

Dundalk Institute of Technology (DKIT)

2026

Annual Quality Report (Dundalk IT)
Reporting Period
2024-2025

Annual Quality Report (Dundalk IT)
PART A: INTERNAL QA SYSTEM
Reporting Period 2024-2025

PREFACE

The **Annual Quality Report** forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with higher education institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

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Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and take account of QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in Q4 of the preceding year. Once the call for submission has been made, QQI will provide access of QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report - where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- When providing reflections on quality enhancement it is interesting to share a broad range of examples including what worked or didn't work.

Report Structure

Part A: Internal QA System

Part A of the AQR should provide a succinct outline of the institution's internal quality assurance (IQA) system and include details of the governance and management structures and supports in place, and all policies and procedures underpinning quality across the organisation.

Links to current QA policies and procedures in operation in the institution should be included. Please ensure that all links are correct and functional. As the AQR is submitted in respect of a specific reporting period, it is recommended that the institution establish a unique SharePoint/OneDrive folder (or similar) for that reporting period to archive current versions of the policies and procedures and include relevant hyperlinks that are included in the AQR.

The information contained in Part A is carried from one reporting period to the next and should not require substantial update on an annual basis. However, institutions are asked to update and highlight any significant changes in the structures and published material that support the internal IQA framework as they arise.

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR focuses specifically on the effectiveness and impact of the IQA framework on the QA activities and developments across the institution. Here, the institution is invited to document the quality enhancements adopted and implemented during the reporting period and describe concisely the impact of these across a selected range of QA activities. Part B should also be used to demonstrate how plans set out in the previous AQR were progressed during the reporting period. These plans may be linked to strategic objectives, to QQI reengagement recommendations, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on thematic areas or may invite the institution to submit case studies in response to specific topics. The institution may also include case studies on topics of their choosing, demonstrating good practice in QA and QE in action. In formulating case studies, the institution is encouraged to reflect on and highlight areas that may be of interest to other HEIs and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template¹

Legislation

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(as amended\)](#)
- [Regional Technical Colleges Act 1992 \(as amended\)](#)
- [Technological Universities Act 2018](#)
- [Universities Act 1997](#)

QQI Documents

Statutory QA Guidelines (QAG)

- [Core QAG](#)
- [Sector-specific QAG for Independent/Private Providers](#)
- [Sector-specific QAG for Designated Awarding Bodies](#)
- [Sector-specific QAG for Institutes of Technology](#)
- [Topic-specific QAG for Providers of Statutory Apprenticeship Programmes](#)
- [Topic-specific QAG for Providers of Research Degree Programmes](#)
- [Topic-specific QAG for Blended Learning](#)

Other QQI Policy Documents

- [QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012](#)
- [QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#)
- [QQI Policy Restatement on Access, Transfer and Progression, 2015](#)

Other National/International References

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)
- [IHEQN Guidelines on Collaborative Provision](#)
- [National Policy Statement on Ensuring Research Integrity in Ireland](#)
- [Ireland's Framework of Good Practice for Research Degree Programmes, 2019](#)

¹ These links will be updated as further guidance documents are published.

- [HEA National Framework for Doctoral Education](#)
- [The Salzburg Principles](#)
- [The Salzburg II Recommendations](#)
- [SOLAS Code of Practice for Employers and Apprentices](#)
- [UN Sustainable Development Goals](#)

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - QA of Research Activities and Programmes			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
5.0 - Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 - Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
2.0 - Programme Delivery and Development	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.2	Design and Approval of Programmes
9.0 - Details of Arrangements with Third Parties				
2.0 - Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 - QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the Annual Quality Report (AQR) for **Dundalk Institute of Technology (DkIT)** for the reporting period **1 September 2024 - 31 August 2025**. The AQR was submitted to QQI on **Friday, 27 February 2026**.

The AQR has been approved by the **Registrar's Office** and was submitted by **Dr Brendan Ryder, Head of Academic Planning and Quality Assurance, Registrar's Office**. It will be noted at the DkIT Academic Council in semester 2 in the academic year 2025/2026.

This section provides an overview of the Institution and the process for the development and approval of the Annual Quality Report (AQR).

Institution Overview

Dundalk Institute of Technology (DkIT) is an autonomous Institute, established under the Regional Technical Colleges Act (1992) which has been at the forefront of delivering excellence in higher education to meet the educational, economic, social and cultural needs of the region since 1970. Set in an 87-acre campus, DkIT provides quality learning and teaching to circa 6,000 full-time and part-time students across four Schools in Business and Humanities, Health and Science, Engineering and Informatics and Creative Arts at undergraduate and postgraduate degrees from Level 6 to Level 10, in addition to its track record of excellence in craft and higher apprenticeships. DkIT is situated within a unique, rural border landscape strategically positioned at the nexus of the island's two capital cities along the vibrant M1 Corridor. It is a region rooted in innovation and creativity with a strong and proud heritage and cultural expression.

It is within this vibrant and ever-changing, dynamic environment that DkIT plays a pivotal role in the educational, economic, social and cultural evolution of the region. DkIT has placed collaboration and partnership at the heart of its approach in delivering on its remit. Its meaningful engagement with its key stakeholders - students, employers, educational partners and the wider community - has ensured that the Institute remains relevant, responsive and impactful.

Dundalk Institute of Technology (DKIT) is a designated awarding body since 1 January 2020 following amendment to the Regional Technical Colleges (RTC) Acts (form the legal basis on which DKIT was established and refer collectively to the following [Regional Technical Colleges Act 1992](#), [S.I. No. 149/1997 - Regional Technical Colleges Act, 1992 \(Amendment\) Order, 1997](#), [S.I. No. 19/1998 - Regional Technical Colleges Act, 1992 \(Change of Name of College\) Order, 1998](#), [Institutes of Technology Act 2006](#)) by commencement order [S.I. No. 540/2019 - Qualifications and Quality Assurance \(Education and Training\) \(Amendment\) Act 2019 \(Commencement\) \(No. 2\) Order 2019 \(irishstatutebook.ie\)](#).

As a designated awarding body, DKIT has authority in law to make awards up to and including level 9 in the [Irish National Framework of Qualifications \(NFQ\)](#). This is comparable to level 7 in the European Quality Framework (EQF). DKIT can thus offer first or second cycle degrees within the Qualifications Framework of the European Higher Education Area without further external authorisation or accreditation. This authority includes the power to award Masters degrees by Research. DKIT can enter into joint degree arrangements with other degree awarding institutions. Information pertaining to specific awards offered by DKIT are also included in the [Irish Register of Qualifications \(IRQ\)](#) which comprises details on specific programmes, qualifications and their associated reference level in the EQF. Information included on programmes and qualifications in the Irish Register of Qualifications (IRQ) helps make Irish qualifications visible in Europe as the IRQ is linked to the [Qualifications Dataset Register](#) on the upgraded [Europass platform](#).

DKIT, as a designated awarding body, is also subject to cyclical review by QQI of its QA activities, in accordance with the European Standards and Guidelines for QA in HE, including how it exercises its degree-awarding powers, in accordance with the [Qualifications and Quality Assurance \(Education and Training\) Act 2012](#) and [amended 2019 Act](#).

Process for the Development and Approval of the AQR

The Annual Quality Report (AQR) is an annual report concerned with internal quality assurance that institutions provide to Quality and Qualifications Ireland (QQI) and publish every year. It is a key component of the Institute's quality assurance and enhancement system that provides documentary evidence of the development and evolution of the Institutes internal quality system. As quality "is everyone's business", the development of the AQR for a particular reporting period

is an ongoing iterative and organic process involving all stakeholders within the organisation. The Registrar's Office has overall responsibility for the production of the AQR and ensures that all inputs to the report are gathered in a systematic and consistent manner for incorporation into the report. Outputs from annual quality assurance and enhancement activities are fed in to the AQR as appropriate.

Institution-level quality assurance decision-making fora, including the Academic Quality Subcommittee (AQSC) of the Academic Council, play an active part in the compilation of the report and provide feedback on the AQR. The final AQR is considered by Academic Council.

The final AQR is normally submitted to the Institute's Academic Council for adoption prior to its submission to QQI which is normally at the end of February of the reporting period. Should the AQR not be adopted by the Academic Council in advance of submission to QQI, it is noted at the next scheduled Academic Council meeting.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

This section provides information on the overarching quality assurance system, its governance and management at Dundalk Institute of Technology (DkIT), specifically the following:

- Quality Assurance Framework.
- Policies and Procedures.
- Governance and Management of the Quality Assurance and Enhancement (QAE) System.
- Student Engagement with Quality Assurance and Enhancement Activities.

1.1.1 Quality Assurance Framework

Dundalk Institute of Technology strives to achieve excellence in all of its activities and provide a high-quality service to all its stakeholders. DkIT operates an integrated system for quality assurance and enhancement which contributes to the achievement of the Institute's Strategy (<https://www.dkit.ie/about-dkit/institute-reports-and-publications/strategic-plan.html>). The strategic plan is aligned to the Institute's Mission-Based Performance Compact between

Dundalk Institute of Technology and Higher Education Authority (HEA) (<https://hea.ie/higher-education-institutions/dundalk-institute-of-technology/performance/>).

DkIT's mission, vision, values, and strategic pillars outline its aspirations for the 2024-2028 period and reflect the Institute's goals across five key areas which have been shaped by the needs of students, staff, and the wider regional community:

Strategic Pillar 1: Sectoral and Tertiary Cohesion - Our Place in the Landscape;

Strategic Pillar 2: Excellence in Teaching and Learning and Quality of Student Experience;

Strategic Pillar 3: Widening Access and Participation;

Strategic Pillar 4: Excellence in Research and Innovation;

Strategic Pillar 5: Enhanced Engagement.

Figure 1 illustrates the *Quality Assurance and Enhancement System*, which must be agile, responsive and effective/fit-for-purpose, and its relationship with Institute strategy (and HEA Performance Agreement). The Institute is responsible for the academic standards of awards made in its name, and for ensuring that the quality of the student learning experience, both undergraduate and postgraduate is exemplary, in order to enable students to achieve these standards. DkIT assures and enhances the quality of its core activities of teaching, learning, research, engagement and service delivery through its regular review and continuous improvement process, its *Quality Assurance Framework* (Figure 2).

The mechanisms for assuring and enhancing the quality of provision include (Figure 2):

- Regular review of Quality Assurance and Enhancement (QAE) processes.
- Robust programme approval and curriculum review processes.
- Robust approval, monitoring and review of collaborative taught programmes.
- **Monitoring:**
 - **Annual School Monitoring:** Programme Board reporting (including PSRB annual reports), Student Feedback (programme-level (QA3) and StudentSurvey.ie), External Examining, programme changes).

- **Annual Postgraduate Research (PGR) Monitoring:** (DCU-DkIT Graduate School annual reporting to DCU's Graduate Research Studies Board (GRSB), postgraduate research student feedback (including PGRStudentSurvey.ie, Designated Research Centre annual reporting).
- **Annual Professional Support Unit Monitoring** (e.g., Student Services, Examinations Office, International Office, Library, etc.).
- **Periodic Review:**
 - **School Programmatic Reviews** including Professional, Statutory and Regulatory Body Reviews (PSRBs) Reviews.
 - **Postgraduate Research Reviews.** This includes DCU-DkIT Graduate School Quality Reviews which are conducted in accordance with the DCU-DkIT Collaborative Partnership Agreement and Designated Research Centre/Group Reviews.
 - **Professional Support Unit Reviews** (e.g., Student Services, Examinations Office, International Office, etc.).
 - **Thematic Reviews.** Systematic and focused examination of a particular theme or topic across the Institution. This type of review aims to assess the effectiveness, efficiency, and overall quality of processes, practices, or policies related to a theme.
- **Annual External Monitoring:**
 - Annual Quality Report (AQR) (this report) and QQI Periodic Quality Dialogue (bi-annually).
- Cyclical Institutional Review (CINNTE Review).
- Systematic student engagement with Quality Assurance and Enhancement processes.
- Established procedures for the appointment of staff and a range of supports for their ongoing professional development (Human Resources and the Centre for Excellence in Learning and Teaching (CELT)).

Part of the Quality Framework involves reporting annually to Quality and Qualifications Ireland (QQI) on quality assurance and enhancement activities through the Annual Quality Report

(AQR). Information on the annual QQI dialogue for the reporting period can be found in AQR Part B (if applicable).



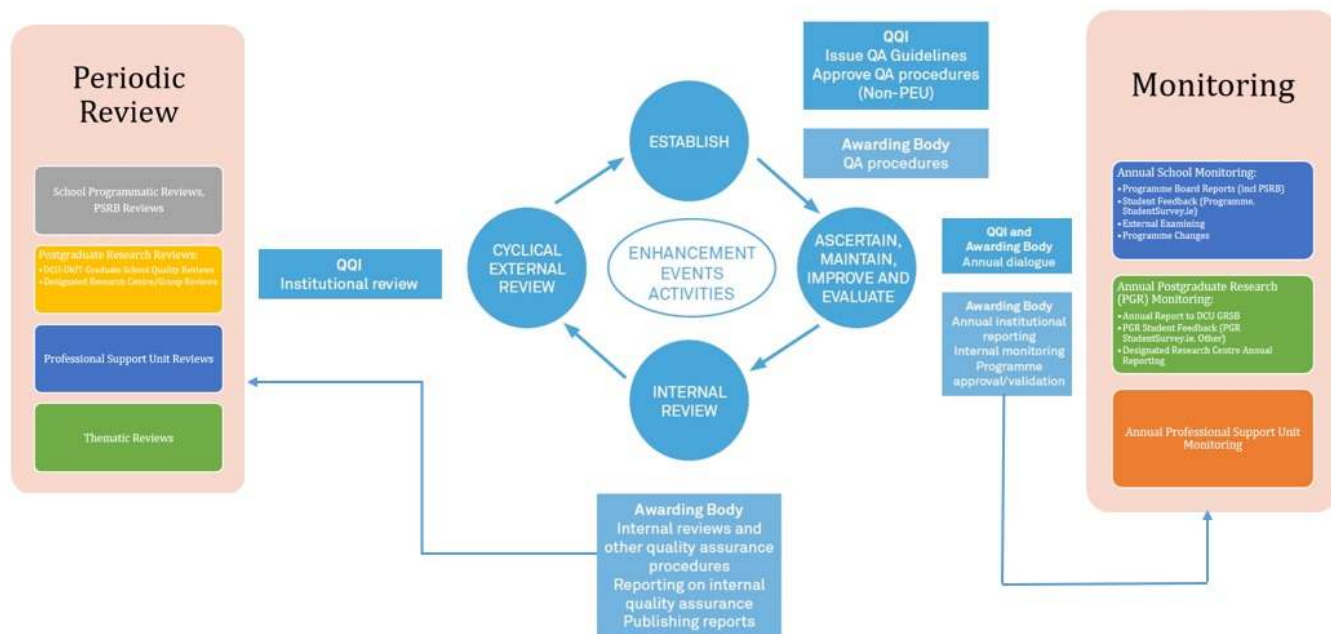
Figure 1: Quality Assurance and Enhancement System

The Quality Assurance and Enhancement System is used to identify areas for improvement and is an enabler for the implementation of a continuous improvement quality culture within DkIT. Areas of improvement are typically captured in action plans across the various areas (academic and non-academic) within the Institute and are implemented and monitored. Once areas for improvement are identified, targeted action plans are developed in collaboration with relevant academic and functional units. These plans serve as structured roadmaps for enhancement, detailing specific actions to be undertaken, the personnel or committees (including working groups) responsible for implementation, and the resources necessary to ensure effective execution. Each plan also establishes clear timelines and measurable indicators, enabling ongoing tracking of progress and ensuring accountability. By aligning these initiatives with institutional priorities, the approach fosters continuous improvement and enhances the overall quality of academic and operational processes.

