 estate agents throughout Europe. The mission of the association is to support European and cross-border real estate transactions by developing the work and activities of real estate professionals with the interests of the consumer in mind. The Accounting and Finance Programme underwent a periodic review by the professional accounting bodies for the purpose of maintaining professional accounting body examination exemptions for graduates and were pleased to not only maintain approved exemptions but also increase the number of exemptions from some bodies.

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

Profile of internal approval/evaluations and review	Internal approvals/evaluations and review completed		
	Blanchardstown	City	Tallaght
Number of new Programme Validations/Programme Approvals completed in the reporting year	4	5	17
Number of Programme Reviews completed in the reporting year	0	4	0
Number of Research Reviews completed in the reporting year	0		0
Number of School/Department/Faculty Reviews completed in the reporting year	0	2	0
Number of Service Unit Reviews completed in the reporting year	0	0	0
Number of Reviews of Arrangements with partner organisations completed in the reporting year	Not applicable	0	0

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

	Blanchardstown	City	Tallaght
Composition of Panels, %:			
Internal	0	57	20
National	75	85	35
UK	25	9	0
EU	0	4	5
Student	0	-	5
Other	0	2	35
Chair Profiles, %:			
Internal	0	100	0
Similar Institution	100	-	80
Different Institution	0	-	13
International	0	-	7

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.

With respect to the Blanchardstown Campus—a range of data are analysed and considered a part of QA-QE processes and the management of learning experience. Such include, among others: data for student recruitment/CAO forecasts by programme, learner progression, staffing allocations and programme budgets, ongoing research and industry engagement, and graduate recruitment events and first destination records. The programme/course board meetings consider student performance in continuous assessment examinations, upon which extra supports may be assigned to weaker learners may be assigned if necessary. Course Board reports generated by the Quality Officer in the Registrar's Office are used to review external examiner comments and monitor learner success rates. To comply with guidelines for collection and processing of student data, GDPR guidelines have been communicated to staff and appropriate training session provided for compliance.

There is ongoing participation in the ISSE surveys and the institution-specific data is periodically shared with staff to enable the understand contexts and where appropriate for planned actions/interventions to enhance learning experience. Therefore, the data has usually been presented to and considered by: the various Departments in the course of Curricula Design; Admission, Examinations and Quality Assurance sections in Registrar's Office, among others.

With respect to City Campus—As in previous years, data from the **ISSE 2017 and 2018** were considered at Academic Council. Data were presented on the rankings of individual programmes on each of the sets of questions included in the Survey, to facilitate the sharing of good practices with other programmes. Discussions focussed on aspects of the survey where the Institute had higher than average or lower than average scores and on ongoing initiatives to address weaker areas, as well as on strategies to improve the response rate and therefore to allow for a more meaningful analysis of the data particularly at programme level. The Institute response rate increased from 29.5% for 2018 to 35% in 2019, this was higher than the national average. There remains some concern among staff around the validity of the data although there is also recognition that response rates are broadly similar across all Irish HEIs, therefore comparisons and analysis can be made. Reflection on ISSE data and other student survey data has been the Academic Council agreed theme for the annual monitoring process for 2015/16 and 2016/17, where Programme Committees have considered and analysed programme-specific data and in some cases agreed actions to address weaknesses identified.

Student Recruitment (City Campus)— The Admissions Office conducts ongoing analysis of undergraduate full-time entrants from the CAO system. CAO entry data has also been embedded in the revised Q5 Annual Monitoring Report Template. This data includes details on the top 10 leaving certificate subjects studied by 1st year applicants. This is used to better understand some characteristics of our entrants. For example, it is used determine our feeder schools. Alternatively, it is used to review the Leaving Certificate scores in subjects that are known to be clear indicator of academic capability in certain disciplines e.g. Maths capability for Engineering. Overall trends are presented to relevant managers and/or committees e.g. Recruitment & Admissions taskforce.

Student Progression Report (City Campus)—City Campus has one automatically generated report that measures the progression of students on full-time undergraduate programmes. Progression is defined here as students progressing to the next stage of their programme, or to graduation. The overall statistics are presented by NFQ level, college, school, programme and year. The report contains filters where information can be viewed in categories such as gender, access, disability or mature students. The report becomes available each previous academic year approximately in mid-October. This report is available to all staff who have access to the report via our business intelligence software Business Objects. Information on this is presented to relevant managers and/or committees e.g. Academic Boards, Student Experience Committee, Academic Quality Assurance Committee as well as TU Dublin Academic Council.

The programme annual monitoring process has been significantly enhanced by the population of the student performance data sections of the Q5 report through Business Objects, facilitating analysis of this data by Programme Committees and College Boards.

First year survey on Recruitment, Registration & Orientation (City Campus)—This is an annual survey issued to all first-year full time undergraduate students in approximately week 4-5 of their first semester. The aim is to understand their engagement with the university at pre-entry stage in terms of finding out about their course. This is followed by their experience registering for the course and understanding some of the university's IT systems such as timetables & paying fees etc. The last part asks questions about their experience of their orientation programme, for example did it give them the right information and help them settle into college life. There is an opportunity for students to provide their own responses via an open text box. Results from this survey are available to all staff via the Staff Intranet. Results per college and per school are issued to the relevant managers. These results are also presented to staff on relevant committees e.g. Recruitment & Admissions taskforce or Student Experience Committee.

ISSE and internal student surveys (City Campus) —As in previous years, data from the **ISSE 2019** was considered at Academic Council. Data were presented on the rankings of individual programmes on each of the sets of questions included in the Survey, to facilitate the sharing of good practices with other programmes.

With respect to the Tallaght Campus— QA and the student experience are actively managed across academic departments, Schools and the office of the Registrar. The work undertaken in 17/18 to enhance the availability and consistency of data to inform the management and enhancement of QA and the student learning experience was continued in 18/19, providing relevant student data by programme, including: enrolment numbers and trends, progression and retention statistics. Programme Boards use student data, student and external examiner feedback to review student performance and retention; programme delivery and programme content. This is augmented by data from national surveys, for example, ISSE, which can be analysed at sectoral, institutional and departmental level and the findings from the Graduate Survey.

In addition, at Departmental level, data collected from lecturers through consistent monitoring of performance is critical in identifying students who may be experiencing difficulties and subsequently taking a timely and appropriate response. In the Department of Mechanical Engineering, first year student performance is monitored, for example, through common modules: Critical Skills Development, Maths, and Maths support modules.

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

Salient issue from School of Business (Blanchardstown Campus)

- Feedback from students and from academic staff during this reporting period was discussed in detail at programme boards and formed the basis for amendment of assessment weighting discussed in Section 2.1.
- During the internal review of programmes, retention and progression data was reviewed to identify areas of concern. Focus groups were held with industry panels and with current students also to review the programmes and specifically discuss the introduction of work placement in programmes. The output of these discussions alongside industry report and research carried out as described in section 2.1 informed the decision to look at the introduction of work placement in programmes.

Student Evaluation System (City Campus)

Currently, students are provided with the opportunity to provide anonymous feedback on their learning experience in each module they have undertaken and on their overall experience of the programme on which they are registered. The students are provided with a module feedback form towards the end of each module and a programme feedback form at the end of the academic year. The module feedback forms are typically administered and completed in hardcopy and collected by the module lecturer who then summarise the feedback in a separate form which is submitted to the Programme Committee. However, for the last few years, many lecturers administered the form through the virtual learning environment (VLE).

A project was established with the objectives of making the module feedback process more efficient and transparent and to allow the data obtained to feed more effectively into the quality enhancement processes. To this end, a software system was procured, which allows both the module and programme feedback to be acquired online. Students are simply sent links to the survey which they can anonymously complete and submit to the lecturer. The programme feedback system was successfully implemented at the end of the 2018/2019 academic year. The Teachers Union of Ireland (TUI) raised a number of objections in relation to the module feedback system, particularly around access and use of the data. The TUI also stated their clear position that these issues must be discussed and addressed in the context of a national agreement.

Apprentice Education (City Campus)

TU Dublin has had interaction with SOLAS in relation to the quality assurance systems around craft apprentice education. City Campus had queried some of the arrangements specified in a Memorandum of Understanding and it emerged that particular issues had arisen around assessment which had impacted students. Relevant TU Dublin staff met with SOLAS representatives in May 2019 to discuss matters and TU Dublin continues to work with SOLAS in order to clarify roles and responsibilities for quality assurance.

TU Dublin has validated two new apprenticeship programmes: Higher Certificate in Logistics and BA in CGI Technical Art. QQI procedures for these apprenticeship programmes include the roles of Coordinating Provider and of Collaborating Provider. Queries have arisen in relation to quality assurance responsibilities and regulations to be followed where a collaborative provider delivers a programme

developed by the Coordinating Provider. While a decision was made by Academic Quality Assurance Committee as to how to proceed in a particular situation, it was agreed that the matter be referred to the group developing the TU Dublin Quality Framework, with a request that a statement is included in TU Dublin Quality procedures providing for a flexible approach to Apprenticeship Consortium arrangements.

In respect to the Higher Certificate in Logistics, TU Dublin as the lead co-ordinating provider has liaised with Cork Institute of Technology, as a collaborating provider and the TU Dublin approved programme is now also being delivered in Cork by Cork Institute of Technology under their quality assurance regulations leading to a Cork Institute of Technology Award.

Funding/Investment (Tallaght Campus)

Locally, common factors that have been cited by Programme Boards as negatively impacting on the effective delivery of programmes are in the area of funding, for example, lack of significant investment in lab equipment, computing facilities, lecture/classroom facilities to support programmes. The inability to facilitate growing numbers within current facilities has been cited as having significant impact on the ability of programme teams to deliver programmes effectively and ultimately on performance. Programme Boards have also reported on how the necessity for students to be gainfully employed whilst studying is affecting their ability to manage their workload, thus negatively affecting their performance.

GDPR (Tallaght Campus)

GDPR legislation, has been cited by Programme Boards as negatively impacting communications with students but has also led to new initiatives, for example, the Department of Marketing set up formal Department Moodle Site for communication with all groups of students in the Department, as Moodle is the formal GDPR compliant form of communications (broadcast and one-to-one). Similarly, and in line with GDPR, students have the opportunity to opt-in to follow the Department on Instagram @MarketingAdvertisingDigital for updates, motivation, and useful information. This has proven very useful for recruitment, retention initiatives (especially 1st years), and motivation of all groups, including evening classes. Future plans, include reviewing communications with perspective International students and investigating software options.

TU Transformation and Cross-Campus Collaboration (Tallaght Campus)

The merger has presented a challenge generally for all campus activities, however, there are positive impacts to be found in the cross collaboration between colleagues across the University. For example, in the Media and Creative Arts areas recent initiatives impacting on the student experience include:

- A joint Erasmus + Application for an MA in Media and Digital Arts, has been submitted by School of Media (City Campus). If successful, this would see elements of the programme taught in both Tallaght and City locations as well as in HEI's in the partner countries.
- Lecturers in CDM are organising a *TU Dublin Engaged Research Network Symposium* in February 2020 to bring together academics working in this area.
- Final year students on the Creative Digital Media programme submit abstracts from their Thesis work to the Undergraduate Symposium organised by the School of Media on City Campus. This gives both staff and students working in the media area the opportunity to exchange research findings and build their networks.
- Tallaght has run a week-long Radio Station, entitled ITTFM for several years. This year the station has rebranded with the aim of drawing participation from across the three whole University.

- Blanchardstown organises an annual 'Make' symposium which brings students of creative practice from across the University together to listen to artists and industry experts talk about their practice and working in the creative industries

3.3 A description of other implementation issues.

Nothing to report under this heading

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 well-established quality assurance processes and procedures of the three predecessor institutions continue to apply while the TU Dublin Quality Framework is under development. Quality Reviews continue to confirm the quality of academic programmes being delivered. Review panels have continued to comment on the many examples of good practice evident at Programme and School level. Within City, the priority has been on programme quality, through programme validations and reviews, annual monitoring and programme and module amendments. The School Review process continues, albeit with some delays given other significant projects currently underway.

To ensure consistency in the management of QA policies and procedures during the reporting period, each Campus has continued to adhere to their existing frameworks and provide space for enhancements whilst working towards the alignment of policy, procedure and programme provision. To this end monitoring, policy changes and development; and governance through Academic Board and Programme Boards have continued, as outlined above, in Section 1, as has peer review and programme development as is evidenced in Section 2 above. Examples of continuous enhancement are outlined above. Peer reviews and both student and external stakeholder feedback on the effectiveness of delivery of programmes continued to be paramount KPI. Findings from stakeholder feedback are largely positive with room for enhancement.

However, there are some challenges in continuing to operate separate systems for the three campuses while ensuring oversight at University level. Whereas a transition University Academic Council was in place with TU Dublin designation, other supporting committees, both academic and executive, are still specific to each campus. For example, there is an Academic Board for each reporting to the TU Academic Council. The President's Group (TU Dublin President, the three campus Principals and the Registrars) has continued to provide a central oversight in the transition phase. For example, any new/proposed collaborative providers are now considered by this group prior to signing of agreements.

2. Impact

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

Engineering Programmes (Blanchardstown Campus)

Following the successful review and validation of a number of programmes the Engineering Department ran a number of new programme offerings in the reporting period:

- BN780 Level 6 (minor award) Certificate in Data Centre Operations – This part-time programme was developed with support from Amazon & Skillsnet to provide a flexible learning model of online delivery to help generate the predicted talent pipeline needed to support the growing data centre industry in Ireland. The programme took its first intake of students in September 2018.
- BN309 Level 7 BSc in Data Centre Operations – This part-time, online and flexible programme is a follow on programme also developed in partnership with Amazon and Skillsnet. The programme allowed those students who successfully completed BN780 Cert. in Data Centre Operations to progress to a level 7 award. The next iteration of this programme will also include a paid placement opportunity with Amazon Web Services and be supported by way of a scholarship programme in the next reporting period. The student profile for this programme is primarily Electrical FETAC Level 6 qualified applicants with 3+ years of industry experience.
- BN535 Level 9 MEng in IoT Technologies (Full-Time) – This programme enrolled its first full-time students in September 2018. The students primarily were international students following a robust international recruitment campaign. The programme provides an innovative dual model pathway to completion where students can choose between a taught pathway and a research pathway. The aim of the research pathway is to create a pipeline of research ready graduates ready to continue to PhD level of studies and as such increase research capacity within the Department.
- BN046 BSc in Process Instrumentation & Automation – This programme has been developed as a Learn & Work offering. This Learn + Work programme helps jobseekers to get the necessary training and experience to ready you for the many career opportunities that exist in the Process Instrumentation & Automation field. This innovative programme combines training at TU Dublin - Blanchardstown Campus with blocks of work placement. This work experience gives learners the opportunity to apply their learning, be coached by industry experts and develop the work-ready skills to gain employment upon graduation. This programme took its first students in September 2018.

Collaborative Provision (City Campus)

The terms of reference of Linked/Collaborative Provider Committee have been amended and a Standing Committee to examine financial, legal and due diligence matters was established in 2017. This Standing Committee is constituted to ensure that all proposed collaborations or arrangements around academic provision that lead to an Agreement are reviewed in the context of financial, legal and operational considerations. This has improved the efficiency of the work of the Linked/Collaborative Provider Committee and has led to a greater awareness of the importance of these procedures and to the enhancement of operational practices in this area, including the financial management of collaborative arrangements and the development of appropriate agreement templates covering the various types of collaboration that exist.

Academic Council Theme (City Campus)

The Academic Council 'theme' within the programme annual monitoring process (Q5 forms) has continued, and the theme for the years under review 2017/18 and 2018/19 was the 'First Year Experience Framework for Success, developed and adopted by Academic Council. The consideration of this theme has highlighted aspects of the framework that have been widely adopted and/or prompted change across the campus, relating to orientation/extended induction, specific skills modules, assessment and feedback, and aspects where further promotion and support is needed, such as peer mentoring. The annual consideration of an agreed theme, particularly focusing on the same theme for a two-year period, has promoted discussion of important matters impacting on the quality of the student experience and has assisted in embedding these matters at programme level and thereby enhancing practice. See the associated LEAF Project Case study accompanying this report.

TU Dublin Graduate Attributes: Focus on work-ready Graduates (Tallaght Campus)

Following on from Programmatic Review and with a view to aligning to TU Dublin Graduate attributes the focus has been to enrich the development of graduates to maximise their employment potential. A variety of tools and initiatives have been employed for this purpose, for example:

- The 'T graduate' concept being utilised in the Department of Accountancy and Professional complemented with strong interpersonal and computer skills. Core disciplinary skills, as exemplified in the T graduate concept are evidenced in the exemptions awarded by the Professional Bodies, for example, Chartered Accountants Ireland (CAI); Association of Chartered Certified Accountants (ACCA); Institute of Certified Public Accountants Ireland (CPA); Chartered Institute of Management Accountants (CIMA); and Irish Taxation Institute (ITI).
- Microsoft Professional Accreditation has been made available and IT modules have Microsoft Skills embedded. Students have the option to participate in a Microsoft Examination. Testing takes place on site at the Tallaght Campus with results published immediately. Successful students receive certificates (badges) that they can upload to their LinkedIn accounts and CVs. Plans for the future include, CPD training and accreditation opportunities for staff and offering it as an option on the part-time programme.
- Further emphasis has been placed on Career Planning & Preparation through the development of a Professional Communication & Work Place Preparation module. This provides the students with broader professional communication skills through detailed CV and 'linked in' preparation and simulated professional mock interviews. This module is also supported by a series of guest speakers from the Professional bodies, firms and Industry including: CAI; ACCA; Grant Thornton; Crowe Horwath; BDO; Barden Recruitment; AccountancySchool.ie; Hayden Brown Chartered Accountants; Cooney Carey; ITI; CIMA; & CPA. The opportunities afforded to the students in meeting these guest speakers is very valuable in building their professional network and career opportunities.
- Annual Employability Event - potential employers are invited to meet our students and discuss job opportunities for graduates or undergraduate placements. The event, a 'speed networking' type event (not a lecture or presentation), and is sponsored by ACCA and the Regional Skills office. Approximately 80 accounting and finance students take part annually from both full and part time, with all of them being eager to start their professional career journey. This event was replicated in November 2019, with a waiting list of employers to attend and excellent placement success. The event in 2019 included one table focused on ACCA progression with a professional exam tuition provider, www.accountancyschool.ie, providing help and advice about the transition from undergraduate to professional exams. A considerable number of summer internships and trainee accountancy graduate roles have been secured to date as a result of the event.

- Personal Branding – the School of Business led a personal branding seminar with industry experts discussing the importance of a clean and professional online presence. Students were guided in traditional CV preparation, development of LinkedIn profiles and the importance of privacy on other social media networks. The students also heard from employers, past graduates and personal branding journey stories, all aimed at helping them to better understand the importance of first impressions, privacy and the multitude of ways they can enhance their personal professional profile.
- The Accounting, Finance and Professional Studies Department partnered with The Trinity Access Programme (TAP) and J.P. Morgan for their ‘Advancing Young Professionals Programme’. The Access Office are supporting the recruitment process, while the students experience a half day, on campus, lecture during their two-week internship with J.P. Morgan. This initiative commenced in 2018 and is expected to grow.

Review of Language Provision (Tallaght Campus)

Following programmatic review, language provision across Tallaght Campus was assessed to ensure maximum efficiency in timetabling of language modules throughout the coming academic year. Since January 2019, there is a School Integrated Languages Timetable across 7 programmes in Business and Humanities (and one in Department of Computing). This results in a more planned approach to language provision, as requested at Programme Boards. Classes are larger following integrated timetabling, thereby maximising resources and improving the experience for students who welcome the move from small larger groups. A clear timetable was published for lecturers and students for clarity.

Towards a new education model (Tallaght Campus)

The programmatic review provided a welcome opportunity to assess developments in the creative and cultural sectors and to review existing programme modules. Building on the success of modules such as Professional Practice and Portfolio Development, new modules such as Emerging Media Practice were developed to not only keep up with but to keep ahead of technological developments. Through these, lecturers create opportunities for students to explore creative practice in media and emerging technologies, through collaboration with media students from other HEIs, as well as students from disciplines such as electronic and mechanical engineering, fine art and the sciences. The focus is on emerging technologies and skills and how they might be applied in a local and international higher education setting. Working with emerging technologies such as 360 and interactive video, virtual reality (VR), augmented reality (AR), extended reality (XR), 3D printing, data visualisations, Processing and Arduino technologies, conductive materials and sensor technologies etc., the students collaborate with people from different disciplines engaging with the role of technology in contemporary and future society. Lecturers/researchers on the programme have been examining how to redesign pedagogies and learning spaces to facilitate this collaborative learning and making, and the co-creation of content across disciplinary areas such as engineering and humanities.

A recent example of this interdisciplinary collaboration is the NUADA project headed by lecturer Robbie O’Connor, who is the Chair of the 3D Assist Programme in the Dept of Mechanical Engineering, which provides prosthetic limbs for children. A number of final year CDM students are involved in the production of a short film depicting the background of Nuada, an Irish mythological figure who lost his arm in battle and had a silver arm fashioned for him, linking the myth to the devices made for the children in the Dept. The short film will promote the work of 3D Assist and the work of the international group that we are a part of, e-Nable. But most importantly, it will create a narrative around positive depictions of an artificial limb, in order to help some of our recipients get over the negative

connotations associated with having a limb difference. Permission has been granted by the Dean of Armagh to film and scan the "Tandragee man", a 3,000 year-old statue that is situated in the Cathedral. A folklore expert in UCD will also be consulted for this project.

Choice of Elective (Tallaght Campus)

Following on from programmatic review a series of elective choices have been made available to final year computing students. Elective choice has received strong support across the board. Due to resource constraints some electives can only be made available in evening class but a certain number of students are willing to take class in the evening to access a particular elective of interest. Improving elective choice in final years programme was indicated by programmatic panels as an area of concern. These elective choices include electives around Cloud Computing and DevOps areas where the Department's excellence was demonstrated by the achievement of one of its graduates in achieving the gold medal at the World Skills Competition in Kazan Russia in 2019. For Shanghai 2021 the global Chief expert for the World Skills competition is Dr Fernando Perez Tellez, a faculty member in the Department of Computing.

Further enhancement of programme modules in line with programmatic review feedback and developments in technology require an investment in technical resources available to the department. A significant amount of equipment in the department is over 9 years old and doesn't have the capability to support the latest technology. Furthermore, while the department has class leading programmes in the area of Cloud Computing and DevOps there are currently difficulties in purchasing cloud resources in a fashion where these can be made available to students within the department. Removing these roadblocks would allow students to access world class laboratories

Springboard Courses

Springboard courses were originally focused on unemployment activation but with the improvement in the labour market Springboard courses are now open to those in work who have become the majority of participants. Reflecting this, and in accordance with the requirements of Springboard funding, project elements have been added where appropriate. Preparation for work activities is still a key activity provided to all Springboard and ICT Skills participants. For Springboard and other part time programmes, project supervision meetings are carried out through a blend of online and face-to-face meetings. Such meetings are largely restricted to kick-off and completion sessions, which has reduced the number of journeys made by projects students to the Campus by over 60%, while maintaining the quality of project engagement. Effectiveness and more efficient use of time by the students align with the University's strategic aims.

3. Themes

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

The following themes/issues have been identified within quality review reports, some of which are recurrent themes from previous years:

- TU designation and institutional transformation has been the focus for the three Campus for the last six years. There is an ongoing collaborative project towards development of the unitary quality assurance and enhancement systems.
- Contribution of *industry practitioners as guest/part-time lecturers* on programmes is commended within reports and a recommendation that this input be safeguarded into the future;
- Leveraging potential of *alumni*, to assist in the promotion of programmes and to inform the development of programmes as members of Advisory Boards;
- Programme Teams encouraged to consider the facilitation of *certified and other practical training* within programmes;
- Continued support for the inclusion of *structured work placements* and recommendations in relation to preparation for placement;
- Recommendations to include opportunities for *cross-collaborative* work within programmes
- Commendations and recommendations around embedding *academic writing skills* in the first year curriculum
- Support for inclusion of aspects of the *First Year Experience Framework for Success*, e.g. *peer mentoring* programmes,
- Recommendations for careful *scheduling of assessments* to manage student workload;
- Recommendations regarding the inclusion of more *digital content* within modules, including the use of social media, blogs etc.
- Recommendations around making *'sustainability'* as embedded within programmes and modules more explicit;
- 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*;
- *Mapping of programme learning outcomes* to module syllabi, learning outcomes and assessments.
- *Engagement/Collaborations with Enterprise and Social Partners*. For example, the [Centre for Higher Education Research, Policy and Practice](#) (CHERPP) launched collaborative projects provisions with IBM Canada (Toronto) and IBM Ireland (Dublin) to run over two years. The projects encompass students receiving academic and business mentoring support to complete a placement.
- *Careers Planning and Orientation*—Organisation of work placements
- *Internationalisation*— Through ongoing dialogues and oversight arrangements, the [Centre for Higher Education Research, Policy and Practice](#) (CHERPP) continued to ensure that the relevant KPIs are met through periodic reporting processes. The Centre also entered into two new Memoranda and one International Partnership Agreement with Canadian institutions to enhance strategic objectives of the university in respect of research and practice.