DkIT continues to ensure that Quality Assurance and Enhancement is firmly embedded within the day-to-day aspects of work at the Institute to ensure that a quality culture underpins all of its

activities. All staff within the Institute contribute to the culture of quality and there is acceptance that this is a 'continual process' as new challenges and new ways of educating students and developing faculty and staff continue to be central to the work of the Institute.

The Institute developed a Student Success Strategy (<https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>) which is aligned with the Higher Education Authority (HEA) Higher Education System Performance Framework (2023-2028) (<https://hea.ie/funding-governance-performance/managing-performance/system-performance-framework/>) that HEIs put in place an Institute wide Student Success Strategy which embeds 'whole of HEI' approaches to student access and completion. The aim of the strategy is to develop a holistic, student-centred approach across all dimensions of the student experience to foster measurable improvements in: retention, progression and completion rates, student achievements, student engagement and graduate outcomes.



(See enlarged "Monitoring" and "Periodic Reviews" below)

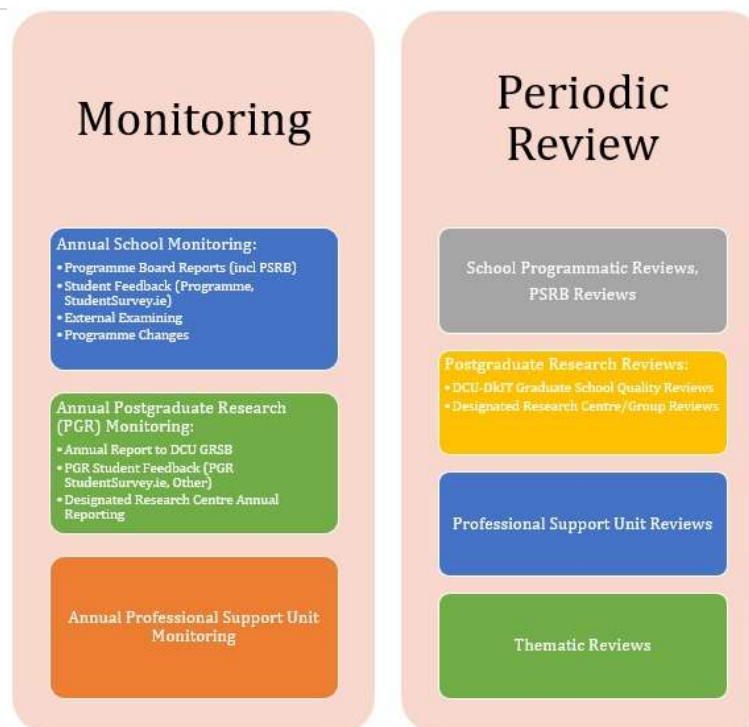


Figure 2: Quality Assurance Framework

1.1.2 Policies and Procedures

Quality Assurance and Enhancement policies and procedures are an integral part of the Institute's Quality Framework. DkIT has developed a framework of policies and procedures in the context of best practice within the higher education sector. The policies and procedures are aligned to QQI's Core and relevant Sector and Topic-specific Statutory Quality Assurance Guidelines (<https://www.qqi.ie/node/632>), with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG) (<https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/>) and other national and international best practice policies, procedures, guidelines, frameworks and strategies.

Academic Policies and procedures (and associated documentation) are stored in an Institute centralised repository which is managed by the Registrar's Office (specifically the responsibility of the Head of Academic Planning and Quality Assurance). There is one single centralised repository which is utilised as appropriate across the Institute by academic Schools, Professional Support Units (Student Services, etc.) and postgraduate research students and staff. The policies and procedures categorisation scheme / taxonomy has been derived from the

dimensions of the European Standards and Guidelines 2015 with the addition of a category for Research and Knowledge Exchange (Figure 3).

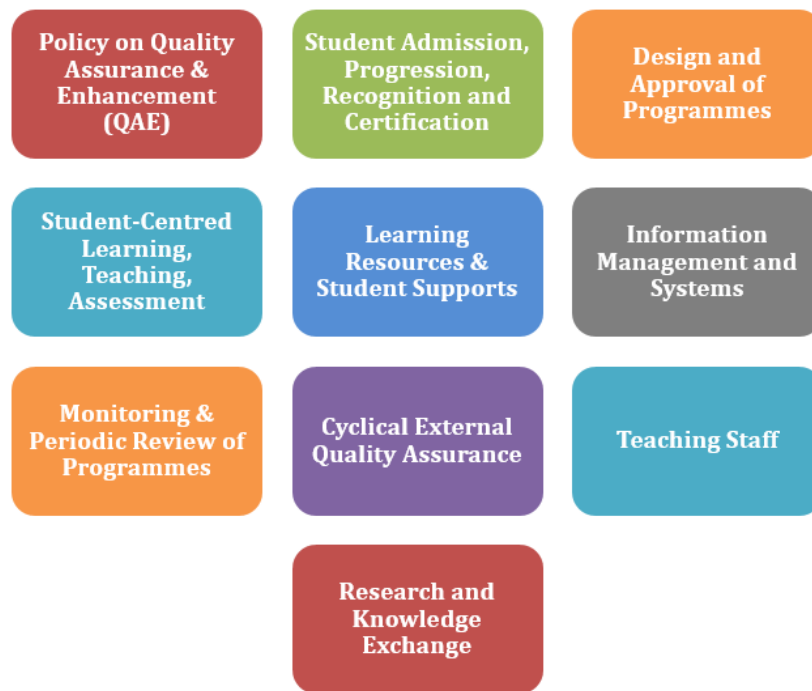


Figure 3: DkIT Policies and Procedures Management (Categorisation Scheme)

A snapshot of Policies and procedures (and associated documentation) for a particular reporting period are made available to Quality and Qualifications Ireland (QQI) as part of the Annual Quality Report (AQR).

Policies and procedures (including guidelines, frameworks and strategies) are regularly reviewed in accordance with a Policy Review Schedule and a Standard on DkIT Academic Policy (<https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>). Revisions are carried out at least every three years or sooner if required and the effectiveness of policies and procedures is regularly monitored through consultation with staff and students. Development and amendment of academic policies and procedures, and related documentation, is primarily the responsibility of the Registrar's Office in collaboration with relevant Institute stakeholders. All academic policies are subject to Academic Council approval and some are also subject to Governing Body approval. Most are developed and/or reviewed by sub-committees or working groups of the Academic Council, the members of which determine best

practice within the higher education sector to ensure that policies and procedures (and related documentation) are relevant, effective and continually being enhanced. Feedback from students, staff members and other stakeholders is also taken into consideration.

Quality assurance and enhancement policies and procedures are published on the Institute website (<https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>) and communicated to staff and students, as appropriate, by email (See *Section 7.0: Public Information and Communication*). Training and awareness workshops/events are organised by the Registrar's Office and the Centre for Excellence in Learning and Teaching (CELT) with the aim of communicating and explaining policies and procedures to staff and students and facilitating feedback on their effectiveness. This also serves to encourage Institute members to understand their individual responsibilities in relation to quality assurance and enhancement and embed a culture of quality throughout the organisation.

1.1.3 Governance and Management of the Quality Assurance and Enhancement (QAE) System

Decision Making Fora

The Academic Council at Dundalk Institute of Technology (DkIT) is established in accordance with the Regional Technical Colleges Act 1992 and any subsequent amended Act(s). The Governing Body appointed the first DkIT Academic Council in 1993. The Academic Council assists the Governing Body in the planning, co-ordination, development and oversight of the educational work of the Institute and protects, maintains and develops the academic standards of the programmes and activities of the Institute. The Academic Council is, accordingly, the primary statutory body with direct responsibility for academic quality assurance and enhancement. The President and Vice-President for Academic Affairs and Registrar are respectively, Chairperson and Secretary of the Academic Council. Academic Council approves action plans following quality enhancement activities and these plans are then assigned to relevant academic and administrative/professional service area(s) for implementation.

The Academic Council operates in accordance with the DkIT Academic Council Constitution (<https://www.dkit.ie/about-dkit/governance/academic-council/>) with the membership of Academic Council consisting of ex-officio and elected members. The DkIT Academic Council Constitution was amended in advance of the establishment of a new Academic Council on the 23rd February

2024 (see AQR Part B, 1.3 Governance and Management). An Academic Council Constitution Working Group was established at the Academic Council meeting (Meeting No. 190) on the 24th November 2023. The scope of the working group involved updating the Constitution to include:

- Amendments to incorporate statutory requirements relating to gender. The process to achieve this was challenging due to the high proportion of ex-officio membership on the Council (was 46% of membership).
- Amendments to incorporate legislative changes as appropriate. The Regional Technical Colleges (RTC) Act, 1992 has been amended by the Technological University (TU) legislation, Higher Education Authority (HEA) legislation and other relevant pieces of legislation.
- Limited amendments to the membership. It was not possible, within the time frame available, to carry out an in-depth review of the full membership.

The new Academic Council Constitution was approved at the Academic Council meeting on the 23rd February 2024 (Meeting No. 191) following a completion of a consultation at a special meeting of the Academic Council on the 7th February 2024.

Once adopted, the minutes of all Academic Council meetings are tabled at Governing Body meetings. Where urgent matters arise, these are brought to the attention of the Governing Body by way of a special motion to facilitate Governing Body approval prior to the formal adoption of the minutes.

The Academic Council is supported by the work of the following sub-committees:

1. Standing Committee (SC);
2. Academic Quality Sub-Committee (AQSC);
3. Learning and Teaching Sub-Committee (LT);
4. Research and Innovation Sub-Committee (RSIC);
5. DkIT Graduate Research Studies Board (DkIT GR SB);
6. Programme Evaluation Sub-Committee (PEC).

Terms of Reference of the sub-committees can be found at <https://www.dkit.ie/about-dkit/governance/academic-council/academic-council-subcommittees.html>).

Typically, five meetings of the Academic Council and five meetings of each of the sub-committees are held each year (See AQR Part B for meetings held during the reporting period). The sub-committees contribute to the development of quality assurance and enhancement policies and procedures at Institute level. In addition to sub-committees of Academic Council, working groups are regularly established to conduct environmental scanning of best practice and report back to Academic Council in advance of updates to policies and procedures (including guidelines, frameworks and strategies). This practice ensures that quality assurance and enhancement is relevant, current and embedded within the academic and non-academic communities of the Institute.

DkIT continues to collaborate with Dublin City University (DCU) on postgraduate research provision through the DCU-DkIT Graduate School (the relationship is governed by a Collaborative Partnership Agreement). The governance of the relationship is managed through the DkIT Graduate Research Studies Board (see Academic Council sub-committees above). The sharing of best practice with DCU has served to enhance postgraduate research quality assurance at DkIT. This has also involved further development of the Institute's postgraduate research degree regulations in line with those at DCU and taking into account external developments in terms of national policy development. A development within the reporting period is a collaboration between DkIT and Maynooth University to jointly register new doctoral students (NFQ Level 10. The Maynooth University - [DkIT Regional Graduate Academy \(MU-DkIT RGA\)](#) was established to oversee this.

The responsibility for ensuring the implementation of quality assurance and enhancement policies and procedures rests ultimately with the Executive Board and falls particularly within the remit of the Vice-President for Academic Affairs and Registrar (Registrar's Office). The Executive Board ensures that activities undertaken by the Institute are in line with its Strategic Plan and that elements of associated risk, governance and resource implications are approved before being undertaken. At School and Departmental level, Heads of School, Heads of Department, Heads of Section and Programme Boards have local responsibilities for implementing and monitoring quality assurance and enhancement.

The academic management of programmes is the responsibility of the Programme Boards. Opportunities for enhancement of quality policies and procedures are frequently identified

through annual school, research and Professional Support Unit monitoring to Academic Council (see activities in the reporting period for further information). Student representatives from programmes are members of the associated Programme Boards ensuring the student voice is heard at this level. Stage Convenors (who provide pastoral care to students) and Programme Directors (who support Heads of Department in the management and operation of programmes) also contribute to Programme Boards, providing a robust front-line approach to programme management. Programme Boards provide valuable feedback on all issues including quality assurance and enhancement via their Annual Programme Board Reports at Institute level and also their participation in School/Faculty Boards at School level which contain academic faculty members, School management, School administration and student representatives.

School/Faculty Boards are critical to the operation of quality assurance and enhancement at School level. The School Board collaborates with the Head of School in:

- Developing, implementing and monitoring the School's strategic plans in the context of the overall Institute strategic plan;
- Planning the strategic development of the School's suite of programmes;
- Promoting effective communication and information sharing within the School;
- Fostering participation and a sense of collegiality within the School;
- Promoting the co-ordination of activities relating to teaching and learning and research across departments;
- Promoting and implementing Institute-wide policies and strategies;
- Formulating, implementing and evaluating relevant School-wide policies and strategies.

Further fora, which contribute to the implementation, monitoring and review of quality policies and procedures, include both (i) the Academic Heads Forum (AHF) consisting of Heads of Schools, Heads of Departments, and the Head of Academic Planning and Quality Assurance and (ii) the Institute Management and Planning Committee (IMPC), consisting of representative academic and professional services area managers.

Functional Areas

Notwithstanding that all members of staff across the Institute contribute to quality assurance and enhancement, the following functional areas have a particular role to play in the provision of an exemplary student experience:

Area of Responsibility	Functional Area	Reporting to
Quality, Admissions, Examinations, Access, Professional Support Units Student Services, Careers, Schools Liaison, Awards and Conferring, Programme Validations, Student Feedback.	Academic Affairs	Vice-President for Academic Affairs and Registrar
Learning, Teaching and Assessment. Student Learning and Development Centre (SLDC)	Centre for Excellence in Learning and Teaching (CELT)	
Academic administration and support of postgraduate research students. Support of researchers.	Research and Graduate Studies Office	
Support of International students	International Office	
Library and information literacy	Library	
Staff recruitment and professional development	Human Resources	Vice-President for Finance, Resources and Diversity
Information Technology infrastructure and services	Computer Services	
Programme promotion	Marketing and Communications Office	Vice-President of Strategic Planning,

Administration and support of part-time students	Life-Long Learning Centre (LLL)	Communications and Development
Innovation, business development, industry liaison	Regional Development Centre (RDC)	
Delivery and management of academic programmes	<p>Academic Schools (https://www.dkit.ie/about-dkit/academic-schools.html):</p> <ul style="list-style-type: none"> • Business and Humanities; • Engineering; • Health and Science; • Informatics and Creative Arts; <p>Academic Departments</p>	<p>Heads of School</p> <p>Heads of Department, Heads of Section (as appropriate)</p>

Professional Support Units (Student Services)

Professional Support Units (Student Services), which are managed by the Academic Administration and Student Affairs Manager (AASAM), operate under the Vice-President for Academic Affairs and Registrar (Registrar's Office) are a team of professional service providers who provide support for students to actively engage in their third level experience. The Academic Administration and Student Affairs Manager meets representatives of the professional service providers on a regular basis to ensure efficient and effective delivery of supports to students. The Academic Administration and Student Affairs Manager (AASAM) is also a member of the Institute Management and Planning Committee (IMPC) and Academic Council (AC). The services are provided to full-time and part-time undergraduate, postgraduate, Springboard and apprentice students:

Service Provider	Description
<p>Access:</p> <ul style="list-style-type: none"> • Access Officer (Full-time) 	<ul style="list-style-type: none"> • The Access Service works to increase access to third level from under-represented groups identified as key target groups in the National Access Plan (NAP)
<p>Student Support Officer (Full-time)</p>	<ul style="list-style-type: none"> • The Student Support Office delivers post-entry Access supports, including financial assistance and digital supports, to help remove barriers and enable students to fully engage in their learning experience.
<p>Disability:</p> <ul style="list-style-type: none"> • Disability Officer (Full-Time) • Learning Support Tutors (Full-time equivalent) • Assistive Technology Assistant (Part-time) 	<ul style="list-style-type: none"> • The Disability Service (DS) provides a wide range of supports and reasonable accommodations for students with a disability or a significant ongoing illness or mental health condition who disclose to the service and request support. Supports are funded through the Fund for Students with Disabilities (ESF/HEA) for students who meet the criteria for funding. DKIT also offers a general level of support to any student who presents for support through examination accommodations and the range of services provided by other support services including the Centre for Excellence in Learning and Teaching (CELT).
<p>Health Unit:</p> <ul style="list-style-type: none"> • Nurse (Full-time) • Nurse (Part-time) • General Practitioner (GP) (7 hours per week) • Mental Health Nurse Advisor (Full-time) 	<ul style="list-style-type: none"> • Student Health Unit provides a general medical, psychological and health educational service to all students in a confidential, professional & courteous manner. The centre includes free nursing care and access to a doctor at scheduled times throughout the week. • The HU is an integral part of the Student Services, where cooperation between services plays a vital role in assisting each other to enhance the wellbeing of students.
<p>Student Counselling:</p> <ul style="list-style-type: none"> • Head of Service (Full-time) • Student Counsellor (4 days) • Student Counsellor (3 days) 	<ul style="list-style-type: none"> • The Counselling service is free and confidential for students. The service is operated by a team of psychologists and counsellors who are fully trained and accredited.

<ul style="list-style-type: none"> • Student Counsellor (3 days) 	
<p>Pastoral Care:</p> <ul style="list-style-type: none"> • Pastoral Care Co-ordinator (Full-time) 	<ul style="list-style-type: none"> • Pastoral Care is collaboratively involved in the provision of holistic care within the Institute community.
<p>Sports and Societies:</p> <ul style="list-style-type: none"> • Sports and Societies Officer (Full-time) 	<ul style="list-style-type: none"> • The Sports and Societies Office supports, funds and resources all sports and societies to encourage students to be active and involved and make their mark on student life.
<p>Careers and Employability Centre (CEC):</p> <ul style="list-style-type: none"> • Careers and Employability Co-ordinator (Full-time) • Employability Advisor (Full-time) • Placement Co-ordinator (Full-time) • Placement Officers (2 x Full-time and 2 x Part-time) 	<ul style="list-style-type: none"> • The Careers and Employability Centre (CEC) works to ensure that graduates of DkIT are self-aware, self-resourceful and work ready. The service work with students from first year through to graduation in the area of Career Development support and student Work Placement. They work alongside academic colleagues and industry to embed employability into the curriculum

See AQR Part B for information on Professional Support Units (Student Service) activities (including monitoring activities) and developments during the reporting period.

Research and Graduate Studies Office

The Research and Graduate Studies Office (<https://www.dkit.ie/research/>) is managed by the Head of Research and Graduate Studies, reporting to the Vice-President for Academic Affairs and Registrar. Section 4.0: QA of Research Activities and Programmes provides further information on the quality assurance of postgraduate research activities at the Institute. See AQR Part B for information on postgraduate research activities (including monitoring activities) and developments during the reporting period.

International Office

The International Office provides supports to international and Erasmus students registered at the Institute. International students form an important part of the learning environment at DkIT, with teaching and administrative staff catering for the needs of students of different educational,

cultural and language backgrounds. The International Office comprises of five staff based at the Institute and two international recruitment officers, with responsibility for markets across China, South East Asia, India, Africa, North America, Latin America, and Eastern Europe. International Office staff are the first point-of-contact for students, who need academic, or other assistance.

In addition to the day-to-day administrative supports provided, the International Office also provides a number of additional services, unique to international students, including:

- **Transfers:** Airport collection on arrival in Dublin.
- **Accommodation Provision:** The International Office has a part-time Accommodations Officer, who assigns and manages student accommodations for international and Erasmus students in secure accommodation off-campus.
- **GNIB support:** The International Office coordinates appointments with the local Immigration Office for GNIB IRP Card provision and renewal on arrival.
- **Recording of international student attendance:** The International Office liaises with the four Schools to record international student attendance for the Immigration Office, for GNIB annual study-visa renewal.
- **International Welcome Days:** The International Office hosts Welcome Days for international students twice yearly at enrolment stage (September and January).
- **Pastoral Care:** The International Office has a Pastoral Care Officer on its team, tasked with care of ill students, providing home and/or hospital visitations where needed, and liaises with the Institute's Health Unit and the Institute's Pastoral Care Office. The International Office visits at-risk students in accommodations, where required. The International Office Manager is available by phone out-of-hours to international students in an emergency situation.
- **Academic and Learner Supports:** The International Office interfaces with faculty and student support services for the provision of academic and learner supports including: Careers Information Day (in tandem with the Careers and Employability Office); Academic Learner Supports (English and IT) provided through the Student Learning and Development Centre; All Staff Intercultural Awareness Training (coordinated by the Counselling Service).
- **Liaison with Stakeholders:** The International Office is responsible for communications on students' academic progress to University Partners, Recruitment Agents and Sponsoring Bodies.

- **Hosting Visits:** The International Office is responsible for hosting visits from partner universities, for the purpose of Teaching and Training Mobilities within the Erasmus+ programme framework.
- **Erasmus+ Awareness:** The International Office promotes awareness of the Erasmus programme within Schools and provides learner support to students preparing for Erasmus Study and/or Placement.
- **Inter-institutional exchange agreements:** The International Office works with Schools to identify new Erasmus+ partner colleges and agreements for learners, for the purpose of study, work-placement, staff teaching, training and research opportunities.
- **Requests and Feedback:** The International Office actions requests from stakeholders around the enhancement of the international student experience, and it elicits feedback from departing Erasmus students and graduating international students of DkIT on their experience of the Institute.

See AQR Part B for information on Professional Support Unit (International Office) Activities and Developments during the reporting period.

An [organisation chart for DkIT](#) can be found in Appendix 1 (See AQR Part B).

1.1.4 Student Engagement with Quality Assurance and Enhancement Activities

At DkIT, the student voice is valued and the Institute works in partnership with students and is committed to student involvement in quality assurance and enhancement activities. The Institute is also committed to being responsive to student feedback in accordance with the [DkIT Student Voice Policy](#). The Institute recognises that students have a major contribution to make through review and feedback on their experiences at the Institute.

Students have representation on a range of Institute decision making fora:

Governing Body	<ul style="list-style-type: none"> • The Students' Union President and Vice President are ex-officio members.
Academic Council	<ul style="list-style-type: none"> • The Students Union President and a Vice President are ex-officio members. There are student representatives on some of

	the sub-committees. The 'Student Voice' is a standing item on the agenda Academic Council meetings.
Programme Boards	<ul style="list-style-type: none"> • Student representatives from each programme stage are on Programme Boards.
Review and Development Activities	<ul style="list-style-type: none"> • Students are invited to participate in quality assurance activities as they arise, e.g., Programme validations, Programmatic Reviews, Institutional Reviews.

The following primary mechanisms are used to obtain student feedback on their student experience in DkIT:

Undergraduate and taught postgraduate	Postgraduate Research
Programme level feedback (QA3) to Heads of Department on a semester basis.	Participation in the annual postgraduate research student feedback survey.
Participation in the national survey of student engagement (i.e. StudentSurvey.ie) (https://studentsurvey.ie/).	Participation in the bi-annual national postgraduate student feedback survey (i.e. PGR StudentSurvey.ie - https://studentsurvey.ie/).

Other student feedback surveys are carried out periodically, including:

- Student surveys that are carried out as part of cyclical five-yearly School Programmatic Reviews;
- First-year students are surveyed following their induction;
- Surveys are carried out to ascertain student views on various services and/or academic initiatives;
- Recent graduates are surveyed each year between 6-9 months after graduation as part of the HEA Graduate Outcomes Survey by the Careers and Employability Centre. The Centre also conducts a national survey CIBYL - which is a Survey of all Higher Education Careers Services in Ireland and UK. Both of these surveys serve as part of national benchmarking and as a student feedback mechanism.

The data collected by these feedback surveys, and subsequent analysis, enables the Institute to monitor and continuously enhance the student experience along both academic and non-

academic dimensions. DkIT values the importance of evidence-based decision making and so student intake, progression and graduation data is provided to academic Schools each year for consideration by Programme Boards as part of the programme monitoring process.

See AQR Part B for information on monitoring activities (Academic, Professional Support Units (Student Services), Postgraduate Research, etc.) completed during the reporting period.

1.2 Linked Providers, Collaborative and Transnational Provision

The section provides information on the engagement with third parties for the provision of programmes and other activities.

Linked Providers

DkIT currently has no linked provider arrangements.

Collaborative and Transnational Provision

See Section 9.0 Details of Arrangements with Third Parties

Higher Education provision with others is carried out in accordance with the institute Policy on Collaborative Provision, Transnational Provision and Joint Awards (<https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>).

Collaborative Partnerships

The Institute has a collaborative partnership arrangement with Dublin City University (DCU) for postgraduate research awards at NFQ levels 9 and 10 (See Section 4: QA of Research Activities and Programmes, Section 9.0 Details of Arrangements with Third Parties).

The Institute commenced discussions with Maynooth University (www.maynoothuniversity.ie/) in the reporting period (2023/2024) regarding the establishment of a Regional Graduate Academy (RGA) for postgraduate research (See AQR Part A, Section 4.0: QA of Research Activities and Programmes).

The Institute maintains a Register of Collaborative Partnerships and makes the register available as part of its public information policy (See Section 9.0 Details of Arrangements with Third Parties).

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

This section provides information on the institution-wide approach to the quality assurance of the design and approval of the range of programmes provided including taught programmes and apprenticeship/work-based learning programmes.

It is the policy of the Institute that all programmes are approved by external peer review to ensure that they are relevant, well designed and conform to the standards of the National Framework of Qualifications (NFQ) (<https://www.qqi.ie/what-we-do/the-qualifications-system/national-framework-of-qualifications>). Programmes are developed and approved in accordance with *Policy on the Design and Approval of Programmes* (<https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>). As DkIT has placed strategic importance on the development of part-time programmes, the Registrar's Office developed guidelines on the development of part-time programmes. These guidelines provide extensive support on the generation of new programme offerings through the utilisation of appropriate existing modules. The guidelines can be found at: <https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>.

Programme development is carried out by Academic Schools and, in the case of major awards, is subject to initial approval by the Executive Board to ensure that the overall objectives are in line with the Institute Strategic Plan. Following this, the approval process is managed by the Registrar's Office. Academic staff members are provided with ongoing training and guidance, provided collaboratively by the Registrar's Office and the Centre for Excellence in Learning and Teaching (CELT), in aspects of programme development (e.g. use of curriculum management system (Akari curriculum- <https://courses.dkit.ie/curriculum/>), writing learning outcomes, development of programme assessment strategy, etc.). Each programme is designed such that:

- There are explicit intended learning outcomes (linked to DkIT Award Standards) and the programme meets the objectives set for it, including the learning outcomes and graduate attributes.
- The resulting Award is clearly specified, referring to the level on the National Framework of Qualifications (NFQ), award class and type and number of ECTS credits.

- The development is inclusive, involving students and other stakeholders, with due cognisance of external expertise and published information.
- Student transfer and progression are facilitated.
- The expected student workload is defined (through the use of ECTS credits).
- Well-structured placement opportunities are provided where appropriate.
- It is subject to a formal approval process by the Institute's Academic Council.

All proposals for new and revised programmes are required to present a Teaching and Learning Strategy and an Assessment Strategy. Programme documentation must demonstrate that assessments are constructively aligned to module and programme learning outcomes.

All new major awards require a full validation process through an external panel of experts appointed by the Registrar's Office. Non-major awards require validation by an external panel using the Differential Validation process. All programmes require re-validation at five-yearly intervals through the Programmatic Review process.

Changes to programmes between programmatic reviews require approval using one of three processes depending on the magnitude of the changes required:

- **Minor changes** do not affect the programme learning outcomes of a programme. They ensure continued consistency with the recommendations and conditions of the original validation report and do not compromise the programme's stated aims, objectives, and intended learning outcomes. Such changes may include changes to the balance between assessment types in a specific module; changes in module titles; minor changes in contact hours; inclusion or exclusion of, core modules and the rebalancing of credits for particular modules. Minor changes require internal approval only, through the Programme Evaluation Sub-Committee (PEC) of Academic Council.
- **Structural Changes** to a programme include changes in delivery modes, inclusion of a new elective strand, inclusion or exclusion of work placement or dissertation, significant re-distribution and re-sequencing of content or a change to the programme title. Where such changes do not compromise the programme's stated aims, objectives, and intended learning outcomes, the programme may undergo a differential validation process rather than a full re-validation.

- **Major changes** which change the programme's intended learning outcomes require revalidation by an external panel. All programmes offered through collaborative provision require full validation in line with the Institute's Policy on Collaborative Provision, Transnational Provision and Joint Awards.

DkIT has a significant number of articulation agreements with European and International Higher Education Institutions (HEIs) in relation to Erasmus exchanges, student transfers and progression opportunities. The Institute also manages a number of collaborative provision arrangements (See Section 1.2 Linked Providers, Collaborative and Transnational Provision), underpinned by robust quality assurance frameworks, as follows:

1. Provision of a suite of Agriculture programmes collaboratively with Teagasc (Ballyhaise College, Cavan).
2. Provision of suite of Nursing and Midwifery programmes in collaboration with clinical partners (e.g., Health Service Executive (HSE)).
3. Provision of a suite of Engineering Apprenticeship programmes with SOLAS (<https://www.solas.ie/>).

The Institute's Policy on Collaborative Provision, Transnational Provision and Joint Awards was invoked in the case of 1. and 2. above, which lead to DkIT awards (<https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>).

DkIT offers apprenticeships programmes in the areas of Electrical, Motor Mechanics, Plumbing and Carpentry in conjunction with the Louth and Meath Education and Training Board (LMETB). The Department of Engineering Trades works in collaboration with SOLAS (<https://www.solas.ie/>), employers and other agencies to develop and deliver the intermediary and senior phases of a number of apprenticeship programmes. The craft apprenticeships are subject to a national agreement or MOU between SOLAS and the providers.