Arising from the Programme Annual Monitoring Reports (Q5), a City Campus wide action plan is collated highlighting the issues outside the remit of programme committees that Programme Committees

would like addressed to enhance the student experience. The key themes arising in this action plan are:

- Efficiency of recruitment and application processes
- Improving access to and maintenance of facilities
- Enhancing information systems and services to further support programme delivery
- Providing clarity in respect to examination dates at an earlier stage
- Supporting more students to avail of Erasmus opportunities
- Support for organization of work placements.

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.

Development of a Coherent CAO Handbook (Cross-cutting TU Dublin Initiative)

Rationale

With the designation of TU Dublin on January 1, 2019, there was an imperative to initiate development of a clear and coherent approach to programme provision across the University that will build upon the heritage and strengths of the three transforming institutions, while optimising opportunities for growth, innovation and development as a European technological university. Currently, academic programmes spanning NFQ Level 6 to Level 10 (including apprenticeships) and encompassing offerings in part-time and industry specific modules form a core activity of the University. The quality of the education that TU Dublin provides and will continue to provide in the future will become a benchmark for higher education institutions in Ireland and abroad.

This outline focuses on TU Dublin programmes that are accessed through the CAO system. For 2019 intake, there were approximately 183 CAO entry programmes offered by TU Dublin per breakdown by campus and NFQ Levels in the table below:

Campus	Courses by NFQ Level			Total
	Level 6	Level 7	Level 8	
Blanchardstown	3	18	18	39
City	9	24	65	98
Tallaght	6	18	22	46
Total	18 (10%)	60 (33%)	105(57%)	183

In the transformation process and as TU Dublin plans its programme offering for the CAO, it is essential to ensure that there is clarity and coherence around these programmes. Concurrently, it is recognised that the output from such revisit/ refresh of programmes may replace programmes and/or constituent modules with a smaller number, but which can be offered more widely. This is counter to the observation that, in response to stakeholder requirements (e.g., demand from industry or elsewhere), the academic programme development process has tended to expand the range of provisions rather than aim for a reconfiguration for agility from a suite of well-designed and developed modules.

The need to address the TU Dublin programme offerings for future students is considered within the context and knowledge of the way the CAO system works. The aim is to maintain or exceed the number

of total applicants, particularly first preference applicants. Therefore, it is crucial that any adjustments to the CAO offering (including format of the CAO handbook) must take this into account.

The key challenge to TU Dublin is to ensure that all enrolling students have access to the best educational experience through the student lifecycle, while enabling the University to maintain its market share of recruitment and concurrently (where justifiable), replacing any underperforming programmes with innovative and dynamic programme offerings. With such, the University will be able to offer programmes that enrich the student experience and of high impact, i.e., yielding demonstrable benefits for student recruitment. It will enable the introduction of new approaches to teaching and learning that could enhance student progression and completion, and even connection to the University in opportunities for lifelong learning.

The Universities approach to academic planning and programme review is based on the following presuppositions:

- That academic programmes will be anchored in the University's Strategic Plan;
- The review will be focused on promotion of excellence academic formation and employability attributes;
- Consultation with programme teams, students and stakeholders will be an important part of the review process;
- Where possible the review will leverage on any centres of academic excellence in the current institutional settings;
- Where they exist, the review will take cognisance of importance and roles of professional accreditation;
- Agree in advance, the key principles to underpin the possible programme/module delivery on multiple campus locations;
- Agree on a process to be followed to scrutinise the current programmes portfolio, commencing with programmes that will be identified as similar;
- Ensure that existing strategies around pedagogy, graduate attributes are advanced;
- Concurrently, explore the opportunity to introduce real innovation through the implementation of a framework that allows for a 1st year experience to be introduced in a consistent manner across all campus locations, while embedding internationalisation, internships/placement, and community engagement;
- Build upon a student-centred approach to learning, by offering students greater choice through the development of cutting edge programmes that can be delivered in a variety of formats and in various locations;
- Explore ways in which student retention and progression could be enhanced;
- Agree on reasonable timelines to complete the work.

Statement of purpose

Following the establishment of TU Dublin in January 2019, the three separate listings of academic programme delivered in full-time mode in the predecessor institutions were simply combined in April 2019 to meet requirements for the CAO handbook related to the September 2020 student intake. The TU Dublin Academic Council meeting of April 10, 2019 prioritised the need and urgency for a more coherently presentation of programmes for the CAO. Coupled with the noted issue of presentation, issues of programme duplication, nomenclature and delivery formats that also differ across campuses in the case of some programmes were noted as requiring urgent attention.

Therefore, the objective was to put in place a process to develop and publish a coherent CAO handbook for TU Dublin for the 2021 student intake, and to be confirmed to the CAO by March 2020. While recognising that the requisite programme transformation on which this is based will likely require several years to implement; the objective of this work was to provide a roadmap for academic programme changes to allow a coherent transformation to occur in programme provision while visible in the CAO handbook over the next two and a half years (September 2021 completion).

Pilot of Student Transformation Learning Record (Blanchardstown Campus)

In this period the School of Business piloted a Transformative Learning initiative for all students across all the Bachelor of Business Studies (BBS) programme in Semester 2 2018/19. The Student Transformative Learning Record (STLR) concept originated at the University of Central Oklahoma (UCO) as a way of encouraging, measuring, and recording students’ Transformation Learning (TL) growth in five core tenets (or competencies). While the traditional academic transcript gives a snapshot of students’ *Discipline Knowledge*, STLR captures students’ growth in five other competencies (see [STLR Competencies](#)).



Figure: Elements of Transformative Learning

The STLR Competency framework included in the pilot are: Health and Well-being Development; Leadership and Teamwork; Global culture, and Orientation in Research and Innovation, and; Civic Knowledge Skills and Experiences.

UCO staff trained staff from the School on STLR. Feedback from industry was very positive regarding this pilot initiative and 100% of students who participated advised they would recommend STLR. 72% of the student target audience engaged in the initiative.

Mindfulness Project (Blanchardstown Campus)

Under the mindfulness project, mindfulness meditation was practised with students in 1st year for General Business and Business and IT for the 1st 15 minutes of the ‘Skills for Success’ Module. 80 students in total. Of those involved in the data collection after the project (small sample):

- 83% said they found it improved their focus
- 83% said it improved their concentration in lectures
- 67% said it positively impacted their management of CA workload
- 57% felt it should be offered through a Maths module.

Global classroom concept continued to be used as a way of connecting students to international guest speakers on topical issues. For example, a talk on ‘*Toxicity in Gaming*’ was delivered by Dr Kimberley Voll, Principal Games Designer and Head, Player Dynamics Riot Games; Dr Voll LA. It brought together students from TU Dublin, Durham College (Canada) Uni of Lusaka (Zambia) were involved with academics from TU Dublin and Owens Sound, Canada.

Introduction of new tools support teaching and learning (Blanchardstown Campus)

- *Tenjin Technology*: is a web based software application that supports the teaching and learning of accounting and finance, through the use of quizzes, MCQ, long questions accommodated through our virtual learning environment. (VLE)
- *Mind-tap*: is a web based software application that provides engaging content, challenge every individual and build student confidence that gives the lecturer complete control over the delivery of their course.
- *Tableau* is a powerful and fastest growing data visualization **tool** used in the Business Intelligence Industry. It helps in simplifying raw data into the very easily understandable format. Data analysis is very fast with Tableau and the visualizations created are in the form of dashboards and worksheets.
- e-Portfolios using Live-Binders, Padlet, PVM (Photo-Voice Methodology) , Gmetrix training software continued to be used to support teaching and learning.

A section of Year 4 Bachelor of Business (Hons) students took the Marketing Institute of Ireland’s professional qualification examination with 100% success rate. The opportunity has now been extended to all Year 4 BA in Digital Marketing in this academic year.

Pathways to Success Initiative (Blanchardstown Campus)

In October 2018 the seminar was held for students with three events:

- A seminar for all students where experiences from the experiences of Tim Hannon, GM Harvey Norman Electrical Ireland and Bernard Dunne IABA High Performance Director were shared with students
- Individual seminars for each programme group where alumni and industry shared experiences
- Career focussed workshops were held to cover CV preparation, interview skills using skype and video interviews; use of tools such as LinkedIn to manage your career and how to manage your digital footprint.

Students and staff have opportunities to engage further with the community through provision of seminars: for example, Social Media training was provided for Community Leaders / Representatives organised through the Fingal Public Participation Network. Through the Sports management and Coaching programme students coach children of St. Patrick’s Senior National School Corduff and Scoil Bhríde Boys National School Blanchardstown while also coaching staff on practical physical activities. The students also coach specific minority groups within the community (that is, vulnerable adults, persons with intellectual disabilities and persons with physical disabilities).

Staff Development (Blanchardstown Campus)

- Staff development and training in “Design Thinking in Engineering Practice & Projects” was held in collaboration with Engineers Ireland in December 2018.
- Staff development workshops on Moodle, Adobe Connect and Assessments were held in the reporting period.

Centre for Higher Education Policy and Practice (Blanchardstown Campus)

The [Centre for Higher Education Research, Policy and Practice](#) (CHERPP) launched collaborative projects provisions with IBM Canada (Toronto) and IBM Ireland (Dublin) to run over two years. The projects encompass students receiving academic and business mentoring support to complete a placement.

Developments in Grangegorman (City Campus)

The undergraduate student population based at the Grangegorman campus has stayed steady at approximately 1000 students, based in the suite of renovated historic structures. The Greenway Research and Innovation Hub is fully in operation with research students relocated from disparate locations across the Institute. The enterprise suites managed by the Hothouse team are fully occupied. The playing pitches are in full use.

Following protracted legal proceedings Financial Close of the contract to deliver the Central and East Quads (Programme II) concluded in March 2018. Construction work commenced immediately with a view to the two buildings being available April/May 2020. The construction programme is on target. Work on developing the Broadstone Plaza, which will connect the East Quad to the LUAS and Constitution Hill commenced late 2019, and is due to be completed May 2020.

Planning for the next phase of works (Programme III) continued. A 'Cost Effectiveness and Implementation' report was developed that considers how best to progress the next phase of the Grangegorman project, taking into account differing mixes of projects and budget constraints. It is supported by a series of individual Project Business Cases. The report considers a series of options for each project. The successful sale of the Kevin Street properties in Spring 2019 gave increased certainty around the monies available. The above expectations return has allowed a programme of works to be advanced that does not require any exchequer input, although uncertainties remain around the eventual sale of Aungier St property in Spring 2020, and the final outcome of actual works contracts. This strategy was agreed with the Dept. of Education & Science and memo is in preparation to be presented to cabinet.

Programme III consists of two major new buildings – The West Quad and the Academic Hub and a number of smaller and more immediate elements that will support the students and staff moving to the campus in 2020, primarily refurbishment of Park House and Rathdown House, refurbishment of the Lower House, an initial phase of the central energy plant for district heating, and a number of smaller projects. In order to be available to service the Quads buildings in late 2019 work on the initial phase of the Energy Centre was prioritised and the full project was delivered for Nov 2019. This is now in commissioning phase in anticipation of supplying heat to the Quads and other buildings in 2020.

In 2018 an initial group of 120 staff had moved to the 5th floor of Park House. Plans to renovate lower floors to house as a temporary library to serve students relocating to Grangegorman in 2020 and upper floors for additional staff and tenant spaces were advanced. Planning permission has been granted and the works tender process advanced, with a view to carry out the works between February to July 2020.

As none of the student facilities associated with student housing are progressing in order to provide some elements for student life – clubs, societies, student union, dining, a project to renovate the Lower House protected structure was initiated in order to have some facilities available in 2020. The actual mix of uses was negotiated with university and student representatives. Planning consent was granted

in Spring 2019 and works commenced in September 2019, with a view to being completed by August 2020.

Following the sale of Kevin Street, the scope of works being considered was increased. Design of the academic hub/library has been undertaken by a team led by O'Donnell + Tuomey Architects in association with DIT Library staff. Planning consent for the initial phase of the library was granted in Spring 2019 and an additional application made to increase the scope in Autumn 2019. It is planned to commence construction late 2020.