Apprenticeship is a system of employment-based training and education which enables a person to obtain the skills, knowledge and education required to satisfactorily perform the core skills of their chosen trade. Apprenticeship is the recognised means by which people are trained to become craftspeople in Ireland and typically takes four years to complete. The programmes offered by DkIT comply with QQI's Topic-specific guidance for Apprenticeship programmes

(Statutory Quality Assurance Guidelines developed by QQI for Providers of Statutory Apprenticeship Programmes, <https://www.qqi.ie/node/632>).

Engagement with stakeholders is a central part of DkIT's strategy and is regarded as being integral to the quality of programme development and delivery. Schools meet regularly with Industry Advisory Boards which feed into the curriculum. Many departments are increasing their level of participation in 'live' student projects, carried out in consultation with industry or community organisations. All Schools normally avail of 'guest lecturers' from external organisations and many engage in 'site visits'. The DkIT Careers and Employability Centre (CEC) (<https://www.dkit.ie/about-dkit/dkit-careers-service/>) co-ordinates the work placements each year within academic programmes across all Schools. The CEC also organises an annual Industry Day on campus, providing opportunities for industry to meet with students and potential graduate recruits. Interview panels for staff recruitment and programme validation panels are required to have industry representation. The Institute's strategy in relation to interactions between education and providers is informed by QQI's A Strategic Approach to Employer Engagement (Sept 2014; <https://tinyurl.com/2xudhyuc>).

Since 1989, the DkIT Regional Development Centre (RDC) has acted as the commercially oriented interface between DkIT and the industry, commercial and business life of the region (<https://www.dkit.ie/services-to-business/>). The RDC provides incubation facilities for start-up businesses and provides support to entrepreneurs through schemes such as the Enterprise Ireland (EI) New Frontiers Entrepreneur Development Programme (NFP).

The Institute developed and updated policies relating to blended and online learning in the reporting period 2021/2022, specifically:

- Policy on the Design and Approval of Programmes (amended).
- Policy on Blended and Online Learning (related policy).

DkIT adopted (Academic Council Meeting No. 174, Motion 174.06, 30th April 2021) the *QQI Principles for Professional Engagements with Education Providers, including Programme Validation, Professional Accreditation and Approval* (<https://www.qqi.ie/News/Pages/Final-Version-of-Principles-for-Professional-Engagements-with-Education-Providers,-including-Programme-Validation,-Professi.aspx>). The endorsement of the principles was formally

communicated by DkIT to QQI on 19th May 2021 with acceptance of the endorsement being confirmed by QQI to DkIT on 25th May 2021.

Change in policies and procedures under this category in 2022/2023:

The following amendments were made to Institute policies, procedures, frameworks or strategies:

- The Policy on the Design and Approval of programmes was updated to reflect changes in Stage 1 of the programme validation procedures (Academic Council Meeting No. 185, Motion 185.05, 24th February 2023). The policy was also updated to include requirements for Approved Programme Schedules (APSs) to include the DkIT Guidelines on Sectoral Benchmarked Programme Delivery Hours. The guidelines provide programme norms using the RGAM programme classification scheme per programme stage. The norms were approved at a special meeting of the Council (Academic Council Meeting No. 184S, Motion 184S.01 and 184S.02, 14th February 2023).

Change in policies and procedures under this category in 2023/2024:

The following amendments were made to Institute policies, procedures, frameworks or strategies:

- A Micro-credentials Policy was approved (Academic Council Meeting No. 194, Motion 194.08, 20th June 2024). The European Council/Commission definition was adopted in an interim step (Academic Council Meeting No. 191, Motion 191.04, 23/02/2024).

Change in Institute policies, procedures, frameworks or strategies under this category in this reporting period (2024/2025): Yes

- The Policy on Design and Approval of Programmes was amended and approved twice during the reporting period:
 - Programme validation process for major awards amended (Stage 2 optional). A Stage 2 Needs Assessment was included in Appendix 2. (Academic Council Meeting No. 196, Motion, 196.06, 22/11/2024).

- Change to programme validation process for non-major awards. Part of a number of policy changes relating to micro-credentials. (Academic Council meeting No. 197, Motion 197.07, 21/02/2025).

2.2 Admission, Progression, Recognition and Certification

This section discusses the information the Institution provides to learners in respect of access, transfer, progression (ATP) and certification. It also highlights initiatives that the Institute participates in to enhance ATP opportunities for students.

Policies and procedures have been developed to cover a range of matters relating to the student lifecycle, from admission (access), transfer, progression to conferring of awards and transcripts provision. Mobility both within DkIT and across the Higher Education sector is facilitated through the use of the European Credit Transfer and Accumulation System (ECTS) credit system (https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en) and the National Framework for Qualifications (NFQ) ([https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-\(NFQ\).aspx](https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx)). In the case of international students, NARIC (<https://www.qqi.ie/Articles/Pages/NARIC-Ireland.aspx>) and ENIC (<https://www.enic-naric.net/>) are used to facilitate access to programmes. Graduates are provided with transcripts of assessment results for each programme stage in addition to an award parchment and access to a European Diploma Supplement (EDS) (https://ec.europa.eu/education/diploma-supplement_en). Academic Schools, the Admissions Office and Careers and Employability Centre (CEC) (<https://www.dkit.ie/about-dkit/dkit-careers-service/>) provides advice and information regarding transfer and progression opportunities both within DkIT and other Higher Education Institutions (HEIs).

There are a number of policies under this category, the application of which ensures fair recognition of education qualifications and prior learning (both formal and non-formal):

Policy	Web Address
Admissions Policy	https://www.dkit.ie/about/policies/admissions-policy
Transfer and Progression Policy	https://www.dkit.ie/about/policies/transfer-and-progression-policy
Recognition of Prior Learning Policy	https://www.dkit.ie/about/policies/recognition-of-prior-learning-rpl-policy-and-practice

Equal Access and Participation Policy	https://www.dkit.ie/about/policies/equal-access-and-participation-policy
Assessment and Standards	https://www.dkit.ie/about/policies/assessment-and-standards
Aegrotat and Posthumous Awards Policy	https://www.dkit.ie/about/policies/aegrotat-and-posthumous-awards-policy
Exit Awards Policy	https://www.dkit.ie/about/policies/exit-awards-policy
Prizes Policy	https://www.dkit.ie/about/policies/prizes-policy

The implementation of the policies above is the responsibility of the Registrar's Office and is facilitated through various administrative offices, all of which work in close collaboration with the Academic Schools:

Administrative Office	Web Address
Admissions Office	https://www.dkit.ie/academic-administration
Diversity and Access	https://www.dkit.ie/students/services/diversity-access
International Office	https://www.dkit.ie/international-students/
Life-Long Learning Centre (LLC)	https://www.dkit.ie/parttime-courses/
Disability Services and Support	https://www.dkit.ie/dkit-life/student-supports/access-and-disability.html
Examinations Office	https://www.dkit.ie/examinations-office
Awards Office	https://www.dkit.ie/offices/awards
Careers and Employability Centre	https://www.dkit.ie/about-dkit/dkit-careers-service/

Relevant policies and procedures are communicated to students through the DkIT website, Department handbooks and student induction events. Extensive induction processes for new and advanced entry students are co-ordinated centrally by the Centre for Excellence in Learning and Teaching (CELT) with inputs from academic Schools and Student Services.

DkIT participates in collaborative arrangements to facilitate transfer and progression across the higher education system. The Institute is a member of the Midlands East North Dublin (MEND) Cluster. The cluster aims to share information regarding innovations in learning and teaching and to improve arrangements for access and transfer between institutions.

Progression Policies for undergraduate Nursing/Midwifery students and for students on the *Higher Diploma in Midwifery* in the Department of Nursing, Midwifery and Early Years were approved (Academic Council Meeting No. 171S, Motion 171S.03, 11th December 2020). A Recognition of Prior Learning (RPL) Policy and Practice and Garda/Police Vetting Procedures for the *Bachelor of Arts (Honours) in Social Care* were approved (Academic Council Meeting No.

172, Motion 172.06, 19th February 2021). This was part of a number of policy amendments made by the Department of Humanities required by the professional body CORU (<https://www.coru.ie/>), Ireland's multi-profession health regulator who is responsible for the statutory registration of health and social care professionals.

The Institute A-Level entry requirements for NFQ Level 8 awards were amended and included in the Admissions Policy. This followed a recommendation by the Institute's Northern Ireland Working Group that a Double Award A-Level be scored as two distinct A-Level grades. The current position in the sector (as of 2020/2021) is that Double Awards are scored as one A-Level only. The change in scoring was recommended for two reasons: (1) Universities in Northern Ireland score a Double Award A-Level as two distinct A-Level grades and (2) DkIT score a BTEC Double Award Grade Merit as two distinct Merit grades (Academic Council Meeting No. 175, Motion 175.01, 28th May 2021). These requirements were further updated in the reporting period in response to the scoring recommendations of the national review group. The DkIT NI working group recommended that DkIT retain its current entry requirements while updating the scoring system to align with the sector-wide recommendation (Academic Council meeting no.198, Motion 198.06, 11th April 2025).The NI working group also proposed changes to BTEC scoring and aligned them to GCE/A level equivalencies (Academic Council meeting no.198, Motion 198.07, 11th April 2025). The changes apply to applicants presenting GCE qualifications for 2025 entry onwards.

Change in policies and procedures under this category in 2022/2023: No.

Change in policies and procedures under this category in 2023/2024:

The following amendments were made to Institute policies, procedures, frameworks or strategies:

- Progression Policy for Undergraduate Nursing/Midwifery Students was amended (Academic Council Meeting No. 191, Motion 191.03, 23/02/2024). Clinical partner names were updated and information on the appeals process were included in sections outlining procedures to be followed following a first and second failed clinical placement.
- Progression Policy for Higher Diploma in Midwifery Students was amended (Academic Council Meeting No. 192, Motion 192.02, 26/04/2024). Clinical partner names were updated

and information on the appeals process were included in sections outlining procedures to be followed following a first and second failed clinical placement.

- Transfer and Progression Policy was amended to explicitly incorporate articulation agreements. (Academic Council Meeting No. 194, Motion 194.09, 20/06/2024).
- Entry requirements were amended for the following programmes:
 - Mathematics was removed as an entry requirement for the Bachelor of Arts in Community Youth Work and Bachelor of Arts (Honours) in Applied Youth Work (Academic Council Meeting No. 193, Motion 193.07, 24/05/2024).
 - *Certificate in Newborn Clinical Examination* (DK_NNBCE_9) (Academic Council Meeting No. 192, Motion 192.04, 26/04/2024).

Change in Institute policies, procedures, frameworks or strategies under this category in this reporting period (2024/2025): Yes.

- Entry requirements were revised and approved for the following programmes (Academic Council Meeting No.195, Motions 195.13,198.07, 27/09/2024): Bachelor of Engineering (Honours) in Engineering (Common Entry), Bachelor of Engineering (Honours) in Mechanical Engineering, Bachelor of Engineering (Honours) in Electrical and Electronic Engineering Bachelor of Engineering (Honours) in Civil Engineering. The amendment to the entry requirements by reduced the mathematics requirement in line with norms in the TU sector.
- Amendments were made to scoring for GCE and BTEC qualifications to align with sector-wide recommendations (Academic Council Meeting No.198, Motions 198.06,198.07, 11/04/2025).
- Department of Humanities and Social Care Registration Programmes Policy on Student Attendance was amended in accordance with CORU regulatory requirements (Academic Council meeting 200, Motion 200.06, 20/06/2025).
- Work Placement for Social Care - Common Policies and Procedures was amended in accordance with CORU regulatory requirements (Academic Council Meeting No. 200, Motion 200.08, 20/06/2025).
- Equal Access and Participation Policy was approved (Academic Council Meeting No. 198, Motion 198.03, 11/04/2025). This is a new policy underpinned by the Institute's Strategic Plan 2024-2028, the National Access Plan 2022-2028 and the Government of Ireland Traveller and Roma Education Strategy 2024-2030.

2.3 Procedures for Making Awards

As mentioned in Section 2.1, it is the policy of the Institute that all programmes are well designed and conform to the standards of the National Framework of Qualifications (NFQ) ([https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-\(NFQ\).aspx](https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx)).

Programmes are developed and approved in accordance with the Programme Design and Approval Policy (<https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>).

Programmes are developed in accordance with DkIT Award Standards. The Institute adopted the QQI Award Standards (<https://www.qqi.ie/what-we-do/qqi-awards/qqi-awards-standards>) as their own standards in the reporting period 2019/2020. Programme Learning Outcomes (PLOs) must be aligned to the relevant award standard(s), a requirement included in the Programme Design and Approval Policy. Programmes with professional accreditation are also aligned with the relevant standards for professional bodies, professional regulatory and/or statutory bodies (PSRBs) as appropriate.

Examinations and Assessment are carried out in accordance with DkIT's Assessment and Standards (<https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>; See Section 2.4 Teaching Learning and Assessment).

Assessment and Standards describes the Institute's policy on the following:

- General Requirements for Examinations and Awards;
- Approved Programme Schedule (APS);
- Marks Allocation;
- Allocation of Marks to Assessment Elements;
- Pass by Compensation;
- Exemptions;
- Requirements for Progression;
- Internal and External Examiners;
- Return of Examination Marks/Grades by Internal Examiners;
- Meeting of Examination Board;
- The Granting of Awards;
- The Revocation of Awards;

- Award Classifications Systems;
- Post Award Achievements.

As part of the Institute policy enhancements relating to Designed Awarding Body (DAB) status (which commenced in January 2020) an Awarding Policy was approved (Academic Council Meeting No. 174, Motion 174.03, 30th April 2021).

Change in policies and procedures under this category in 2022/2023: No.

Change in policies and procedures under this category in 2023/2024:

- DkIT agreed to abide by the proposed QQI convention of the titling of minor, special-purpose and supplemental classes of awards (Academic Council Meeting No. 191, Motion 191.07, 23rd February 2024). This resulted in the Awarding Policy being updated.
- Awarding Policy was amended and approved (Academic Council Meeting No. 194, Motion 194.05, 20th June 2024). Structured Master's degrees were reclassified as research masters (see related amendment to Assessment and Standards).

Change in Institute policies, procedures, frameworks or strategies under this category in this reporting period (2024/2025): Yes.

- Awarding Policy was amended and approved (Academic Council Meeting No. 195, Motion 195.12 27/09/2024) to adopt the following QQI standards as DkIT standards:
 - Integrated Award Standards for Business (NFQ Levels 5-9) (replaced Business Award Standards):
 - Integrated Award Standards for Early Learning and Care - Awards Standards (NFQ Levels 5-8).
 - Integrated Award Standards for Pre-Higher Education Foundation Awards for International Students (NFQ Level 5 and NFQ Level 8).
- Awarding Policy was amended and approved (Academic Council Meeting No. 197, Motion 197.06, 21/02/25). Changes to Table 2 to include non-major awards of 5 ECTS credits. Part of a number of policy changes relating to micro-credentials.
- Awarding Policy was amended and approved (Academic Council Meeting No. 199, Motion 199.02, 23/05/25). Policy amended to include Quality and Qualifications Ireland (QQI) recommendation on the titling of Minor, Special Purpose and Supplemental awards for

statutory awarding bodies (following the outcome of QQI consultation with the HEI sector, 21st February 2025).

2.4 Teaching, Learning and Assessment

This section provides information on how the Institute quality assures teaching, learning and assessment.