A team led by Heneghan Peng Architects were appointed to design the West Quad, which will house the College of Business, Languages, and a University examination and conferring space. Planning consent for the initial phase was obtained. Following the sale of Kevin Street the scope of works being considered was increased, leading to further design work. Planning consent for the full project was granted in sept 2019, and detailed design work has continued with a view to commencing construction in late 2020, and occupation in Q1 2023.

Efforts continue to find a suitable procurement approach to develop on-campus student housing, but has not reached yielded a viable route. In the meantime, private sector suppliers have developed/are developing a number of projects in the immediate vicinity.

Implementation of Brightspace VLE (City Campus)

Following a rigorous consultation, evaluation and tendering process Brightspace was chosen in May 2018 as the next Virtual Learning Environment (VLE) for TU Dublin City Campus. The platform was implemented and piloted over the course of the academic year 2018/19 before going live for all staff and students at City Campus in September 2019. Brightspace is a next-generation VLE that is visually appealing and very easy to use by both students and staff. It is fully responsive and built for mobile with enhanced usability features. The implementation brings with it significant benefits for our students, helping them to access digital learning content, create and submit a wide variety of assignment types, collaborate and communicate online with their peers, and build their personal ePortfolio. Use of the VLE represents an essential aspect of learning and teaching on campus and an analysis of the adoption usage figures shows usage is comparable at this early stage with usage of our previous platform.

Blended Learning (Cross-cutting TU Dublin Initiative)

In November 2018, a cross University working group was established to consider the March 2018 QQI Guidelines for Quality Assurance on Blended Learning in respect to current policies and practice and make recommendations as to changes that may be required in respect to:

- Quality Assurance Policies and Procedures
- Current Infrastructure and Supports for Blended Learning.

The group met actively throughout the year and are currently finalising a report which includes a working definition for Blended Learning for use in TU Dublin, a checklist for programme committees developing blended learning programmes and a set of recommendations to further enhance the University's blended learning delivery.

Introduction of programme board during reading week (Tallaght Campus)

The strategic decision to introduce a programme board during reading week/mid-semester has led to an improvement in the continuity of feedback and the opportunity to action matters arising.

Programme Boards have noted that the introduction of an additional programme board has enhanced the process for early capture and identification of areas for attention, for example, student's requiring additional support, with the focus being on student issues raised by the student representatives.

Monitoring of students in first year (Tallaght Campus)

The introduction and subsequent revision of the first year Critical Skills modules which is a common module for all first year student has provided an opportunity to monitor progress and identify students who may need more support. For example, in the Department of Engineering, students are interviewed in Week 2 and Week 6 to determine how they are getting on with their chosen programme.

In response to feedback from students and staff during programme boards and exam boards a process of spiralling induction has been developed that supports students as they come into the Department of Mechanical Engineering in First Year. This process starts with a series of first week activities designed to socialise the students and help them get to know their tutors and peers. A member of staff interviews each student in week 2 and week 6 to help us understand any issues they are experiencing in their first semester, and to help them identify progress in each module. It is also a way of finding out if they are fully aware of relevant information and supports. Students are monitored closely via *Keyskills* testing in maths and maths support classes are provided where appropriate. Programme Boards have reported that the opportunity to provide targeted support has translated to improvements in retention. It is called spiralling induction because the supports are gradually reduced through the first semester to enable them to take responsibility for their own learning process. This process is facilitated using the Critical Skills Development module, a first year module that all first year students at TU Dublin Tallaght Campus. This process is supported by all staff in first year and has been continuously improved over two decades.

Enhancing International Student Experience(Tallaght Campus)

An audio glossary of terms was prepared and recorded for year 4 international science students, predominantly from China. This has helped the International students grasp difficult technical vocabulary in both English and Chinese. English classes for year 4 International Science students were modified to make it more focussed towards the technical English required for the compilation of laboratory reports.

Changes to the delivery of common modules (Tallaght Campus)

Separating groups previously taught together in year 3 Science has had a significant improvement on grades obtained.

External Examiner Feedback (Tallaght Campus)

To further enhance the process for examining and acting on feedback from external examiners, some Departments have found that forming small sub-groups to look at specific issues raised at Programme Board level to be effective.

Concentrating the Strategic Focus (Tallaght Campus)

The Marketing Department set up sub-groups to look at areas of strategic importance to the Department and School. This includes sub-groups that link Department strategic objectives to the University's strategic pillars, and are continuing work in progress sub-groups. The sub-groups are:

1. Ensuring Equality, Diversity and Inclusivity (EDI) in everything we do in the Department
2. Supporting lecturers in working with challenging learner dynamics
3. Retention and first year learning supports

Blended Learning (Tallaght Campus)

In order to reduce on-site contact days, during 18/19 a taster online modules were introduced for part-time accounting students. On reflection and feedback received it was found that not all modules trialled were suitable to online learning and that some contact time is essential not just to enhance the academic learning of the student but also to enhance the support mechanism that evolves in a classroom through one to one contact with fellow students. Since the trial certain modules have been selected that are considered to be most suitable to online learning, these are supported by face to face lectures at the commencement and conclusion of the term. This has been running since September 2019 and thus far is well received by the students. It will continue to be monitored to ensure the correct balance of online and face to face interactions.

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.

Centre for Higher Education Policy and Practice (Cross-cutting TU Dublin Initiative)

The TU4Dublin consortium (under the auspices of CHERPP) hosted the Universal Design and Higher Education in Transformation (UDHEIT) Congress from October 30 to November 2, 2018 (<https://www.udheit2018.com/>) with over 300 participants. The proceedings were peer-reviewed published in 2019. The congress foundation themes consider that, in order to meet the challenge of our diverse population of learners Higher Education is currently transforming across the globe. It is arguable that HE programmes can learn from the principles and practices of Universal Design while Universal Design can gain from the research, concepts, perspectives, challenges, and practices that have been developed within the HE communities of practices.

Department of Engineering (Blanchardstown Campus)

Student Retention Initiatives: Staff coffee morning brainstorm event was in November 2018 to explore issues around and share views on ways to increase female participation and retention on technology programmes in TU Dublin Blanchardstown Campus. This was attended by staff from all departments. The following retention initiatives were identified:

- Setting up a TU Dublin Blanchardstown Campus support group for female engineering and computing students.
- Participation in the CANSAT national STEM competition
- Establishing an industry mentoring programme.
- Facilitated workshop event brought together 25 female engineering and computing students to explore issues and share views around identity in TU Dublin Blanchardstown campus as a female technology student.

DELL STEM Aspire Industry Mentoring Programme: This year fifteen TU Dublin Blanchardstown Campus engineering and computing students attended at the DELL EMC STEM Aspire mentoring programme at Dell headquarters in Cherrywood. This programme is geared at encouraging female students to complete their studies and to continue to pursue their careers within the STEM (Science, Technology, Engineering and Maths) fields. The STEM Aspire programme gives students direct access to mentors

and role models within Dell EMC. The 2018/2019 programme included three events at DELL, the first two were to meet with Mentors and also partake in technology challenges and demo's. The third event was a graduation event for participants where they were presented with Certificates.

Timmy O'Dwyer, Vice President, Global Parts Operations and Limerick Site Leader for Dell EMC, said: "*STEM Aspire gives us an opportunity to reach out to young women in third level and support them as they make the transition to a career in science, technology, engineering and maths. Leaders from our business are serving as role models to these students at a critical stage, sharing insights with them that will be useful throughout their careers.*"

<https://www.limerick.ie/business/news-events/news/dell-emc-rolls-out-stem-aspire-mentorship-initiative-encourage-female>

Engineering Your Future Programme: In March 2019, TU Dublin Blanchardstown Campus hosted a 3-day Engineers Ireland 'Engineering Your Future' Programme. 14 Transition Year students attended on the programme which included engineering taster labs in the areas of electronics, robotics, pneumatics and 3D CAD/3D Printing; demonstrations by 4th year Engineering students of their Final Year projects; industry visit to DELL EMC in Cherry Wood; Hands-on Mechatronic Engineering Project and demo of CNC machine; focus group with EI.

Young Women in Technology (YWIT) Programme: Cross-disciplinary Project (Engineering, Computing, Marketing) initiative which was run in each semester of the academic year 2019-2019. 40 Transition Year girls and 20 girls from 6th class in Primary school attended over 3 days. The programme included; interactive, fun and hands-on technology workshops and challenges; role model talks with both speakers from industry and in-house; an industry visit. This programme has run for a number of years and to date has included industry visits to Paypal, Dell, Accenture (The Dock), Ericsson, Google, IBM, Intel, ESB.

STEAM – Fingal Libraries 2018/2019: The project ended with the Seminar held in October 2018. TU Dublin Blanchardstown Collaborated on the SFI Funded 'STEAM Through Fingal Libraries Project' (ran 2017-2018) whose aim was to establish a fun, sustainable STEM programme across Fingal libraries.

CHERPP Collaborative project with Caroline Ferguson, UOIT to explore possible practice and research initiatives aimed at retention of female engineering students. As part of this project the following Global Class events which took place in January 2019.

- *Global Class Event 1:* 'Social factors that impact one's chosen field of education and career path', January 2019. The goal of this event was to explore why incoming students may choose particular disciplines and conversely, why they might overlook or not consider others, such as engineering. In doing so, this can inform strategies which may help break down the barriers or prejudices that deter particular career choices. Participants included educators of all disciplines from Technical University Dublin Blanchardstown Campus, UOIT and Durham College. A multidisciplinary panel shared their perspectives on this issue, and promoted a discussion amongst all participants at the event. The timing of the event was organised to coincide with the CHERPP trip to UOIT in January and was attended by members of the CHERPP research centre.
- *Global Class Event 2:* 'Challenges and Triumphs of Women in STEM', January 2019. This event was again part of the collaborative project between UOIT and TU Dublin, in an effort to enhance retention of female students in STEM fields. The event was hosted in TU Dublin Blanchardstown Campus's global class and in Durham College's global class. Students from TU Dublin Blanchardstown Campus, UOIT and Durham College along with students from Bangladesh and Zambia, discussed their journey in the male-dominated fields of science, technology, engineering,

and math (150 students in total). They explored the factors that have led them to their chosen field of study, shared the challenges they have faced, and discussed how these challenges may be overcome. A panel of industry and academic experts also shared their own perspectives, providing insights as to how they themselves have managed and possibly overcome the barriers they have faced as women in traditionally male-dominated fields. The objective of this event was to inspire and empower female students that are registered in STEM programs to reach their academic and career goals.

Department of Informatics (Blanchardstown Campus)

- The department of informatics has broadened its use of Amazon Web services on a variety of modules responding to industry calls greater levels of graduate awareness in Cloud provisioning
- A series of facilities upgrades were carried out in the support of programmes in our Creative Digital Media disciplines. These upgrades match the programmes ambition to expose students to industry level production facilities. Upgrades included: Opening of a high end video editing suite; Build of an audio recording room; Revamp of D028 to a new digital media lab and creative space; Upgrade to D024 for new photography studio
- The department run the inaugural MAKE 2018 seminar designed to bring students and industry practitioners together for a one day even highlighting cutting edge creative industry practice and talent. The event is run in partnership with Draocht in Blanchardstown.
- The department welcomed its first cohort of students to BN316 - BSc in Computing in Cloud Enterprise Architecture. The programme aims to address current industry qualification, skills and knowledge shortfalls in the ICT sector, by producing graduates with a combination of technological know-how, creative problem solving skills, and professional understanding and competence to function in IT dependent organisations.
- The department implemented new online assessment tools from Mercer-Mettl which make use of desktop monitoring and facial recognition/analysis for the secure running of distance assessments
- The department was the academic sponsor for Zero Days 2018. Zero Days - The Irish Colleges Cyber-Security Challenge, aims to showcase and identify the best cyber-security students in the country. The event caters for all levels from complete IT beginners to experienced professional penetration testers. The annual event is run and supported by department academic staff and students and is one of the world's largest CTF events.
- The department ran its annual Digital Media showcase on Thursday 17th and Friday 18th May 2018. This event allows students to publicly exhibit work over two days to hundreds of event visitors. This year scholarships and prizes were awarded by the Digital Hub and An Draocht as well as several industry prizes and placements.

Enabling Pedagogical Opportunities for Learning (EPOL) (City Campus)

A Migration project working group aims to investigate, plan and implement engagement with lecturers, schools and colleges to enable a successful transition from the current sites to learning spaces on the Grangegorman campus, providing the student – where possible – with an enhanced learning experience. As part of this project a short exploratory study to investigate the impact of different furniture configurations within refurbished room exemplars in the current campuses has been initiated. Recommendations from this study, focusing upon active learning strategies, teaching practices and the quality of the overall learning experience with help inform protocols within the new University learning spaces of the future. A number of conference publications are planned as outputs from this work that will help to raise the profile of TU Dublin strategies to change institutional teaching and learning culture by supporting more active learning pedagogies within the curriculum.