Academic programmes are delivered in a student-centred manner that encourages learners to take an active role in their learning process. Learning, teaching and assessment at DkIT:

- Respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- Uses a variety of delivery modes and pedagogical methods, which are regularly evaluated and adjusted;
- Encourages autonomy in the learner while ensuring adequate guidance and support from the lecturer and promotes mutual respect within the learner-lecturer relationship.

A number of academic policies ensure that teaching, learning and assessment remain student-centred. Training and support/guidance is provided to academic staff in relation to these policies and procedures.

The Learning, Teaching and Assessment Strategy (<https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>) sets out DkIT's strategic priorities in relation to learning, teaching and assessment and provides a framework for ensuring that these are used to promote student success in line with the vision and priorities set out in the DkIT Strategic Plan.

The Assessment and Learning Policy (<https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>) provides guidance on the development and maintenance of assessment strategies at the levels of both programme and module. It is based on five core principles (Figure 4).

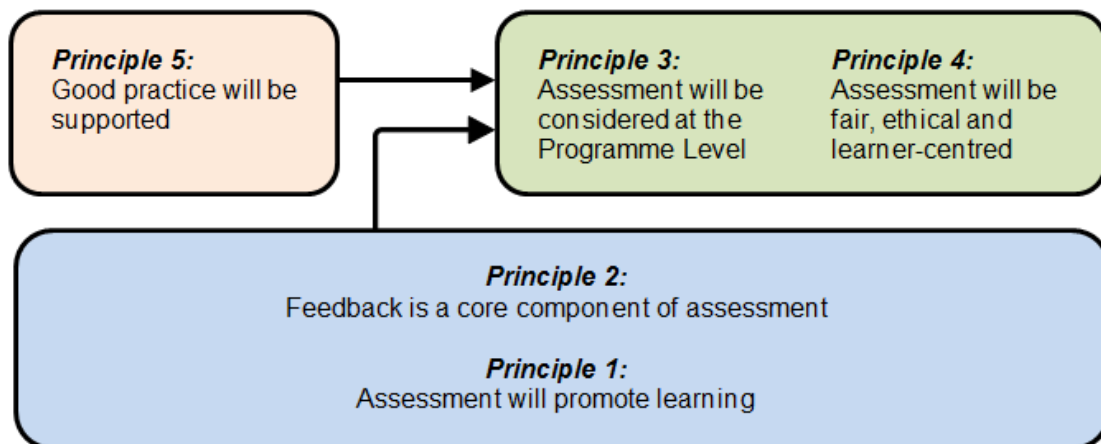


Figure 4: Assessment and Learning Core Principles

DkIT has developed a framework and guidelines for the management and development of assessed group work ([Assessed Group-Work: A Framework and Guidelines](#)).

Examinations and assessment are carried out in accordance with [DkIT's Assessment and Standards](#) which is aligned to QQI's Assessment and Standards (revised 2022). DkIT operates a system of external moderation of assessed student work and examinations. The external examiners are appointed by Academic Council and serve a term of three years. External Examiners report annually to the Vice-President for Academic Affairs and Registrar and copies of these reports are circulated to relevant academic managers for consideration and response by Programme Boards. The Institute's quality assurance policy and procedures can be found in DkIT's External Examiner Duties and Procedures (<https://www.dkit.ie/about/policies/external-examiners-duties-and-procedures>); see cross referencing in Section 8.0 Monitoring and Periodic Review). Students have the right to appeal examination or assessment results using the appeals process prescribed in Assessment and Standards and this document also outlines the procedures to be used in the case of students with mitigating circumstances.

The Continuous Assessment Procedures (<https://www.dkit.ie/about/policies/continuous-assessment-procedures>) outline the operational parameters associated with assessment of students. This policy, in conjunction with Assessment and Standards, ensures that procedures for assessment are valid, consistent and fair, that criteria are provided to students in advance, records are properly maintained and feedback opportunities are available.

The Blended and Online Learning Policy (<https://www.dkit.ie/about/policies/blended-and-online-learning-policy>) aims to provide guidance for individuals and programme teams to enable the development and delivery of blended and online programmes and modules. It is based on good practice principles which focus on the design, delivery, support and quality assurance of blended and online modules or programmes.

The DkIT Academic Integrity Policy (<https://www.dkit.ie/about/policies/academic-integrity-policy-and-procedures>) provides best practices and outlines the procedures used by the Institute for investigation of possible contraventions of Academic Integrity. The Student Voice Policy (<https://www.dkit.ie/about/policies/student-voice-policy>; mentioned above) promotes student involvement in decision making and sets out how DkIT staff and students communicate and engage with each other, working in partnership to improve our students' experience.

DkIT aims to provide an environment which is collegial and respectful of all members. Students registered at DkIT are required to adhere to the Student Code of Conduct (<https://www.dkit.ie/about/policies/student-code-of-conduct-and-disciplinary-procedure>) and the Social Networking Policy (<https://www.dkit.ie/about/policies/social-networking-policy>). DkIT values the student voice and welcomes learner input to decision making across the Institute. In addition to being invited to participate in feedback surveys, students have representation on Programme and School/Faculty Boards, Academic Council and Governing Body.

The Institute's Centre for Excellence in Learning and Teaching (CELT) (<https://www.dkit.ie/about-dkit/centre-for-excellence-in-learning-and-teaching/>) provides learning, teaching and assessment advice, guidance and support for both staff and students. The Centre also engages in a considerable level of scholarly activities in these areas, both through the delivery of Master of Arts in Learning and Teaching and through a number of enhancement projects funded by the National Forum for the Enhancement of Learning and Teaching (<https://www.teachingandlearning.ie/>). The outcomes of these projects are informing policy and enhancing practice across the Institute.

Other Policies and Procedures Relevant in this Category:

Policy	Web Address
Guidelines for Remote Assessments-students	https://www.dkit.ie/about/policies/guidelines-for-remote-assessments
Academic Regulations for Masters (Taught and Structured) Research Projects	https://www.dkit.ie/about/policies/academic-regulations-for-masters-research-projects-taught-and-structured
Recording of Online Classes: Guidelines and Code of Practice for DkIT Staff and Students (including Data Privacy notice)	https://www.dkit.ie/about/policies/recording-of-online-classes-guidelines-code-of-practice-and-data-privacy-notice
Social Networking Policy	https://www.dkit.ie/about/policies/social-networking-policy
Student Guidelines for Online Behaviour or Netiquette	https://www.dkit.ie/about/policies/student-guidelines-for-online-behaviour-or-netiquette
Examination and Assessment Policy and Procedure	https://www.dkit.ie/about/policies/examination-and-assessment-policy-and-procedure
Conduct of Examinations Guidelines (In-Class Assessments)	https://www.dkit.ie/about/policies/conduct-of-examinations-guidelines-in-class-assessments
Granting of Reasonable Accommodations in Examinations to Students with Disabilities- Policy, Guidelines and Procedures	https://www.dkit.ie/about/policies/granting-of-reasonable-accommodations-in-examinations-to-students-with-disabilities
Work Placement Common Procedures (including Remote Working)	https://www.dkit.ie/about/policies/work-placement-common-procedures
Policy on Student Practice Placement Attendance (requirements of CORU (Regulating Health and Social Care Professionals))	https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html
Student Complaints Procedure	https://www.dkit.ie/about/policies/student-complaints-procedure
Student Fitness to Practice Policy	https://www.dkit.ie/about/policies/student-fitness-to-practice-policy

Change in policies and procedures under this category in 2022/2023:

The following amendments were made to Institute policies, procedures, frameworks or strategies:

- DkIT Student Fitness to Practise Policy and Procedures were updated (Academic Council, Meeting No. 185, Motion 185.04, 24th February 2023). The part-time programme Bachelor of Arts (Honours) in Applied Youth Work was added to the list of programmes included in the policy and procedures.
- Framework and Guidelines for Assessed Groupwork was updated. The amendments to the guidelines focussed on more inclusive approaches to group work, including the use of Universal Design for Learning (UDL) principles. A greater emphasis was placed on the development of graduate attributes including the incorporation of the DkIT Graduate Attribute Framework. The academic literature underpinning the guidelines was also updated.
- Award classifications and Broadsheet Annotations relating to Structured Masters programmes were incorporated into DkIT Assessment and Standards and were approved (Academic Council, Meeting No. 186, Motion 186.10, 28th April 2023).
- Academic Integrity Policy and Procedures were amended to include an initial Institute position, informed by best national and international best practice, on the use of generative artificial intelligence tools (GenAI) (e.g., ChatGPT) for assessment. (Academic Council, Meeting No. 186, Motion 186.13, 28th April 2023). The updated policy stipulated that using generative artificial intelligence tools (e.g., ChatGPT) in an assessment unless explicitly permitted to do so and with proper acknowledgement is a form of plagiarism. The policy will be further reviewed as required in light of the ever-changing Academic Integrity landscape. See AQR Part B for Academic Integrity initiatives.
- Student Code of Conduct and Disciplinary Procedure was significantly updated and approved (Academic Council, Meeting No. 187, Motion 187.08, 26th May 2023).
- Examination and Assessment Policy and Procedure was updated and approved (Academic Council, Meeting No. 188, Motion 188.05, 20th June 2023). The “Procedure for Music Performance Assessment” (Appendix 6) was updated.

Change in policies and procedures under this category in 2023/2024:

- Generative Artificial Intelligence (Gen AI) guidelines for students and staff were approved (specifically “Generative Artificial Intelligence and Your Assessments-A Guide for Students” and “Generative Artificial Intelligence-Staff Guidance”; Continuous assessment coversheet was updated to reflect GenAI) (Academic Council Meeting No. 189, Motions 189.17, 189.18, 189.19), 29/09/2023).

- Assessment and Standards amendments were approved (Academic Council Meeting No. 194, Motion 194.05, Motion 194.06, Motion 194.10, 20/06/2024). Structured Master's degrees were reclassified as research master's (See related amendments in the Awarding Policy). Award classifications and Broadsheet Annotations were updated.
- Social Care Policies (Student Attendance and Work Placement Policies) for the *Bachelor of Arts (Honours) in Social Care* were amended and approved Academic Council Meeting No. 194, Motion 194.07, 20/06/2024).
Assessment and Learning Policy was updated and approved (Academic Council Meeting No. 190, Motion 190.21, 24/11/2023).

Change in Institute policies, procedures, frameworks or strategies under this category in this reporting period (2024/2025): Yes.

- The Examination and Assessment Policy and Procedures were amended and approved (Academic Council Meeting No. 198, Motion 198.04, 11/04/2025). The policy was updated to allow for online proctored examinations.
- DkIT Regulations for the Conduct of Examinations were updated to cater for online examinations (Academic Council Meeting No. 198, Motion 198.05, 11/04/2025).
- Assessment and Standards was updates and approved to include a derogation for Social Care in relation to pass by compensation. This follows an environmental scan of other HEIs and communication with the social care regulator, CORU (Academic Council Meeting No. 200, Motion 200.03, 20/06/2025).

3.0 Learner Resources and Support

This section provides information on the resources, infrastructure and supports that are provided to students.

To the best of its resourcing ability, DkIT seeks to ensure that learning environments and resources are suitable for both individual and group learning and that learners have access to resources for effective study and to resources which increase educational opportunity. Full details of resources and supports are provided to students at induction when they first arrive to study at DkIT. Institute Open Days also inform prospective students of the supportive learning environment they will experience. Supporting learning is continually reviewed and upgraded

despite budgetary constraints because it is seen as the central aspect of the functions of the Institute. Robust feedback channels are in operation to ensure that any deficiencies in service to learners are brought to the attention of the relevant manager in a timely manner and actioned accordingly.

The following student supports are available to students studying at DkIT:

Student Services (<https://www.dkit.ie/student-life/student-services/>): Students are provided with practical and pastoral support and guidance through various services including the Health Centre, Counselling Service, International Office, Access Office, Disability Office and Chaplaincy. Advice on accommodation and financial matters is also available.

An online Student Support Hub, which complements the face-to-face student supports, is available in the Moodle Virtual Learning Environment (VLE) and is part of the online student learning infrastructure (the Hub was launched in 2020/2021 having been funded from the Higher Education Authority's (HEA's) 2018 Innovation and Transformation Fund). The Hub has made the provision of student supports more flexible and accessible to all our students, whether on-campus or off.

Student supports are an integral part of the Institute's Student Success Strategy (<https://www.dkit.ie/system/files/2025-08/Student-Success-Strategy.pdf>). Support services are regularly reviewed to ensure that they are fit for purpose and accessible and that students are aware of them. See Section Governance and Management of the Quality Assurance and Enhancement (QAE) System, Professional Service Areas (Student Services) for a full description of service providers that provide support to students.

DkIT Library (<https://www.dkit.ie/library/>): The library provides teaching, learning and research supports to a variety of learners as follows:

- Access to physical books (51,997), journals, Special Collections and Archives.
- 24/7 access to electronic collections online (eBooks / e-Journals / databases).
- Access to 473 desks in addition to dedicated study rooms for collaborative study and a separate quiet zone in the library.
- Rest and relaxation areas with comfortable seating to reflect and unwind from busy schedules.

- Information skills training sessions in consultation with the relevant academic Departments to support research, teaching and learning (online and in-person).
- Inter-library loans / document-supply and access cards to other libraries.
- Dedicated staff who supply information and research support at all levels.
- Subject Guides for each area of study in the Institute, a great source of relevant subject-specific material and resources and upskilling tutorials.
- Guidance on how to avoid plagiarism by referencing. The library also offers an introduction to various Reference Management Software and provides an Academic Integrity online resource in the Moodle VLE.
- Research Support Service offering a wide range of services up to post-doctoral level (<https://www.dkit.ie/library/library-supports/support-for-research/>)

Most supports, including journal databases, e-books and support guides are available online to ensure learners can avail of what they need 24/7. Provision has shifted more recently to prioritising electronic resources. Print stock is managed through varying loan periods to ensure maximum sharing of resources.

Student Learning and Development Centre (SLDC) (<https://www.dkit.ie/student-life/study-experience/student-learning-and-development-centre/>): The SLDC is part of the Centre for Excellence in Learning and Teaching (CELT) and was established in 2010 to offer support to students in basic IT skills, study skills, including group work and all aspects of academic writing and academic integrity. The Centre also co-ordinates the student induction process and the services have expanded to include the provision of English language support to international students and pre-entry support to mature students. The Centre offers a schedule of workshops for students, one-to-one sessions, and drop-ins, both face-to-face and online. Tutors also collaborate with lecturers to deliver tailored support for class groups. The SLDC also develops and curates a wide range of learning development resources for students and these are available on the Student Support Hub.

Mathematics Learning Centre (MLC) (<https://www.dkit.ie/dkit-life/study-experience/maths-learning-centre.html>): The MLC is a free service open to all DkIT students which aims to provide additional Mathematics support and offers a number of services including 'drop-in' sessions, small group workshops on specific topic and one-on-one support sessions.

IT Learning Centre (ITLC) (<https://www.dkit.ie/dkit-life/study-experience/it-learning-centre.html>):

This Higher Education Authority (HEA) funded initiative in the Departments of Computing Science and Mathematics and Visual and Human-Centred Computing provides specific support to computing students in a range of computing related areas including programming languages, mathematics topics, networking, web development, etc.

IT Infrastructure and Services: Computing Services (<https://www.dkit.ie/computer-services>)

provide information technology technical support to the Institute community. It provides network and Internet based services including email, web, wireless and printing services. It is also responsible for maintaining the PC laboratories which exist across the campus in academic schools, library and other central locations. A number of policies exist to guide and direct users (<https://www.dkit.ie/about-dkit/policies-and-guidelines/it-policies.html>). An online Institute helpdesk (<https://helpdesk.dkit.ie/>) support students and staff with technical queries or difficulties. Computer services also provides administrative and infrastructural support with the Institute Virtual Learning Environment (Moodle). This support complements the supports provided by the Centre for Excellence in Learning and Teaching (CELT).

International Office (<https://www.dkit.ie/international-students/>) International students are additionally supported by the International Office with all services and supports being provided in accordance with the *QQI Code of Practice for Provision of Programmes of Education and Training to International Learners* (<https://www.qqi.ie/sites/default/files/2021-11/qp-15-code-of-practice-for-provision-of-programmes-of-education-and-training-for-international-learners.pdf>)

This code of practice will be replaced by the TrustEd Ireland quality mark for international learners (<https://www.qqi.ie/what-we-do/quality-assurance-of-education-and-training/what-is-trusted-ireland>) ; application for authorisation to use the mark was submitted during the reporting period). The Code of Practice is a comprehensive set of threshold requirements particular to the provision of education and training to international learners specifically relating to the pastoral care, including service support and information provision. Requirements are also included for the protection of enrolled learners; marketing, recruitment and admissions practices; and transparency of fees and refund processes which apply before and after enrolment. DkIT is also compliant with the London Statement, which is a code of ethics for the use of international education recruitment agents (See AQR Part A).

DkIT also implements the EU Erasmus+ Programme in accordance with the principles of the Erasmus Charter for Higher Education, 2021 - 2027 (<https://eurireland.ie/erasmusplus/erasmus-charter-for-higher-education/>) and with the regulatory requirements prescribed by the National Agency for Erasmus in Ireland (HEA).

Other Policies and Procedures Relevant in this Category:

Policy	Web Address
International Refund Policy	https://www.dkit.ie/about/policies/international-refund-policy
Erasmus Policy Statement	https://www.dkit.ie/about/policies/erasmus-policy-statement

See AQR Part B for information on Professional Support Units activities and developments during the reporting period.

Change in policies and procedures under this category in 2022/2023: No.

Change in policies and procedures under this category in 2023/2024: No.

Change in Institute policies, procedures, frameworks or strategies under this category in this reporting period (2024/2025):

- Student Mental Health Policy (new policy) was approved (Academic Council, Meeting No. 200, Motion 200.06, 20/6/2025).

4.0 QA of Research Activities and Programmes

This section provides information on the quality assurance and enhancement of postgraduate research activities at Dundalk Institute of Technology (DkIT). It includes the quality assurance and enhancement framework for the governance, design, approval, delivery, assessment, monitoring and review of research activities across the institution. As a Designated Awarding Body (DAB), DkIT is responsible for organising an integrated system of quality assurance in relation to its research activities.

The quality assurance and enhancement of research activities of the Institute are informed by the following:

- Topic-Specific QA Guidelines for Research Degree Programmes: <https://www.qqi.ie/sites/default/files/media/file-uploads/Research%20Degree%20Programmes%20QA%20Guidelines.pdf>
- Ireland's Framework of Good Practice for Research Degree Programmes (2019): <https://tinyurl.com/679sw2tb>.
- HEA National Framework for Doctoral Education: <https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/national-forum-for-doctoral-education>.
- Report of Expert Panel on the Quality Assurance of Research Degree Programmes in Irish Higher Education Institutions: <https://tinyurl.com/679sw2tb>
- National Framework for Doctoral Education Implementation Report: <https://tinyurl.com/679sw2tb>
- The 'Salzburg' Principles, The 'Salzburg II' Recommendations: <https://eua.eu/resources/publications/615:salzburg-ii-%E2%80%93-recommendations.html>.
- National Policy Statement on Ensuring Research Integrity in Ireland: <https://www.iaa.ie/publications/national-policy-statement-on-ensuring-research-integrity-in-ireland/#>.
- Ireland's National IP Protocol 2019, <https://enterprise.gov.ie/en/publications/irelands-national-ip-protocol-2019.html>.

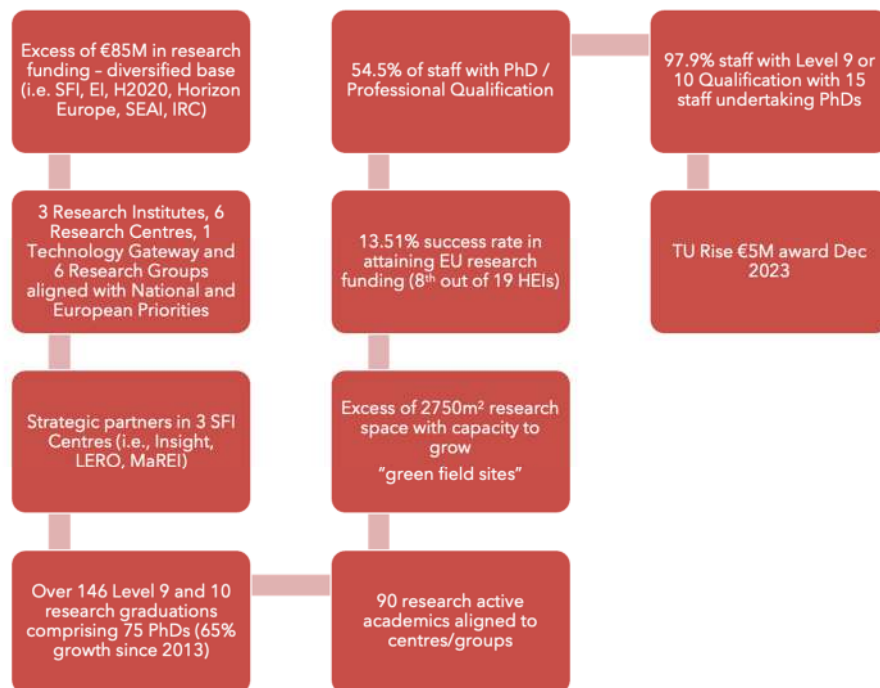
The principal aim of research is both to answer key questions and to generate new knowledge in specific domains. The Institute prides itself on supporting and engaging in a broad range of research enquiry across a range of disciplines which are aligned to the research and innovation core principles. The Institute's approach to research has always been to invest in growth areas of strategic importance, which are aligned with our research strengths and which are informed by the external environment. Our research is founded upon excellence led by global needs with real-world societal and economic impacts.

Excellence with an emphasis upon “translational research with impact - TRL level refocus”

Research with real societal and economic impact which addresses current global challenges Horizon Europe

Research which is consolidated and concentrated into cross-cutting interdisciplinary teams within our prioritized research themes

Institutional High-Level Achievements:



Institutional Professional Support Staff: The Research and Graduate Studies Office are the primary professional support unit within the Institute for the operational and professional development of Graduate Studies within the Institute. The Office is comprised of the following roles:

- Head of Research and Graduate Studies;
- Research Office Manager;
- Research Projects;
- Postgraduate Research Support Office;
- Postgraduate Research Support Officer.

The office is committed to providing the researcher community at DkIT with the resources required to ensure they are effectively supported in their career development, their pursuit of research funding and throughout their postgraduate research degree. Students undertaking a postgraduate degree in the Institute are supported from the outset by the Research and Graduate Studies Office who provide clear guidance and support throughout the entire postgraduate cycle from recruitment to registration through to graduation and where required, act as liaison between the student and the wider DkIT support units. These supports range from

assisting with the preparation and collation of all administration forms required for the registration process and the provision of information regarding other support units on campus, including the DkIT Health Unit, and Student Services. International postgraduate students are provided with relevant information on the legal requirements for a move to Ireland, including how to apply for PPS numbers, and the provision of support letters for Visa applications, where relevant. In addition to their supervisory team, the Research and Graduate Studies Office ensure that all students are appointed an Independent Panel Member (IPM) who they meet with on an annual basis and are an advocate for them, should they require it. The postgraduate research administrative support staff also assists the students and their supervisory team in the PhD viva voce examinations process, liaising with examiners, and providing all necessary administrative support. The Research and Graduate Studies Office provide support and training to postgraduate supervisory teams to ensure that all DkIT postgraduates are receiving the most effective and efficient supervision, which caters not only to the academic needs but also to their wider well-being.

The Research Office assist the wider DkIT research community through the provision of dedicated supports in the areas of career development, preparation of funding strategies for both individuals and research centres/groups, the delivery of training, and the provision of pre and post-award administrative support. The primary focus of the Research and Graduate Studies Office is to enhance and diversify the Institute's research funding streams. This is achieved through horizon scanning of future funding opportunities, providing hands-on, experienced support in the preparation of funding applications, liaising with external funders and lobbying for increased financial support of under-funded, strategically important areas. The Research and Graduate Studies Office sits on numerous national committees and bodies and keeps abreast of all relevant national and international policies to ensure that the supports it delivers are appropriate and effective. This extends to the provision of Researcher training. The Office is dedicated to providing training that will ensure that researchers, at all careers stages, are well prepared and equipped with the knowledge and skills required to effectively support their postgraduate students and continue on an upward career trajectory. The Office is responsible for developing and managing numerous internal funding opportunities, including the annual DkIT Postgraduates scholarship scheme and Career Development Opportunities for Early to Advanced-stage researchers, providing teaching buy-out to facilitate the progress of research interests and the pursuit of external funding opportunities.

Through the Research and Graduate Studies Office, the Institute was awarded the Human Resources (HR) Excellence in Research Logo (<https://euraxess.ec.europa.eu/jobs/hrs4r>) in October 2015 in recognition of its commitment to be an attractive, supportive and stimulating environment in which to carry out research and which understands the importance of providing its researchers with the training and means to be competitive and mobile (<https://euraxess.ec.europa.eu/jobs/hrs4r/awarded>). The award was made in light of DkIT's commitment to aligning its HR policies and practices with the European Commission's European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers. DkIT was one of only four Institutes of Technology to receive such an award.

Research and Innovation Strategy (2020-2025) - Core Principles and Strategic Imperatives

Context: Society is currently facing real global challenges which affect people's quality of life, including finding renewable forms of alternative energy, finding cures for fatal diseases and addressing the societal issues around ageing populations. Within our cross disciplinary research teams, through both basic and translational research programmes, we are attempting to address these global issues and find solutions for industry and society. Ensuring our research has impact, whether it is contributing to the knowledge gap, aiding economic development, solving societal challenges, informing national and international policy and informing the teaching remit of the institute, has always been at the heart of our research endeavours. It is vitally important that the Institute increases the visibility of its research to external stakeholders, including research funders, private and public bodies, potential collaborators and society at large. This will, in itself, demonstrate the unique contribution the Institutes' research outputs are making to the knowledge economy. Greater visibility will not only lead to strengthening the Institute's ability to secure external research income but it will also enable the development of strategic partnerships with public and private bodies. We recognise that it is the quality and expertise of our researchers which underpins our research success to date. The Institute must strive to actively support its research community in their endeavours, both established and early career researchers. It is only through this that the Institute can attain its research vision to be a leader in its research themes. Research, is a critical and integral part of the overall learning environment of the Institute for its staff and student body.

Core Principles: The Research and Innovation Strategy (2020-2022) is founded upon five core principles (CPs) from which the stated strategic imperatives and associated actions flow. These core principles include:

- **Embedding a research culture:** Dundalk Institute of Technology was originally established as a Regional Technology College with a primary focus on education at levels 6 and 7. For the past decade the research and innovation agenda has significantly matured allowing the Institute to become an internationally recognised research-intensive institution in its key research areas. However, the careful balancing act required, and tension between the teaching and learning and research worlds to attain this has been beset with significant challenges and obstacles, both internally and externally. With the Institute approaching its 50-year anniversary it seems opportune to ensure that research and innovation is at the core of all its activities. An integral part of this will be to ensure that research and innovation is viewed by all internal stakeholders as of strategic importance and as mainstream activity of the Institute. The latter shall involve ensuring all functional areas and academic schools are supportive of research and innovation in equal measure and that effective communication exists across the Institute so all can better understand research and innovation. To achieve this a detailed review of all governance structures in tandem with the development of policies that are fit for purpose will be required.
- **Safeguarding academic freedom and enquiry:** The cornerstone of any research intensive higher educational body should be the recognition of the principle of academic freedom for research endeavour irrespective of the research discipline. Dundalk Institute of Technology has encouraged this approach through its support of research across a wide spectrum of discipline areas and recognition of how the outputs of scholarly research differ across such disciplines. This approach should continue and be bolstered through greater recognition and reward for different forms of research output. The prioritisation and consolidation of research into selected themes of strength aligned with national and international global challenges should continue but recognition of other research disciplines and the unique contribution they make to Institute life and society need to be valued in equal measure and recognised.
- **Ensuring a culture of inclusivity and gender equality:** The Institute will continue to be committed, through the Athena Swan process and recent institutional strategic planning process to align with National and European best practice with respect to the principles enshrining gender equality and inclusivity within the Higher Education Sector. The European funding instrument, Horizon 2020, states three objectives which underpin its strategy on gender equality which the Institute has taken cognisance of and has become the implementation where necessary. These objectives include “fostering gender balance in

research teams so as to close the gaps in female participations”, “ensuring gender balance in decision making groups” and integrating a gender dimension in research and innovation content”. Specific measures at an institutional level which can be implemented include ensuring any perceived barriers for participation of females in research are highlighted and removed, a review of all governance structures around research and innovation and encouragement of underrepresented genders in certain research disciplines and research teams to proactively become research active.

- **Ensuring public outreach and awareness of what we do in research:** Dundalk Institute of Technology carries out translational research which has had significant societal and economic impact, whether that has been through addressing issues around ageing, the climate or health. This has cemented the institute’s research reputation with external stakeholders from funders to governmental bodies. The awareness however of what we do in research to private enterprise and what problems our research community may be able to solve for such enterprises needs improving. This can be achieved in ensuring the research community within the Institute engages proactively with the Regional Development Centre. In addition, the need to communicate what we do in research and innovation to the general public has never been as important due to the current challenges in the public finances and how research and innovation are funded. Efficient public outreach and awareness will form an important aspect of what we do in research moving forward. Engaging with our region across all sectors can be achieved through ensuring the communications office, the research office and research community work in unison and develop specific measures and policies around public outreach and engagement.
- **Positioning DKIT as a research leader in its sector:** Dundalk Institute of Technology has cemented its position as one of the leading research-intensive Institutes of Technology over the past five years with some notable successes both on the National and European scene. The performance of the Institutes research community is one important facet through which reputational enhancement is achieved, however another is that the Institute’s management, through leadership from the Research Office, influences national research and innovation policy so the needs of the research community in the Institute are better served. This takes the form of ensuring the Institute plays key roles in national fora and communicates with external stakeholders of influence. As the national Higher Education Landscape goes through dramatic changes through the creation of the Technology Universities and the short

to long terms challenges posed by Covid 19 it is vital the Institute is seen to be at the forefront of those challenges from within its own sector.