Transition to Grangegorman Campus (City Campus)

The College of Sciences and Health has continued to develop and implement initiatives to support the transition from the current campuses at Kevin St and Cathal Brugha St to Grangegorman. In January 2019 the College held a focus group with principals, guidance counsellors and teachers from key feeder schools to inform the development of an action plan on student recruitment, ahead of the geographical relocation. The plan has been developed and is being actively implemented by the College, including the development of Science Camps for secondary schools on the Grangegorman campus, the implementation of a programme of school visits, and the development and distribution of literature to secondary schools. The College has funded three staff to work as Teaching Champions over the past academic year. These Teaching Champions have worked with programme teams and academic staff on the enhancement of assessment practice, the use of technology for peer instruction, and the enhanced use of the University's Virtual Learning Environment.

The College has worked with the Engaging Pedagogical Opportunities for Learning project that was established as part of the Grangegorman Migration Programme to implement and apply exemplar spaces for active learning. These exemplar spaces are designed to provide staff and students with a comparable experience to the learning spaces in Grangegorman. The College has also worked with Campus Life to fund additional informal teaching spaces throughout the current campuses, as part of the Engaging Pedagogical Opportunities for Learning project.

SURE (Science Undergraduate Research Experience) (City Campus)

The SURE (Science Undergraduate Research Experience) Network, led by the College of Sciences and Health, hosted three regional conferences in September 2019 and launched its undergraduate journal. The network seeks to enhance practice in undergraduate research, through the implementation of conferences, a journal and a curriculum enhancement project.

College of Business – exploring programme level assessment and feedback (City Campus)

The connected areas of Assessment (marking practices) and Feedback (processes) are enduring issues for all disciplines (ISSE, 2019). In 2019, the College of Business undertook two significant projects and a pilot project to explore programme level assessment and feedback (A&F). The Head of Learning Development and the Head of Accreditation worked together to plan a process for the College during the first semester on how we will collectively address the connected areas of programme-level assessment and feedback processes. Below is an outline of the PLO/Assessment mapping exercise and the rubric development process that has been undertaken in semester 1 of the academic year 2019-20 with programme teams across the College. A&F has been identified as a priority area for the College from a number of perspectives.

At the majority of recent College examination boards, external examiners highlighted the need to alleviate the workload for future marking, as well as making feedback more meaningful. Final year students have also indicated high assessment workload in some instances. As a College, this year we are addressing this in three ways:

1. Mapping the assessment load across all programmes. The focus was on Programme Teams meeting to undertake the PLO mapping exercise for all programmes for AACSB¹ alignment.
2. By the use of common rubrics for cutting down on the number of assessments and for providing student feedback effectively. Where multiple assessments within a programme have a similar

¹ AACSB International is an accrediting body in business education.

structure or focus, programme teams are keen to use the same marking rubric, which can also benefit new lecturers in knowing how to assess on the programme.

3. Embedding of an ePortfolio into programme-level assessment.

Underpinning our work is a constructivist T&L approach, where research indicates that the use of rubrics can increase learner activeness, curiosity, and engagement, all while reducing assessment workload for staff. The use of rubrics can allow students to engage better with deeper application of module concepts and meaningful demonstration of learning outcomes. It is anticipated that engagement in both processes will provide rich insights and solutions for the enhancement of marking and feedback practices within the College of Business. This work draws on research and evidence-informed best practice nationally (National Forum, 2018) and internationally (AACSB).

PLO and Assessment Mapping

- A draft College statement on a consistent feedback strategy has been produced and shared at the Programme Chairs Forum (to be considered for inclusion in Programme Handbooks).
- In advance of the mapping process, programme teams were provided with a support guide/workbook which was developed and is available for download by programme teams in the T&L Brightspace Portal to enable them to discuss and agree:
 - A vision and values statement for their programme; and
 - Revisit the existing programme learning outcomes and capture their thoughts on their approach.
 - As part of this process, programme teams were advised to consult with key stakeholders, particularly students and recent alumni, to ensure the relevance and transparency of the programme's vision, values and outcomes.
 - As a foundation for their discussions on PLO mapping for their programme, teams were also encouraged to discuss where over assessment was occurring and do an audit of programme level- assessment strategies.
- We suggested that each Programme Chair asked for nominations for a small working group to craft new Programme Learning Outcomes (PLOs) for their programme, using the College Level PLOs as a starting point. It was recommended that the group agreed 3-4 meetings to complete this process. Aligned with this, they were encouraged to look at *assessment schedules for each year/semester of the programme*, taking note of the volume of assessment across the programme using a provided template [this will be used to compare the volume of assessments across College programmes at the same level].
- For each of the PLOs, it is the plan to encourage students to keep a record of all feedback (delivered through consistent rubrics) throughout their studies, so that they have clarity as to whether they are improving in this area or not.
- A support session was provided for individual programme teams to come to share their draft work on the mapping process and address any remaining questions they had.
- On completion of the process, the working group will present the PLOs back to a special accreditation-focused Programme Committee meeting for consultation and final agreement.

College-wide Common Rubrics: Process for Design and Development

- Organised a series of conversations on common rubrics for the College via Lunch & Learn sessions and a seminar from an international guest speaker on feedback rubrics.
- Reached out to include staff from across the Schools who were interested in rubrics and particular topics [Critical Thinking; Reflective Practice; Presentation Skills; Dissertation & Consultancy

Project]; aimed to bring in a range of staff from each School including assistant heads of school, lecturers as well as a librarian and academic writing tutor.

- From the conversations, working groups self-elected to produce draft rubrics. A lead was agreed for each group to circulate to the group a number of times for input.
- We devised a rubric document-sharing system via the staff T&L Portal in Brightspace. A large number of rubric examples nationally and internationally and best practice articles were also made available for the working groups via the the rubric repository in the Portal. This was also a useful mechanism for capturing what rubrics staff had previously developed. It is hoped that these resources be a springboard for continued dialogue and development, stimulating further discussion and supporting positive change College-wide.
- We held an initial 'taking stock' session with the working groups to share the draft rubrics and actively seek input from each other's professional domain. Talked about different contexts for using them – UG | PG | Executive. Talked about how they align with existing grading bands in the College vs numerical grading works where it is tight, controlled, reliable e.g. dissertations/consultancy projects; or more qualitative [pass/fail]. We have had discussions on the language of assessment & feedback. Talked about what type of resource would be needed to accompany each rubric.
- Good collaboration across the Schools and working groups – via the peer review process. The draft rubrics were shared at the Programme Chairs Forum and more widely with all staff in the College via the T&L Portal and a qualitative online survey to gather staff feedback.
- The rubric working groups also reviewed each other's draft rubrics using an evaluation template.
- Established a peer review panel (HoLD from CBE; LTTC Assessment Lead; teaching Champion from CoSH) to look at the draft rubrics and give feedback to the rubric working groups.
- Intention in 2020 is to pilot the revised rubrics on a number of programmes and gather student and staff feedback on their effectiveness.

Embedding ePortfolio Pilot Project

Four Schools have nominated a programme for embedding of a holistic, curated ePortfolio for students. This pilot project is running with a programme from the Schools of Management, Marketing, Retail and Services Management and Accounting and Finance. The integration of the ePortfolio is taking place for a number of reasons related to the College focus on assessment and feedback this year; it will

- challenge students to revisit their work on each module and the feedback they received on this work;
- help develop a holistic, analytic picture of the ground covered on the programme;
- cultivate a stronger sense overall of the discipline(s) and the ways in which themes relate to one another and to the student's own identify and values;
- students to articulate explicitly their own identify, along with perspectives and skills underpinning the range of disciplinary work showcased;
- create spaces across a programme where students select, curate and gather their best work in line with programme-level learning outcomes – it will be a presentation of the practical application of their ideas and discussion of their practice and process 'live' to an audience - they share their 'showcase' ePortfolio which brings in theoretical dimensions to their work. It would include a curated collection of outputs from across the programme which are framed within a substantive intellectual, analytical, connective narrative. This analytical, yet personal narrative would have a disciplinary spirit in content e.g. using a substantive new theoretical or professional framing in e.g. Business Administration. It is to be based on PLOs – and the design, preparation, criteria and guidance would be carefully crafted to ensure quality submissions. Students are also learning and

demonstrating development of digital literacy skills – producing academic/industry blogs, multimedia presentations, podcasts or video documentaries.

Programme Chair ezine (City Campus)

In early 2019 the Quality Assurance Office launched a Programme Chair ezine, in order to communicate effectively with academic staff important Quality developments as we became Technological University Dublin. The ezine issues 3-4 times a year, or as required. It provides the Office with the opportunity to update Programme Chairs and other senior academic staff on major projects, including the development of the Quality Framework and the Programme and Module Catalogue. It also reminds Programme Chairs of QA processes relevant to the time of year. For example, our February ezine reminds Programme Chairs of the release of the National Student Survey and their role in encouraging and supporting students to complete the survey, the spring ezine includes a reminder on internal student surveys, while the autumn ezine has a strong focus on the annual programme monitoring process including instruction on how to populate the reporting form with the relevant student data within business objects.

Engagement and Collaboration (Societal and Civic) (Tallaght Campus)

The Certificate in Preparatory Studies for Third Level is an outreach collaborative provision run by Tallaght Campus in partnership with the South Dublin County Partnership. It is a short course (100 hours) that will prepare prospective students who are considering taking a course in higher education either full time or part time for a September start. This a free, 10 week, part-time course, especially tailored for those who are thinking about extending their set of knowledge and skills, and may be unsure whether college is for them, which subjects to study or how to go about it. This opportunity is of particular value both to those who are thinking about doing a third level course but unsure what course to choose and those who have already applied to the CAO. In addition to ‘taster’ courses in Business, Accounting, Engineering, Computing, Social Care Practice or Science, there is a broad range of workshops including ‘Back to Education’ and Finance for mature students, Study & Presentation Skills, Reflective Practice, Using the Library Research databases, Group Work, mathematics, academic English and more. Lecturers have extensive experience with mature students and are sensitive to the fears and anxieties that many feel when re-entering the education system after a gap of several years. The course builds confidence and gives the opportunity to build study and IT skills. Students get the opportunity to study ‘tasters’ of their chosen programme and other subjects that maybe of interest to them. They get to meet other students and work with them. When September comes, they are prepared for their first year of study at TU Dublin. There are no exams, but they do complete a number of small assignments alone or as part of a team to gain this award.

In 2018 the Certificate in Preparatory Studies for Third Level, enrolled 70 students of which 80% completed and in 2019 it enrolled 60 students with a 75% completion. The learning outcomes of the programmes speak of the learning achieved through participation in the programme such as: -

- The necessary skills for studying at third level (e.g. study skills, communications, ICT and maths) and an introduction to the type of content and activities inherent in studying in the subject area of interest to them
- Practical information relating to returning to education, including financial and personal implications, supports available, and students’ experiences
- To prepare students to compete for entry to third level and demystify higher education, habituate participants to a higher education environment and develop their familiarity to lecturing styles and academic and structures

- To build relationships with academic lecturers in the college
- To assist the students to identify and choose the third level courses that best suit their abilities and interests
- To expose students to a range of different subjects in addition to personal development and career planning, which would enable them to make an informed choice regarding the course they wish to pursue at third level

The success of this programme lies with helping undergraduate students make successful transitions from a previous level of education, or experience into the University. Some courses teach general skills for college success, while others focus on what is needed in a specific discipline, or on the exploration of possible disciplines or careers. Included in the programmes are topics such as

Self-exploration and development

- Processes of self-evaluation and self-assessment as underpinnings for individual personal development and lifelong learning.
- Making connections with key resources (people, units, and services) that contribute to persistence and resiliency.
- A variety of learning strategies and how to enact them (e.g., time management, note-taking, exam preparation).
- Development of the oral, written, and group communication skills necessary to be successful at third level generally and/or in specific disciplines.
- Development of critical thinking and problem-solving skills.

Discipline exploration

- Initiation into the culture of the Institute and/or a particular college or discipline.
- Exploration of academic programs to help students to make appropriate selections.
- Tools that can help students succeed

The students are encouraged to explore the University and to make themselves comfortable in their surroundings.

Engagement and Collaboration with Industry (*Tallaght Campus*)

TU Dublin and Amazon Web Services (AWS) developed a training programme to prepare students for work as data centre technicians and it is the first AWS cloud computing programme of its kind in Ireland. The need for highly skilled data centre employees is a growth area and one which TU Dublin were keen to provide for whilst also ensuring that the community would benefit from the opportunity to train and work in the sector. The Programme was launched during a WorldSkills Ireland first national cloud computing competition at Tallaght Campus.

AWS funded a bursary programme for 20 students in September 2018 to develop skills in the latest cloud technologies and become equipped with the necessary knowledge to install, configure, maintain, secure and repair a data centre's hardware and networking systems. Graduates will be able to diagnose and resolve system problems, analyse network traffic and gain familiarity with common protocols for data centre management. AWS contributes technical expertise to the Programme by delivering practical training and providing industry experts for specialist lecture and lab sessions. During the Programme students have the opportunity to apply for paid internships at AWS data centres in Ireland. All 14 graduates of the first cycle of the Programme are now employed and there are 24 intern positions. An event organised and hosted by TU Dublin to share the Cloud Computing model was attended by practitioners from Cork, Waterford, Sligo and Dublin.

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.

Plans for the next reporting period focus on progressing the transformation phase for TU Dublin. Salient Quality Assurance (QA) and Quality Enhancement (QE) relating to TU Dublin's strategic objectives include (among others):

- Development and launch of TU Dublin Strategic Plan (Strategic Intent 2030);
- The commence review of Organisational Design for TU Dublin;
- Establishment of QA-QE related sub-committees of the new Academic Council, including a Quality Board;
- Continued development of the TU Dublin Quality Framework, encompassing the design, implementation and analysis of a survey on the Effectiveness of the Quality System as part of the consultation process for the unitary QA-QE process;
- Preparations for the QQI CINNTE Institutional Review, including development of the Institutional Profile and Institutional Self Evaluation Report;
- Population of Programme & Module Catalogue to be completed, with system to go live in September 2020;
- New Academic Integrity Guidelines to be considered as part of the Quality Framework;
- Finalise the report from the Blended Learning Working Group on implementation of the QQI Guidelines;
- Review of partnership arrangements across TU Dublin
- Development of a Coherent CAO Handbook

As reported in the AIQR 2017-2018, TU Dublin was awarded two three-year project grants worth €1.9 Million under the *Higher Education System Innovation and Transformation Call 2018*. Both projects commenced in January 2019, and include: (€1.4 million) *Transformative Student-Centred Learning Record* (Transform-EDU), and; (€0.5 million) *Enhancing Student Retention Across TU Dublin*.

Constituent Work Packages of the Transform-EDU project include:

- WP1 Project Coordination & Management;
- WP2 Characterising the TU Dublin Transformative Education Framework
- WP3 Developing the Framework for Transformative Learning (TL) Process
 - Workstream WP3.1: *Sustainable Development and Sustainability Science*
 - Workstream WP3.2: *Social and Emotional Skills Development and Work Readiness*
 - Workstream WP3.3: *Service learning, Civic & Community Engagement.*
 - Workstream WP3.4: *Integration of Cross-disciplinary TL Events*
- WP4 Developing Learning Resources and Staff Competencies
 - Workstream WP4.1: *Development of standard for Transformational Learning Record (TLR)*
 - Workstream WP4.2: *Implementation of Universal Design for Learning (UDL)*
 - Workstream WP4.3: *Establishment of Digital Campus Support for TLR*

- WP5 Developing Student-Centred QA-QE Processes and Procedures for Transformative Learning (TL)
- WP6 Implementation & Sustaining Transformative Learning Record (TLR)

Substantive progress has been achieved by each of the WPs and Workstreams. For example (of specific relevance to the AIQR), WP5 has already developed full drafts of the new Unitary Quality Framework which is scheduled for internal consultation. WP5 has also started on work on Unitary Marks and Standards, and the substantive progress will be reported as part of the ongoing institutional QQI CINNTE Review of TU Dublin. Therefore, it is expected that, in line with the milestones and deliverables that have been met to-date, the project will develop and pilot a framework to make Transformational Learning experiences more universally deliverable and quality assured. Since the framework is designed to evolve from prescriptive graduate attributes, it provides a basis for systematic adaptation to any graduate attributes, designed to meet employment and employability guidelines for a wide range of institutions and academic programmes. There is firm commitment to develop and implementation action plan to ensure mainstreaming of the outcomes and that these are shared across the HE sector through the National Forum for the Enhancement of Teaching & Learning.

Constituent Work Packages of the Enhancing Student Retention project include:

- WP1 Addressing barriers to the established First Year Framework for Success including enhancing the quality of pre-entry communication to students.
- WP2 Develop Institutional capacity for learning analytics with a focus on analytics that support retention initiatives.
- WP3 Adapting VLE usage to attain a learner 'Digital Footprint' that includes early indicators of potential attrition.

While focusing on the two key parts of student lifecycle (admission and progression), WP1 Focus has been on review of existing communication materials to CAO entry students. A 'Getting Off To A Good Start' guide has been developed and circulated to all TU Dublin 1st Year students in late August 2019.

Workshop on developing institutional capacity was completed with TU Dublin stakeholders in December 2018. An initial scoping exercise was commissioned providing guidance in relation to the key factors influencing retention. Staff recruitment to three roles to support the project were filled in November 2019. Ethical approval has been secured and data analysis in respect of the VLE activity that could be used to predict engagement returned inconsistent results, highlighting the possible importance of context interpretations of such data.

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.

Scheduling of the implementation of TU Quality Framework (Cross-cutting TU Dublin Initiative)

It is envisaged that a new schedule of reviews for TU Dublin will be adopted following implementation of the TU Dublin Quality Framework and the new organisational design.

School of Informatics and Engineering and School of Business (Blanchardstown Campus)

Review plans include:

- Review the level 9 exit award BN536 Postgraduate Diploma in Engineering in Internet of Things Technologies, with a view to validation as a standalone programme.
- The Special Purpose Award (SPA) BN780 (minor award) Certificate in Data Centre Operations will be reviewed in the next reporting period. This SPA is coupled to the major award BN309 BSc in Data Centre Operations (level 7) with students who take the SPA able to gain entry to BN780. However, a few minor potential QA enhancements have been noted by the course-board as requiring review.
- Plans to present 10 programmes for professional re-accreditation by Engineers Ireland.
- To implement the outcomes of the review of 2019 the Department of Business intends to revalidate two programmes, namely: Bachelor of Business (Accounting & Finance); Bachelor of Arts in Sports Management and Coaching.
- In accordance with the School of Business strategy, course boards are focusing on: How to improve student progression through introduction of STLR and the review of assessment strategies; Enhancement of student engagement through introduction of work placement where possible, and engaging with industry to improve the programmes through employability based modules; Enhancement of the research competences at undergrad level through embedding research skills in modules contents and assessments strategies; Working with industry to identify cross-discipline competency requirements, e.g., in areas such as Accountancy and Finance and Cyber Security.

5.3 Other Plans

Centre for Higher Education Research, Policy and Practice (CHERPP) (Cross-cutting TU Dublin Initiative)

- The [Centre for Higher Education Research, Policy and Practice](#) (CHERPP) is in the process of developing and validating a Doctor of Education (DEd) programme, and to be the first validation of Level 10 programmes for TU Dublin, and as a Designated Awarding Body.

Department of Engineering (Blanchardstown Campus)

Other plans include:

- To rollout Programme BN123 BSc (Hons) in Design, Technology & Innovation. This programme provides learners with a unique and innovated learning experience that brings together a strong mix of multi-disciplinary skills. Primary focus is to ensure that graduates are 21st century workplace ready. The programme constitutes of blocks of project and portfolio work including an opportunity

for a full semester of work placement in Year 3 of study and three specialisation pathways, namely; Smart Systems, Wearables & Entrepreneurship.

- Development of a dedicated collaborative *Makerspace* to support students taking the BSc in Design, Innovation & Technology.

School of Engineering (Blanchardstown Campus)

- *Mindfulness & Wellbeing*: Based on the feedback from the pilot project this project has now been expanded to all Business students and also to be delivered at the beginning of Maths lectures. A process is being put in place also to capture research outcomes from the project to identify real impact.
- *Student Transformative Learning Record (STLR)*: This initiative is now being rolled out among Business and Sports management students. A research framework has also been put in place to identify real impact of the initiative. It is hoped also to roll this out to all TU Dublin students in the coming years.
- *Research*: To enhance the research capability of students a project is ongoing to identify ways of embedding research and undergraduate level. As part of this a research seminar is planned for undergrad and postgrad students.

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.

There was no Institutional Review undertaken in the reporting period. However, the QQI CINNTE Cyclical Review as Technological University Dublin began in Quarter 4 of 2019 and is ongoing with the following timelines:

- | | |
|--|---------------------|
| • Submission of Institutional Profile | June 30, 2020 |
| • Submission of Institutional Self Evaluation Report (ISER), including Case Studies and Appendices | October 30, 2020 |
| • Initial/Planning Meeting – 11/12 January 2021 | January 11-12, 2020 |
| • Main Review Visit – 7 – 12 March 2021 | March 7-12, 2020 |

Since TU Dublin is in the first year of the transformation phase, the institutional review process is not straight forward process of internal self-evaluation and reflection as would be expected. This necessitated a dialogue with the QQI, and upon which the Terms of Reference (ToR) Addendum² containing supplemental information that provides an enabling framework within the original ToR to facilitate and further enhance the process in Technological University contexts. Salient deviations and uniqueness in the agreed approach to the review are:

- Emphases of a forward-looking focus in the review;
- Description of progress towards a unitary quality assurance system and related governance and organisational structures.
- Maintenance of interim arrangements by ensuring the quality frameworks of the transforming institutions continue to be implemented as per policies, procedures and schedules.
- Invocation of linkages to AIQR and previous institutional reviews.

Additional information specific to Technological Universities relate to Review Objective 1 and 2, whereby:

Objective 1

To review the effectiveness and implementation of the QA procedures of the new Technological University through consideration of the procedures set out in the Annual Institutional Quality Report submitted by the university.

The scope of information in respect of quality assurance contained in the Annual Institutional Quality Report (AIQR), or otherwise reported, includes reporting procedures, governance and publication. It is recognised that the procedures that governed quality assurance within the dissolved institutions may not be unified in one single document at the time of submission of the AIQR and/or review process. There may therefore be a number of individual procedures set out in the AIQR that reflect former

² QQI. 2020. CINNTE CYCLICAL REVIEW: Terms of Reference Addendum (Draft). Terms of Reference for the Review of Universities and other Designated Awarding Bodies Addendum for the Review of Technological Universities. 8 pp.

institutional approaches, and supplementary information may be requested by the review team in the form of documentation or interviews in advance of, or during, the review process.

The relevant outcomes of the last review of the former institutions should be addressed and resolved, and the development of the new unified quality assurance system in place since the establishment of the new institution, evaluated. The review team will also consider the effectiveness of the AIQR and Institutional Self-Evaluation Report (ISER) processes implemented across the new technological university.

The scope of this objective also extends to the technological university's overarching approach to assuring itself of the quality of its research degree programmes and research activities within the context of its establishment as a new institution; and to the effectiveness of the procedures for the quality assurance of its collaborations, partnerships and overseas provision.

Objective 2

To review the enhancement of quality by the technological university through governance, policy and procedures.

Within the new technological university, institution-wide governance, policy, procedures, mission, goals and targets for quality may not be fully established at the time of the review. In this context, the process – and progress – towards developing these elements will be evaluated, and the methodology and design of quality assurance, as well as transitional governance approaches, will be considered.

TU Dublin has organised a CINNTE Review planning team comprising of a Steering Committee (to oversee the process) and multiple working groups to execute the tasks. So far the team has agreed to a detailed project plan, drafted table of contents for both the *Institutional Profile* and the *Institute Self-Evaluation Report (ISER)*. A number of staff and cross-campus teams have taken responsibility for the drafting individual chapters, and workshops have been held to support the Chapter Leads. A communication and consultation strategy has also been agreed and implemented to ensure that all stakeholders are accorded the opportunity to contribute to the relevant sections, and that all TU Dublin staff are kept up to date with progress and also have the opportunity to feed into the process.

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.

While the establishment of Technological University systems has dominated within the reporting period, including the development of a Quality Framework for the University, at the same time each campus has been undertaking quality assurance activities under interim procedures. In recent years, as well as preparing for Technological University status, each campus has also focused on enhancing its own quality processes.