Strategic Goals (2020-2025)

Goal 1: Focus on and drive research excellence that has societal and economic impact

Goal 2: Create an enabling environment for all researchers to reach their full potential

Goal 3: Build new national and international collaborative networks of scale and impact

Goal 4: Increase the visibility and impact of our research

Goal 5: Embed research and innovation into our teaching and learning agenda

At present the six research centres include (<https://www.dkit.ie/research/research-centres-and-groups/>):

- Smooth Muscle Research Centre (SMRC);
- Centre for Freshwater and Environmental Studies (CFES);
- Netwell/Casala;
- Regulated Software Research Centre;
- CREDIT (Centre for Renewable Energy at Dundalk Institute of Technology);
- Creative Arts.

The period from 2017 up to 2019 for the last research strategy saw continued growth of the research agenda in the Institute. During this period the Institute has strengthened its position as one of the leading Institutes of Technology with international reputation in terms of its research performance within its prioritised research domains.

The current five-year Research and Innovation Strategy (2020-2024):

- Sets out the recent developments in both National and European policy which has informed the strategic positioning of research and innovation within the Institute:
- Details the Institute's past performance in terms of its research and innovation agenda over the lifespan of the last strategy:
- Details the suite of strategic goals, specific objectives and associated key performance indicators which will enable the institute to deliver upon its research and innovation vision:
- Underpins the Institute's current Strategic Plan and builds upon previous research strategies.

DKIT's Research Clusters and Teams: The consolidation and concentration of our research into thematic areas of strength which are underpinned by internationally recognised research teams has been at the heart of our strategic development for the past decade. The Institute has always recognised the need to have a diversity of research centres and groups, including academic, industry facing and mission orientated which underpin our thematic areas. In view of the size of the Institute in terms of its research community, collaboration between existing research centres and groups and consolidation of existing groups and centres has been encouraged and achieved over the lifecycle of the preceding research strategy (2017-2019). However, there is further scope to build upon this with further possible consolidation and development of collaborative synergies between existing teams of researchers. This allows a focus on building higher critical mass within our prioritised research themes. Since the previous research strategy (2017-2019) there have been significant developments in terms of the number of research groups and the alignment of all centres and groups within one of the three research themes. At present, the institute has six research centres and seven research groups. Outside of our established research centres and groups there are individual researchers across the four academic schools who are not formally aligned within existing research centres and groups but bring their own research expertise and outputs to the Institute's research vision in their individual fields of enquiry.

Through the National Research Prioritisation Exercise, the recent Horizon Europe programme, Innovation 2020 and a recent Institute self-assessment exercise, DKIT identified its current research strengths and has consolidated them into three defined research clusters of scale and impact. Over the life course of this research strategic plan, a review of the research governance structures of centres and groups operating across the Institute will be undertaken in order to ensure that the Institute continues to be well positioned to take advantage of national and international opportunities in the research and innovation space. A key action will be to revise and develop new governance structures around the strategic development of each of the research themes involving the research leaders, research office, academic schools and the technology transfer office.

ICT, Health and Ageing Cluster: This theme represents the highest number of associated research centres and groups spanning two academic schools, namely, Health and Science and Informatics and Creative Arts, with a critical mass of researchers comprising 39 academics, 4

Postdoctoral Fellows, 5 Research Fellows, 3 Support Staff and 40 postgraduate research students. There are three research centres, namely, Smooth Muscle, Regulated Software and Netwell/Casala, and two research groups, Interfaces & Electrochemistry (EIRG) and the Nursing, Midwifery & Early Years (NMEY) aligned to this Institute. This theme accounts for over €40M of the institute's research income from sources such as the SFI Centre programme, EU FP7, Horizon 2020, Interreg IVA, Irish Research Council and direct industry funding. Several of the teams are involved in European wide networks of scale and have established strong linkages with university researchers both nationally and internationally.

Climate and Natural Resources Cluster: This cluster spans two academic schools, Health and Science and Engineering and is composed of two research centres, Centre for Renewable Energy (CREDIT) and its associated Technology gateway, Centre for Freshwater & Environmental Studies (CFES), and one research group, Electrochemistry and Interfaces (EIRG), with the latter also conducting research underpinning the health domain. It is comprised of 20 academics, 2 Postdoctoral Fellows, 2 Senior Research Fellows, 1 Support Staff and 25 postgraduate researchers.

Creative Arts, Humanities and Social Sciences Cluster: Comprised of one research centre, Creative Arts (CARC) and three research groups, Humanities, Tourism and Entrepreneurship, Leadership, Marketing and Management (ELMM), this cluster spans two academic schools, Business and Humanities and Informatics and Creative Arts. It is composed of 68 academics and 30 Postgraduate research students.

Research Theme	Academic Members	Postgraduate Researchers	Career Researchers
ICT, Health and Ageing	33	35	10
Climate and Natural Resources	20	25	5
Creative Arts, Humanities and Social Sciences	68	30	0

Outside of these priority research themes and their associated centres and groups, the institute aims to establish a teaching and learning research group which will span the four academic schools and includes members from existing research centres and groups. The Teaching and Learning Research group will be strategically linked to the Institute's Centre of Excellence in Learning and Teaching (CELT). It is a growing area of research interest for the Institute and is composed of leading academics from each of the four academic schools.

Since September 2014, registered DkIT postgraduate research students are studying for Dublin City University (DCU) awards through the DCU/DkIT Graduate School (<https://www.dkit.ie/research/postgraduate-studies/>). The regulations applying to these awards are aligned to DCU regulations for postgraduate research awards. The regulations are regularly updated to ensure that they are in line with DCU regulations (typically in May/June of each academic year). Prior to 2014 postgraduate research students received awards from Quality and Qualifications Ireland (QQI) and were governed by separate regulations for QQI awards (<https://www.dkit.ie/about-dkit/policies-and-guidelines/academic-policies.html>).

Admissions applications for postgraduate research are firstly considered by the relevant School Graduate Research Programme Board (GRPB). There is a GRPB in each of the four Schools in the Institute. Once approved by the GRPB applications for admission are considered and approved by the DkIT Graduate Research Studies Board (DkIT GRSB). All applications in relation to examinations are approved by the DCU GRSB. The GRPBs and GRSBs also process transfer applications, notification to submit applications and deferrals. Postgraduate research students must complete an Annual Progress Monitoring Report. Examination Boards take place as required to confirm postgraduate research awards. The Registrar's Office is responsible for making the request for a parchment to DCU and inviting the candidate to attend a conferring ceremony. An annual report is also submitted to DCU as part of the annual monitoring quality assurance processes.

Dundalk Institute of Technology (DkIT) is a Designated Awarding Body (DAB) since 1st January 2020 following amendment to the Regional Technical Colleges (RTC) Acts by commencement order S.I. No. 540/2019 - Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (irishstatutebook.ie). As a designated awarding body, DkIT has authority in law to make awards up to and including level 9 in the Irish National Framework of Qualifications (NFQ). This authority includes the power to award Masters degrees by Research (at NFQ Level 9).

For the provision of NFQ Level 10 postgraduate research programmes DkIT has maintained a collaborative partnership arrangement with Dublin City University (DCU) through the operation of the DCU-DkIT Graduate School since September 2014. The DCU-DkIT Graduate School allows for the awarding of both NFQ Level 9 and 10 DCU accredited postgraduate research awards to DkIT based students registered from the 1st September 2014 up to the October 31st

2023. Since the latter date all incoming postgraduate research students, irrespective of duration of their research programme or funding source, have been registered on the DkIT NFQ Level 9 register. The rationale for this was that the DCU-DkIT Graduate School had commenced a phased cessation of the Graduate School due to strategic decisions which were made by DCU and DkIT in this regard in terms of their strategic pathways.

At present the majority of postgraduate research students in DkIT are registered with the DkIT-DCU Graduate School and are governed by the regulations [Academic Regulations for Postgraduate Degrees by Research and Thesis \(DCU Awards\)](#). Since 1st November 2024, NFQ Level 9 postgraduate research students are registered with DkIT and are governed by the [Academic Regulations for Masters Degrees by Research and Thesis \(DkIT Awards; NFQ Level 9\)](#).

In order to protect the Institute's ability to recruit and retain NFQ Level 10 postgraduate research students the Institute embarked on a series of strategic engagements with Maynooth University (<https://www.maynoothuniversity.ie/>). This led to the establishment of the MU-DkIT Regional Graduate Academy (RGA) for joint registration and training of Level 10 postgraduate research students. From 2024/2025 research students on a PhD track are jointly registered with DkIT and Maynooth University, under the [Academic Regulations for Postgraduate Research Degrees via the Maynooth University - Dundalk Institute of Technology Regional Graduate Academy \(RGA\)](#) (approved at Academic Council Meeting No. 195S, Motion 195S.01, 12/11/2024) and overseen by the MU-DkIT Regional Graduate Academy (RGA). Students undertake a structured PhD programme delivered at DkIT. The students are jointly registered in DkIT and MU and awarded by Maynooth University. The oversight of these students is through the School Graduate Research Programme Board and the Joint Academic Board, established between DkIT and Maynooth University.

Postgraduate Research Supports

The Research and Graduate Studies Office provide high-quality support for all researchers at Dundalk Institute of Technology. The Research Support Team work collaboratively and in partnership with staff, research centres and groups, the academic schools, Technology Transfer Office (TTO), Finance, Human Resource (HR) and Library to provide research support.

The following range of supports are provided by the Research and Graduate Studies Office:

- Identifying potential sources of research funding;
- Helping in the preparation and submission of research funding proposals covering all aspects of a typical proposal (e.g., finance);
- Provide training courses and information sessions on research related topics;
- Access and publicise the impact of the Institute’s research activities;
- Work in partnership with the research centres and groups to drive their research performance;
- Provide and review all research agreements;
- Act as the primary point of contact for external funders;
- Provide career development advice for career researchers;
- Develop and implement all research-related policies and procedures;
- Provide institutional research funding support schemes.

DkIT has a successful track record in relevant metrics and peer review, especially in terms of research funding secured and the number and associated citations of peer reviewed publications. The primary benchmark employed for measuring the impact of the Institute’s research was the Scopus database (<https://www.scopus.com>). The Institute is ranked 4th in the sector in terms of total citations.

Through the Graduate Studies Office, the Institute was awarded the HR Excellence in Research Logo in October 2015 in recognition of its commitment to be an attractive, supportive and stimulating environment in which to carry out research and which understands the importance of providing its researchers with the training and means to be competitive and mobile. The award was made in light of DkIT’s commitment to aligning its HR policies and practices with the European Commission’s European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers. DkIT was one of only four Institutes of Technology to receive such an award.

Other Policies and Procedures Relevant in this Category:

Policy	Web Address
Good Research Practice Guidelines	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All

Research Data Management	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Export Controls Policy and Procedures	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Managing Research Data	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Open Access Policy	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Research Authorship and Publication	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Intellectual Property Policy and Procedures	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Consultancy Policy	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Conflict of Interest Policies and Procedures	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Research Centre and Group Designation (including Annual Report template)	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Research Ethics Policy	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Postgraduate Research Supervision Policy	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Postgraduate Teaching Policy	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Postgraduate Research Agreement (Funded and Non-Funded)	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Research Infrastructure Policy	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Postgraduate Research Students Academic Support Policy	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Postgraduate Card and Examination Fee Policy	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
Code of Practice on Authorship	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All
DkIT PGR Forms	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10073&authority=All&policy_type=All

Change in policies and procedures under this category in 2022/2023:

The following amendments were made to Institute policies, procedures, frameworks or strategies (under the category of QA of Research Activities and Programmes):

- Academic Regulations for Postgraduate Degrees by Research and Thesis (DCU Awards) (Academic Council Meeting No. 184, Motion 184.05, 9th December 2022). This is part of the annual monitoring activities for postgraduate research.
- The HEA Principles of Good Practice in Research within Irish Higher Education Institutions (2022) were adopted (Academic Council Meeting No. 185, Motion 185.03, 24th February 2023).

- Research Infrastructure Policy was updated (Academic Council Meeting No. 188, Motion 188.20, 20th June 2023). The update included the addition of a liability clause.
- Academic Support Policy for Postgraduate Research was approved (Executive Board, March 2023).

Change in policies and procedures under this category in 2023/2024:

The following amendments were made to Institute policies, procedures, frameworks or strategies:

- Academic Regulations for Postgraduate Degrees by Research and Thesis (DCU Awards) (Academic Council Meeting No. 189, Motion 189.14, 23rd September 2023). This is part of the annual monitoring activities for postgraduate research.

Change in Institute policies, procedures, frameworks or strategies under this category in this reporting period (2024/2025): Yes.

- Academic Regulations for Postgraduate Research Degrees via Maynooth University-Dundalk Institute of Technology Regional Graduate Academy (RGA) (Academic Council Meeting No. 195S, Motion 195S.01, 12/11/2024).
- Research Integrity Policy (new policy) was developed and approved (Academic Council Meeting No. 200, Motion 200.06.05, 20/06/2025).
- Academic Regulations for Postgraduate Degrees by Research and Thesis (DCU Awards) were revised and approved (Academic Council Meeting No. 200, Motion 200.06.13, 20/06/2025). Amendments were made to align with DCU regulations.

5.0 Staff Recruitment, Development and Support

This section provides information on published quality assurance policies and procedures that demonstrate how the institution takes responsibility for the quality of its staff, and how it provides staff with a supportive environment that allows them to carry out their work effectively. This includes recruitment, management and development of staff, as well as the institution's communication with staff.

DkIT is cognisant of the changing role of the lecturer due to the increasing diversity of the learner body and stronger focus on learning outcomes and a learner centred approach to educational provision. This informs the recruitment and training of staff.

Recruitment of staff is managed through the Institute's Human Resources Department (<https://www.dkit.ie/about-dkit/professional-services/human-resources/>) and is in line with relevant legislation, including the Institute of Technology Acts 1992 to 2006 and as amended, the Organisation of Working Time Act, 1997 (OWTA 1997), The Safety, Health and Welfare at Work Act, 2005 (SHWWA 2005), Employment (Miscellaneous Provisions) Act, 2018, Terms of Employment (Information) Acts, 1994-2014. Scoring of candidates for lecturing positions gives due consideration to prior teaching qualifications and experience. All staff appointments are subject to a formal probationary period

The Human Resources Office and the Registrar's Office manage staff training and development activities (Staff Training and Development Policy (<https://www.dkit.ie/human-resource/policies-procedures>) on a variety of pedagogical and academic administrative topics of relevance to higher education (e.g., academic integrity and data protection). New staff members undergo an extensive induction process, at both Institute and at Department level. In the case of academic staff, this includes introductory training in learning, teaching and assessment and in academic quality assurance and enhancement.

The Institute, through its Centre for Excellence in Learning and Teaching (CELT) (<https://www.dkit.ie/centre-learning-teaching>), offers a Master of Arts in Learning and Teaching (via blended learning). Sub-awards (Postgraduate Diploma / Certificate) are also available, as are individual modules. CELT also provides regular short programmes and master classes in learning, teaching and assessment topics, including programme development, delivery, assessment and technology-enhanced learning. The use of innovation in learning, teaching and assessment is encouraged and facilitated. Staff members have opportunities to participate in learning and teaching enhancement projects and other scholarly activities.

Academic staff members have opportunities for professional development and scholarly activities in their discipline areas, mainly through linkages within one of the Institute's Research Centres. A number of schemes to facilitate staff engagement with research and supervision of research postgraduate students are administered by the Research and Graduate Studies Office,

which also provides training programmes for staff involved in postgraduate student supervision. Academic staff members also have opportunities to participate in short term industry projects or consultancy through the Regional Development Centre (RDC) (<https://www.dkit.ie/innovation-and-business/rdc-supports.html> and <https://www.dkit.ie/innovation-and-business.html>).