In City Campus, many of the key developments in recent years reflect recommendations arising from the 2011 Institutional Review, for example:

- Further devolution of quality assurance at School and College level, i.e. programme annual monitoring and College Action Plans, programme and module modifications, appeals processes;

- Development of more robust processes for the quality assurance of collaborative provision, including the establishment of Linked/Collaborative Provider Committee and its Financial, Due Diligence and Legal Standing Committee;
- Focus on supporting the student representative, through participation in training and involvement in NStEP activities;
- Moving towards an online student evaluation system for programmes and modules, with the procurement of software and its use in 2019 in programme evaluations;
- The procurement of software for a Programme and Module Catalogue, to be both a repository of up-to-date programme and module information and a quality assurance tool;
- Improved use of institutional data in quality assurance including the programme annual monitoring report form prepopulated with relevant student data from Business Objects.

A Project Team was established in February 2019, at a meeting between the TU Dublin President and the three Campus Registrars, to develop the Academic Quality System for TU Dublin, with the specific objectives of drafting the Handbook for Academic Quality Enhancement and the Marks & Standards document (assessment regulations). The TU Dublin Academic Quality System will include all academic quality assurance and enhancement policies and procedures (as described in the 'Handbook for Academic Quality Enhancement') and assessment policies and regulations (as described in the 'Marks and Standards' document). The project team comprises of the academic affairs and quality assurance staff from all three campuses:

- Brian Bowe (Chair) Head of Academic Affairs and Assistant Registrar, City Campus
- Sinead O'Neill, Quality Manager, Tallaght Campus
- Jan Cairns, Quality Assurance Officer, City Campus
- Nicole O'Neill, Quality Assurance Officer, City Campus
- Philip Owende, Quality Manager, Blanchardstown Campus

The project is divided into 13 Work Packages, each with a set of objectives and a consultation plan. The development of the new framework is being informed by an evaluation of the three current quality assurance frameworks operating across the University. Instead of simply looking for commonality across the three existing frameworks and merging them to form a unitary system, the Project Team made a decision early in the process to develop a new framework that will have a greater emphasis on enhancement, be more student-centred and would align to the objectives of the Technological University.

6.3 Themes

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

The [HEA System Performance Framework \(SPF\) 2020](#) sets out national system objectives and priorities for higher education. It also articulates how the higher education sector would be expected to support the achievement of wider national objectives policy objectives for social and economic development at regional and national levels, e.g., skills development, research and innovation, access and

internationalisation³. Also, the Key Systems Objectives specified in the SPF will be expected to align with anticipated evolution of policy contexts, and future challenges and focus. Therefore, the purpose of the framework is (among others); to allow HEIs to identify their strategic niche and mission and agree a performance compact aligned with funding with the Higher Education Authority.

The [TU Dublin Strategic Intent 2030](#)⁴, which was launched on January 30, 2020 focuses on three pillars; People, Planet, Partnership. Although it is expected that the strategic intents will evolve in the process of completing the transformation to Technological University (TU Dublin) and into the period sustained performance and progress, the three pillars will provide the requisite educational and research focus upon which performance will be tracked and presented as part of the periodic review.

The Institutional Review of TU Dublin comes at an unusual juncture in the University's development, in that the ISER will be completed less than two years since the merger of three Institutes of Technology to become a Technological University, the first of its kind in the state. In effect this means that in all likelihood many University systems shall be in the process of development and not yet implemented by the time of the ISER submission. For example, the TU Dublin Strategy, recently launched, is intrinsic to the development of the Quality Framework, as is the organisational structure of the University which is just now underway. While the Quality Framework may be developed and approved when the Review Team visits, it will not yet have been fully implemented and hence a review of its effectiveness is not possible. It is important that the Institutional Review Team is mindful of this context.

The development of a new Quality Framework presents an opportunity, not just to merge three existing and effective systems, but to explore how some things might be done differently and better. Such areas include the most effective and meaningful way for students to provide anonymous feedback on programmes and modules, the review of the student experience with respect to professional services and embedding a common approach and culture to quality within the new University.

The Project Team drafting the framework have developed a proposed set of principles or themes which will underpin the new TU Dublin Quality Framework. These have been circulated to all academic staff for feedback and comment, and the TU Dublin Students' Union is currently exploring ways to elicit feedback from the student body. The proposed principles are:

- 1. Student-Centred Approach**— The framework will assure the quality of the total student experience, require good practice in all aspects of student learning, and ensure a student-centred learning environment.
- 2. High Academic Standards**— Quality assurance processes and procedures will be transparent, evidence-based and objective, and will rigorously interrogate academic standards and identify areas of improvement.
- 3. Stakeholder Input**— While all stakeholders will be involved in the quality assurance system, the student voice and external peer involvement will be critical elements of the quality framework, and the interests of the professions, employers and society more generally will inform our quality framework.
- 4. Equality, Diversity & Inclusion**— Equality, diversity and inclusivity will be central tenets of the quality framework and will be reflected in the processes and procedures.

³ HEA. 2018. Higher Education System Performance Framework 2018-2020. HEA, 35 pp

⁴ TU Dublin. 2020. Strategic Intent 2030; Realising Infinite Possibilities. 20pp.

- 5. Enhancement**— The Quality Framework will be underpinned by the assumption that there is always scope for further enhancement and hence all processes will aim to continually improve the student learning experience.
- 6. Innovation & Context**— The Quality Framework will encourage and support pedagogical innovation, while recognising individuality, uniqueness and context.
- 7. Benchmarking**— Independent external review and benchmarking against national and international standards will be an essential element in the TU Dublin Quality Framework.
- 8. Responsive**— The Quality Framework will ensure the University can respond to the needs of students, industry and society in a timely, flexible and robust manner.

Theme 2 Case Study: Learning From and Engaging with Assessment and Feedback (LEAF) Project

Context

Assessment strategies have been shown to have a significant impact on shaping how students learn and how they develop key employability skills. This is an issue that is being grappled with internationally as academics, academic leaders and policy makers adapt to a changing environment. Within the City Campus, this has been a focus for much discussion for a number of years, as the national student survey, internal student surveys and other student-led fora have indicated that this is an issue for students. The programme annual monitoring process, through the Q5 form, includes provision for each Programme Committee to consider a particular theme of importance each year, and Assessment Feedback was an agreed theme for the review of 2012/13 and again in 2014/15.

Following discussion of the responses of Programme Committees at the Learning, Teaching and Assessment Strategies Committee and other fora, in 2017 it was agreed that they would invite Teaching Fellowship submissions from multi-disciplinary cross-institutional teams to design and implement an 18-month project to result in an Institute-wide strategy to enhance practices in assessment and feedback.

The Project

The LEAF project team was the successful team, comprising 18 academics from across City Campus, representing all colleges. Also included were two further members who represented the student voice: the Director of Student Affairs and the Students' Union Education Officer.

Learning from best practice nationally and internationally, and research from staff, students and quality documents, this project has developed a set of recommendations to enhance practices in, and experiences of, assessments and feedback in TU Dublin. This research led approach allowed the student, academic and experts voices to inform the research in terms of identifying the key issues and recommendations.

Findings

Key issues identified in the project include the following:

- The timeliness, amount and quality of assessment feedback.
- Expectations need to be aligned so that the student can identify what constitutes a successful assessment.
- Most often there is a monologue rather than a dialogue approach to assessment feedback.
- The need to ensure the closure of the feedback loop.
- Assessment and feedback may not be consistent across a programme.
- Assessment and feedback are not core in the academic quality framework.
- Assessment and feedback needs to be resourced.
- Assessment needs to be clearly aligned with graduate attributes.
- Organisational change, incorporating top down and bottom up approaches is necessary to effect change.
- The student voice is vital.
- Technology is not being used widely for assessments.

Assessment and Feedback tool trials

Nine Assessment and Feedback tools identified from the literature were trialed on more than 40 programmes across city campus as part of this project. They included peer mentoring, successive weighted assessments, video assessments, feedback and marking rubrics, audio and video feedback online quizzes and feedback in place of a grade. Their usefulness was then examined from both the student and academic perspective in terms of addressing the key issues outlined above.

Recommendations

In order to effect significant change the report argues that a multi layered multi-faceted approach is necessary. A wide range of recommendations is identified at university, programme, module and student level and they can be seen at the end of the final report.

<https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1018&context=tfschcafrep>

It is recognized by the LEAF team that instigating change can be challenging, but this set of recommendations provides a basis from which to initiate discussions across the whole university and provides opportunities for a variety of strategies that will improve the learning and teaching experience.

Theme 5 Case Study: Academic Integrity

Statutory Context

Section 43A of the Qualifications and Quality Assurance (Amendment) Act 2019 - Offence to Provide or Advertise Cheating Services¹, specifies nine academic integrity offences and which constitute five categories of potential breaches including, impersonation, provision of cheating services, advertising of cheating services, and publication of advertisements for cheating services.

Towards Effective Guidelines and Protocols for Embedding Academic Integrity

The increase in number of academic programmes in higher education and the concomitant rise in the range of delivery methods present significant challenges to quality assurance of learning including its rigour. Maintenance of academic integrity is of particular concern; hence, most higher education institutions are now exploring ways to protect and cultivate a culture of academic integrity². The Technological University Dublin (TU Dublin) is committed to the implementation of systems, policies and procedures towards upholding the highest standards of academic integrity in all its educational and training provisions. The development and implementation of effective guidelines and protocols may involve adoption/implementation of a range of measures and tools for detection and process-driven investigation and penalty for such breaches, including the outlined new legal provision that criminalise them. However, it is a considered view that preventive education, i.e., in methods for designing out, deterrence and discouragement of academic misconduct should be preferred over the predominantly detection and punishment approach^{3,4}. Such arguments bestow responsibility on the University to ensure that both students and staff are well informed of and fully understand what constitute potential breaches of academic integrity, and subsequently their personal responsibilities towards elimination of the potential for learners to accede to related pitfalls.

Learner formation in the process of pursuing educational and training provides a pathway in which engagement, practical guidance and reflective practice on academic integrity may be gained. In a dual-pronged approach to embedding academic integrity taken in this case study:

- (1) Students should have comprehensive understanding of the principles of academic integrity and their importance to learning in higher education. To enable this, students should receive guidance on their personal and collective responsibilities both as individual and learning teams (including group work), ensuring they have a comprehensive understanding of the expected standard, the potential breaches and consequences of such breaches.
- (2) Academics should also need to be trained not only means for detecting breaches, but also means to adapt their approaches to teaching and assessment that minimise potential for infringement of academic integrity. In this context, academics must always act to the highest standards of academic integrity and ethical conduct, i.e., they need to (among many other things): ensure that learning material are based on the most up-to-date research and information; provide fair and timely feedback on assessments, and; know how to address threats to academic integrity⁵.

¹ Qualification and Quality Assurance (Education and Training) (Amendment) Act 2019, No. 32, Part 2, Section 43A, pp. 19-21.

² Benson L, K Rodier, R Enström and E Bocatto. 2019. Developing a university-wide academic integrity E-learning tutorial: a Canadian case. *International Journal for Educational Integrity*. 15.10.1007/s40979-019-0045-1.

³ Chew E, SL Ding, G Rowell. 2015. Changing attitudes in learning and assessment: cast-off “plagiarism detection” and cast-on self-service assessment for learning. *Innovation in Education and Teaching International* 52(5):454–463.

⁴ Hodgkinson T, H Curtis, D MacAlister & G Farrell. 2015. Student Academic Dishonesty: The Potential for Situational Prevention. *Journal of Criminal Justice Education* 27(1): 1-18.

⁵ Bretag T. 2019. *Epigeum Academic Integrity Instructor Manual: Student modules*, pp3.

Development of Epigeum Academic Integrity Software

The TU Dublin was part of an [International Consortium](#) that developed an online resource towards fostering of academic integrity for both students and staff. The project was led by [Epigeum--Oxford University Press](#) and both students and staff of Tu Dublin contributed to the development process (see outline at: https://www.youtube.com/watch?time_continue=11&v=lvXYm78C24U)

Contents of Student Facing Modules cover:

- Definitions of academic integrity— introduces the key principles and explains how students can demonstrate them in their courses and lifelong learning.
- How to show academic integrity in preparation for course/module— covers working under pressure and exacting assignment deadlines.
- Approach to academic integrity in assignment work— contextualisation of borrowed ideas plus appropriate citation and referencing.
- Confidence building for academic integrity— reflection on practice, including
- How to deal with more complex situations in academic integrity— guidelines for ethical re-use of own work and multimedia referencing concepts.

Contents of Staff Modules cover:

- Definitions of academic integrity— Covers broad concepts of academic integrity, with responsibility for promotion and upholding academic integrity principles bestowed on all staff, i.e. academic and support/professional services staff.
- Promoting a culture of academic integrity— Covers opportunities approaches to demonstrating good integrity practices within one's own sphere of influence.
- Identifying and responding to breaches of academic integrity— Covers reasons for breach of policy and guidelines underpinning academic integrity and compatible responses.
- Teaching, learning and assessment: implications for academic integrity— adaptation through learner-feedback.
- Assessment design choices for academic integrity— assessment type challenges to integrity, including collusion and offsite assessment.

Implementation

The discrete contents of the student facing modules give flexibility to the time required for engagement with the material and also the academic stage/scheduling (i.e., options for right-timing of formative concepts) as crucial approaches to minimising academic integrity violations. The software rollout will be undertaken in 2020-2021 academic year as part of the Transform-EDU Project, whose key objective is to support innovation, transformation and quality improvement in teaching and student learning outcomes. It is intended that the modules will be offered to all students as they join the University, but will also reside with all programmes in the VLE, to be used alongside credit bearing modules that students register for in any semester. The content sequence and cumulative self-testing schemes in the student facing modules also provides rational basis for remediation learning that could be prescribed for students who may have breached academic integrity. The possibility for interfacing the whole or partial elements of the contents as part of the ongoing peer mentoring programme will be tested.

Theme 10 Case Study: Development of QA-QE Framework for TU Dublin

Context

On 1 January 2019, Ireland’s first Technological University (TU Dublin) was established when Dublin Institute of Technology (DIT), Institute of Technology Blanchardstown (ITB) and Institute of Technology Tallaght (ITT) merged. Three independent quality assurance frameworks continue to be implemented across the three constituencies of the former independent institutes. However, to meet its statutory obligations and to further enhance excellence in the education provision and experience, TU Dublin is developing a new quality framework that builds upon the existing robust quality structures of the former individual institutes. An Academic Quality Project Team was established to develop a new unitary quality that can support academic innovation and incorporate best practices to ensure programmes and practices align to the objectives of an engaged technological university that addresses specific challenges and expectation.

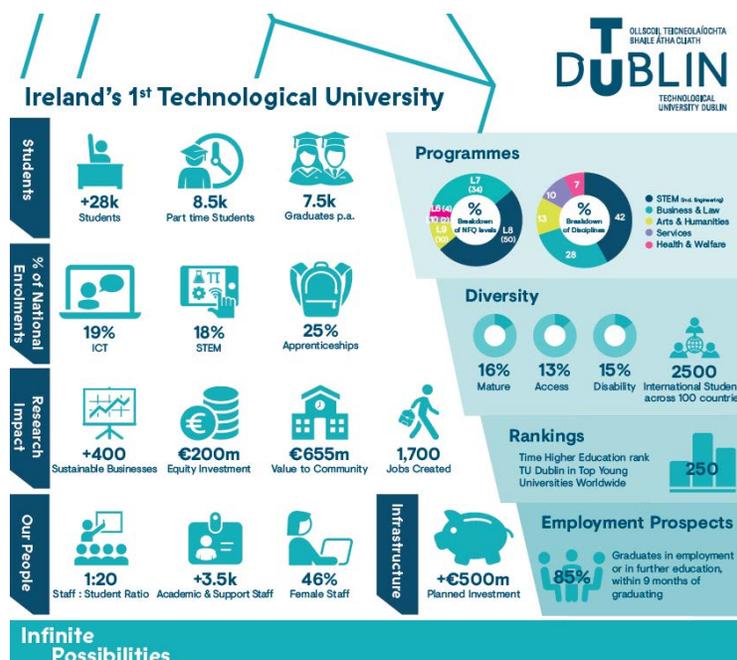


Figure 1: TU Dublin Profile

A number of designated functions of TU Dublin require/support engagement with wider society, namely¹:

1. Provision of education and training that reflect the needs of citizens, business, enterprise, the professions and other stakeholders in its catchments, and facilitating learning by flexible means.
2. Provision of broad-based education, intellectual and personal development that will enable graduates to contribute responsibly to social, civic and economic life in innovative and adaptable ways.
3. Service to the community and public interest through strong social and cultural links supporting creativity.
4. Promote and embed the principles of equality, diversity and inclusion.

¹ The Technological Universities Act (2018)

Development of the TU Dublin Quality Framework

As a Designated Awarding Body, with the authority in Irish law to make awards², the distinctive mission and functions accords TU Dublin the scope to be unique in its approach to programme offerings. This requires a flexible and systemic approach to quality, in order to achieve and maintain excellence in its mission, and to define the unique positioning within the HE sector in Ireland and internationally. The strategy for embedding quality culture to support quality enhancement, i.e., continuous improvement, requires a robust quality framework that builds upon the quality assurance of the merged institutions. An Academic Quality Project Team was established to develop the new quality framework and started by defining the principles and philosophical perspectives that will underpin the new quality framework. The aim of the project is to develop a quality system that will not only encourage and support student-centred practices but will ensure a student-centred learning environment.

Approach to Embedding Quality Culture Supporting Continuous Improvement

After determining the objectives and the underpinning principles, the nature of the new quality system, and specifically its role towards upholding academic standards, while concurrently driving continuous improvements, means a shift of emphases to QE while recognising the importance of QA. The approach taken represents Academic Quality as a continuum with;

- One end being the very rigid QA system characterised by adherence to rules and metrics which ensures accountability and conformity through tightly controlled and well-defined audit processes involving root-cause analyses and prescriptive corrective actions. The advantages being equity; accountability; clarity; measurability; objectivity; and transparency; all desirable characteristics in any publicly funded higher education institution and could be seen as strengths in the new TU Dublin quality system. However, disadvantages include: impedance to innovation; normalising effect; poor handling of contextual/uniqueness, and; the focus on metrics and not underpinning processes to meet metrics, therefore, often viewed by academics as top-down process without linkage between quality work and outcomes of a QA process^{3,4,5,6}.
- On the other end of the continuum is a Quality Framework characterised by lesser reliance on rigid rules and metrics, instead providing clear principles and processes, allowing for validly interpretation in different ways. Flexibility in aligning to this system is allowed for where, based on sound premises, viable principles and processes can be adopted. The advantages here are in the recognition of varying contexts, uniqueness and circumstances, hence will encourage and support innovation in practice. These positive characteristics are again desirable in a quality system that will foster and encourage a quality culture. Possible disadvantages include: Lack of accountability or responsibility; Diversity of standards/interpretation; Could allow for poor practices/low standards to pervade; Difficult to identify and address weakness; Lack of transparency and hence difficult for stakeholders to understand; direct comparisons may be difficult.

²Qualifications and Quality Assurance (Education and Training) Act 2012, [No. 28]. 81 pp.

³Harvey, L. & Williams, J., 2010, 'Fifteen years of quality in higher education', *Quality in Higher Education*, 16(1), pp. 4–36.

⁴Anderson, G., 2006, 'Assuring quality/resisting quality assurance: academics' responses to 'quality' in some Australian universities', *Quality in Higher Education*, 12(2), pp. 161–73.

⁵Barrow, M., 1999, 'Quality-management systems and dramaturgical compliance', *Quality in Higher Education*, 5(1), pp. 27–36.

⁶Cheng, M., 2011, 'Transforming the learner' versus 'passing the exam': understanding the gap between academic and student definitions of quality', *Quality in Higher Education*, 17(1), pp. 3–17.

Considering the above outline, the challenge for the TU Dublin team is in making the decision on where to objectively position the new TU Dublin quality system between the two extreme ends of the continuum to maximise the advantages of both, while curbing the highlighted disadvantages. Another challenge that the project team faces is to ensure the new system will be sufficiently informed by external stakeholders to continually improve teaching, learning, (including research practice) and the overall student learning experience. The goal is to develop a system that is primarily characterised by quality enhancement procedures.

Approach to Development of the Unitary Quality Framework for TU Dublin

It is common for academic quality enhancement in higher education to be seen as simple augmentation of quality assurance. In such a model, quality assurance is on the opposite end of a continuum to quality enhancement and there is a progression from quality assurance processes leading on to quality enhancement processes⁷. In this way, quality enhancement is dependent on quality assurance⁸, and the data from the quality assurance is used to inform quality enhancement.

However, it has been argued that the most successful model, within which the quality of the learning experience can be improved more effectively and efficiently, is where quality enhancement processes, such as educational development, are combined or integrated into quality assurance processes to create a more holistic approach to quality enhancement^{9,10,11}. In this model, quality assurance and quality enhancement are integral parts of the same process and can be designed to assure and support a student-centred learning environment. This model has been adopted for the new quality system within TU Dublin. It will be enabled by structured stakeholder engagements such as with community, industry and professional bodies, with the student as an active participant in all such engagements. The QE themes noted on Figure 2 accentuate the essential attributes and values that are currently informing the TU Dublin's QA-QE design processes. The principles were aligned to the goal of developing a Quality Assurance-Quality Enhancement (QA-QE) system that will continue to support innovation, while integrating best practice in all aspects of education in TU Dublin.

Once the objectives, principles and model were agreed, the Project Team set out to develop the quality system, which will include all academic quality assurance and enhancement policies and procedures (Handbook for Academic Quality Enhancement) and assessment policies and regulations (Marks and Standards document). Development of the new quality system is ongoing as part of the transformation process divided into the following activity steps:

1. Review of three current quality systems
2. Definition of objectives, underlying principles and characteristic for new QA-QE system;
3. Mapping to external policies, principles and guidelines;
4. Drafting of Handbook for Academic Quality Enhancement and Marks & Standards;
5. Stakeholder Consultations and Review of Draft;
6. Revision of Handbook for Academic Quality Enhancement and Marks & Standards documents;
7. Formal Adoption and Phased Activation into Practice.

⁷Dill, D.D., 2000, 'Designing academic audit: lessons learned in Europe and Asia', *Quality in Higher Education*, 6(3), pp. 187–207.

⁸Elassy, N., 2015, 'The concepts of quality, quality assurance and quality enhancement', *Quality Assurance in Education*, 23(3), pp. 250–61.

⁹Danø, T. & Stensaker, B., 2007, 'Still balancing improvement and accountability? Developments in external quality assurance in the Nordic countries 1996–2006', *Quality in Higher Education*, 13(1), pp. 81–93.

¹⁰Gosling, D. & D'Andrea, V.-M., 2001, 'Quality development: a new concept for higher education', *Quality in Higher Education*, 7(1), pp. 7–17.

¹¹Gosling, D. & D'Andrea, V.-M., 2001, 'Quality development: a new concept for higher education', *Quality in Higher Education*, 7(1), pp. 7–17.

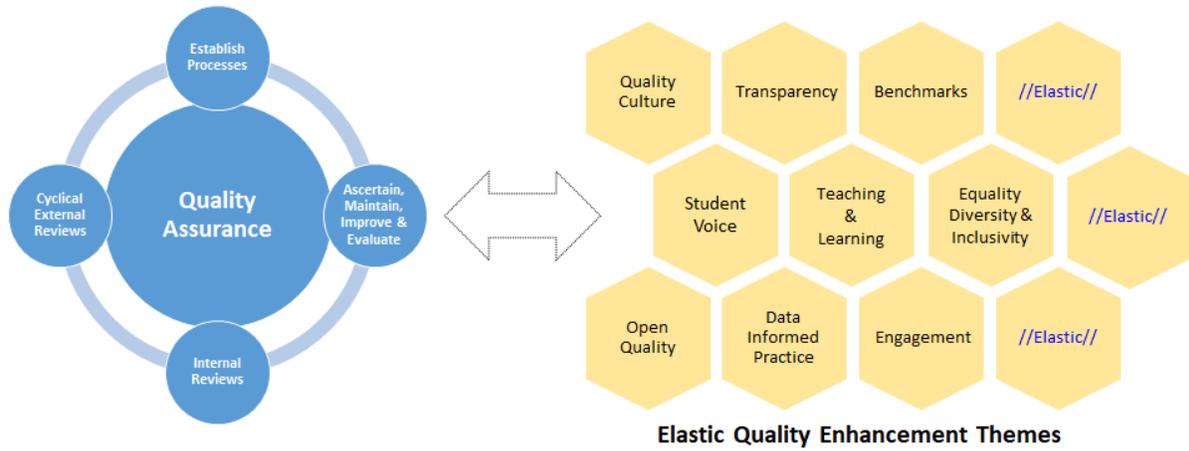


Figure 2. TU Dublin Quality Framework—Covers establishment of internal QA-QE processes and implementation principles, cyclical internal and external review principles founded on peer-review process with pervasive continuous quality enhancement themes, supported by transparency aimed at developing/maintaining public confidence. The indicated elasticity recognises that while the indicated QE themes are currently compelling, with continuous improvement they will upgrade to standard practices as additional considerations emerge