All staff members studying for higher awards are eligible for fees subsidies and at any time a significant number of academic staff members are working towards doctoral awards. In the reporting period 2023/2024, 39.38% of all staff at Dkit possess a doctoral degree. 48.62% of all staff possess a doctoral degree or Professional Qualification.

Other Policies and Procedures Relevant in this Category:

Policy	Web Address
Addiction Policy	https://www.dkit.ie/about/policies/addiction-policy
Annual Leave Policy	https://www.dkit.ie/about/policies/annual-leave-policy
Carer's Leave Policy	https://www.dkit.ie/about/policies/carers-leave-policy
Career Break Policy-Academic Staff, Non-academic Staff	https://www.dkit.ie/about/policies/career-break-policy
Staff Code of Conduct	https://www.dkit.ie/about/policies/staff-code-of-conduct
Dignity at Work Bullying and Harassment Policy	https://www.dkit.ie/about/policies/dignity-at-work-bullying-and-harassment-policy
Domestic Violence Leave Policy	https://www.dkit.ie/about/policies/domestic-violence-leave-policy
Job Sharing Policy - Academic Staff, Non-academic Staff	https://www.dkit.ie/about/policies?keywords=&audience=All&owner=10072&authority=All&policy_type=All
Recruitment and Selection Policy	https://www.dkit.ie/about/policies/recruitment-and-selection-policy
Force Majeure Policy	https://www.dkit.ie/about/policies/force-majeure-policy
Flexitime Policy	https://www.dkit.ie/about/policies/flexitime-policy
Maternity Leave Policy	https://www.dkit.ie/about/policies/maternity-leave-policy
Parental Leave Policy	https://www.dkit.ie/about/policies/parental-leave-policy
Parents Leave Policy	https://www.dkit.ie/about/policies/parents-leave-policy
Paternity Leave Policy	https://www.dkit.ie/about/policies/paternity-leave-policy
Marriage and Civil Partnership Leave	https://www.dkit.ie/about/policies/marriage-and-civil-partnership-leave-policy
Progression from Assistant Lecturer to Lecturer Grade	https://www.dkit.ie/about/policies/progression-from-assistant-lecturer-to-lecturer-grade
Resolution of Grievance Disputes Procedure	https://www.dkit.ie/about/policies/resolution-of-grievance-disputes-procedure
Staff Training and Development Policy	https://www.dkit.ie/about/policies/staff-training-and-development-policy

Double Employment External Work Policy	https://www.dkit.ie/about/policies/double-employment-external-work-policy
Adoptive Leave Policy	https://www.dkit.ie/about/policies/adoptive-leave-policy
Policy on Appointments at Assistant Lecturer Level	https://www.dkit.ie/about/policies/policy-on-appointments-at-assistant-lecturer-level
Garda Vetting Policy - Staff, Students	https://www.dkit.ie/about/policies/garda-vetting-policy-for-staff https://www.dkit.ie/about/policies/garda-police-vetting-policy-for-students
Sickness Absence Management Policy	https://www.dkit.ie/about/policies/sickness-absence-management-policy
Disciplinary Procedure (Staff)	https://www.dkit.ie/about/policies/disciplinary-procedure
Child Protection Policies and Procedures (Managed by the DkIT Child Protection Policy Committee)	https://www.dkit.ie/about/child-protection

Change in policies and procedures under this category in 2022/2023: No.

Change in policies and procedures under this category in 2023/2024:

The following amendments were made to Institute policies, procedures, frameworks or strategies:

- Recruitment and Selection Policy was approved by Governing Body on 23rd July 2024.
- Garda Vetting Policy for Staff was approved by Executive Board on the 22nd May 2024.

Change in Institute policies, procedures, frameworks or strategies under this category in this reporting period (2024/2025):

- Policy on Appointments at Assistant Lecturer Level (Approved, 06/09/2024).
- Garda Vetting Policy for Staff (Approved, 22/05/2024).
- Domestic Violence Policy (Approved, 12/11/2024).
- Right to Disconnect Policy (Approved, 01/03/2025).
- Right to Request and Remote Working Policy (Approved, 26/05/2025).

6.0 Information and Data Management

This section provides information on information systems and processes and the way data and information is used to inform practice and decision making. Information is also provided on records maintenance and retention, as well as data protection and freedom of information.

The Institute is a client of HEAnet Network Operations and uses the Banner Student Management System (academic records), CORE (Human Resources), Agresso (Finance) and Koha (library) as its core information management tools. Records of student academic history are stored on Banner and used for the production of results transcripts, parchments and European Diploma Supplements. This information is retained indefinitely and allows DkIT to verify graduate results and awards retrospectively.

Anonymised data relating to students and graduates is analysed with a view to informing decision making. For example, data on student applications, registration, progression and drop out, conferring of awards and graduate destinations is circulated internally and analysed annually and as part of five-yearly Programmatic Reviews.

EvaSys survey software (<https://evasys.co.uk/>) is used for quality assurance and enhancement monitoring activities to obtain formal student feedback about their programme of study bi-annually. The Institute also participates in the HEA StudentSurvey.ie. The data collected in the surveys, and subsequent analysis, enables the Institute to monitor and enhance the student experience along both academic and non-academic dimensions.

Statistics on use of learning support and other student services are collated and used to inform decision making in relation to the management and resourcing of these units.

The curriculum management tool Akari Curriculum (<https://courses.dkit.ie/curriculum/>) is used to aid the design of programmes and modules. Proposed programme schedules, learning outcomes and module descriptors from the curriculum management tool are presented to programme validation panels and, following the approval process, this information is published (<http://courses.dkit.ie/>). Changes to modules and programmes as a result of ongoing or five-yearly reviews are updated in Akari Curriculum and re-published.

The research management system Smart Simple (https://dkit.smartsimple.ie/s_Login.jsp) is used to track research proposals and the progress of postgraduate students.

All personal data is managed with due regard to legislative data protection requirements. The Institute has a designated Data Protection and Freedom of Information Officer to guide on such matters. Information on Data Protection can be found at <https://www.dkit.ie/governance-compliance/data-protection>. Information on Records and Retention can be found at <https://www.dkit.ie/governance-compliance/data-protection/records-and-retention>.

Change in policies and procedures under this category in 2022/2023: No.

Change in policies and procedures under this category in 2023/2024: No.

Change in Institute policies, procedures, frameworks or strategies under this category in this reporting period (2024/2025):

- Data Protection statement for Student Registration (Approved, 03/10/2024).
- Personal Data Security Breach Management Procedures (Approved, 01/02/2025).

7.0 Public Information and Communication

This section provides information on information provided to the general public (local, national and international levels). The Institute's approach to communicating with the public is also provided.

The DkIT Marketing and Communications office in conjunction with the appropriate Head of School/Department /Functional Area has overall responsibility for how public information is presented to external audiences via published promotional materials and the DkIT website. The Marketing and Communications office works with internal functional areas/Schools to ensure that information is correctly presented via the website to prospective and current students.

A variety of internal methods of communications are also used by individual functional areas and Schools to disseminate information to these audiences including email, Moodle VLE, noticeboards etc.

DkIT provides information to current and prospective students, staff, graduates, other stakeholders and the public through its website (<http://www.dkit.ie>). This information includes the following:

- Programmes of study (<https://www.dkit.ie/courses/>) including detailed programme and module descriptors (<https://courses.dkit.ie/>);
- Application processes and entry requirements (<https://www.dkit.ie/admissions-and-fees/how-to-apply.html>);
- Policies and procedures (<https://www.dkit.ie/about/policies>);
- Student support services (<https://www.dkit.ie/student-life/student-services/>);
- Academic calendar (<https://www.dkit.ie/about/academic-calendar>);

- Academic timetables (<https://timetables.dkit.ie/>);
- Examination timetables (<https://www.dkit.ie/examinations-office/examination-timetables>);
- Regional Development Centre Supports (<https://www.dkit.ie/innovation-and-business/rdc-supports.html>) and Innovation and Business Support (<https://www.dkit.ie/innovation-and-business.html>);
- Student Life (<https://www.dkit.ie/dkit-life/>).

Reports from quality assurance events such as programme validations, Institutional and Programmatic reviews and annual reports to QQI (AQRs) are also available on the website (<https://www.dkit.ie/offices/registrar/quality-office>). Registers of Collaborative Partnerships and Professional, Statutory and Regulatory Bodies (PSRBs) are also made available publicly.

Registered students receive information about their programme within their Academic Department, including:

- Department Handbook;
- Continuous Assessment Schedule;
- Assessment Briefs.

DkIT is open to the public for various 'Open Day' events, which facilitate the provision of information on academic programmes and application processes to Secondary Schools, Further Education and Training (FET) Providers and the general public. These events include opportunities for School representatives (e.g., Guidance Counsellors) to provide feedback. The DkIT Schools Liaison Office also participates in Higher Education expos and other national and regional events. Visits to individual schools are carried out as part of the Institute's ongoing promotional activities. Programme information is also published in hard copy prospectus format. These documents are available at promotional events, school visits and at DkIT reception.

Change in policies and procedures under this category in 2022/2023: No.

Change in policies and procedures under this category in 2023/2024: No.

Change in Institute policies, procedures, frameworks or strategies under this category in this reporting period (2024/2025): No.

8.0 Monitoring and Periodic Review

This section provides information on monitoring and periodic review quality assurance and enhancement activities.

Monitoring

Academic programmes are managed and monitored on an ongoing basis by Programme Boards. These Boards consist of all the academic staff members who are involved in the delivery of a programme and student representatives from each stage. They are normally chaired by the Head of Department or Programme Director and meet at least three times during the academic year to discuss all aspects of programme delivery. They operate in accordance with the DkIT Monitoring of Programmes Policy (<https://www.dkit.ie/about/policies/monitoring-of-programmes-policy>) and report annually to Academic Council. Follow up takes place at both Department level and centrally through an action plan agreed by Academic Council.

External Examiners act as independent and impartial advisors providing the Institute with informed comment on the standards set and learner achievement in relation to those standards. External examining is therefore an integral and important part of institutional quality assurance and enhancement. DkIT's External Examiner Duties and Procedures (<https://www.dkit.ie/about/policies/external-examiners-duties-and-procedures>) provides information on the following (cross reference in Section 2.4 Teaching, Learning and Assessment):

- Nomination (including criteria);
- Approval;
- Appointment;
- Number of External Examiners;
- Role of External Examiner;
- Boards of Examiners;
- Reporting Arrangements.

Minor changes to validated programmes, as decided by Programme Boards, can be approved by the Academic Council Programme Evaluation Sub-committee (PEC), in accordance with the Design and Approval of Programmes Policy (<https://www.dkit.ie/about/policies/policy-on-the-design-and-approval-of-programmes>). See AQR Part B for activities during the reporting period.

The Research and Graduate Studies Office conducts quality assurance and enhancement monitoring activities annually. DkIT submits a postgraduate research annual report to DCU's Graduate Research Studies Board (GRSB) as part of the Collaborative Partnership Agreement which is an integral part of the DkIT quality assurance and enhancement framework relating to internal monitoring (see Figure 2). Annual Reporting for the collaborative partnership arrangement is through the DCU Graduate Research Studies Board (GRSB) and DCU Academic Council. DkIT completes the Annual Report template which is submitted for consideration annually at the October meeting of DCU GRSB. The Annual Report is also noted by the DkIT GRSB and the DkIT Academic Council. The Annual Report contains information on the following relating to postgraduate research activities at DkIT:

Annual Report Section	Description
Recruitment	Recruitment activities. Applications received and admissions approved.
Students and Projects	Information in respect of students registered on research programmes. Project information, including ethics applications. Supervision arrangements established.
Progression, transfers and deferral / withdrawals	Annual progression recommendations. Applications to transfer to the PhD register. Deferrals and withdrawals. The reports are created in an online management system (SmartSimple - https://dkit.smartsimple.ie).
Examinations and Awards	<ul style="list-style-type: none"> • External Examiners approved. • Examinations held, and Examination Board recommendations. • Awards approved and conferred.
Appeals and Grievances	<ul style="list-style-type: none"> • Cases of conflict / grievance raised. • Appeals processes invoked

Training	<ul style="list-style-type: none"> • Orientation and induction activities. • Uptake of graduate training. • Supervisor training activities.
Finance	<ul style="list-style-type: none"> • Student scholarships and grants awarded. • Tuition fees received.
Quality Assurance and Governance	<ul style="list-style-type: none"> • Quality Assurance review and recommendations. • Governance activities and representation.
Developments	<ul style="list-style-type: none"> • Changes to and/or developments in agreed standards and processes. • Development / accreditation of new modules. • Other new developments and activities.

The Annual Report is informed by student feedback (Postgraduate Research Student Feedback and the PGR StudentSurvey.ie (<https://studentsurvey.ie/>)). The PGR StudentSurvey.ie survey was piloted in 2018 and fully implemented across 22 Higher Education Institutions (HEIs) in 2019. The feedback survey requests feedback on the following dimensions of the postgraduate research student experience: Research Infrastructure, Funding, Supervision, Research Culture, Progress, Development Opportunities, Research Skills, Personal Outlook, Transferable Skills, Responsibilities, Motivations, Career and Overall Experience.

DkIT employs the *SmartSimple* Management System (<https://dkit.smartsimple.ie>) to monitor the annual progression of each postgraduate research student. In addition, this system is employed to quality assure all external research and innovation proposals being submitted to external funding bodies. In summary:

- Oversight and formal sign off by the postgraduate research student, supervisory team and the academic school graduate research programme board concerning the annual progress monitoring of the student is managed through the online SmartSimple system.
- Oversight and formal institutional sign off, by the Head of Research and Graduate Studies, of all external research and innovation funding applications prior to submission. This ensures that all submitted proposals are aligned with best practice and allows effective management of institutional resources.

The Research and Graduate Studies Office implement the quality assurance policy and procedures related to Research Centre designations. Designated Research Centres and Research Groups are required to submit an annual report to the Research and Graduate Studies Office.

Professional Support Units complete quality assurance and enhancement monitoring of their services annually and produce annual report(s). See AQR Part B for monitoring activities during the reporting period (2024/2025).

Periodic Review

All academic programmes are subject to a five-yearly review which is managed by the Registrar's Office.

The Programmatic Review is a School-based activity involving two stages:

- **Part 1: School Self-Assessment:** This part is concerned with strategic high-level issues and results in the production of a Self-Assessment Report (SAR). The SAR is assessed against the following criteria: Planning and Overall Strategic Direction of the School, Resources, Teaching, Learning and Assessment, Research and Scholarship, External Engagement, Communications Provision of Information and areas of enhancement. The Self-Assessment Report (SAR) is reviewed and evaluated by a panel of external peers, the Peer Review Group (PRG). The Peer Review Group (PRG) is appointed by the Registrar's Office with nominations being accepted from the School (with the exception of the Chair).
- **Part 2: Review of Programmes:** This part is concerned with a detailed programme-by-programme review and validation of programmes (existing and new) for a further five years and results in the production of programme documentation for the revised programmes. The programme documentation for each programme is evaluated/assessed against the programme validation criteria (in accordance with the DkIT Design and Approval of Programmes Policy) by a panel of external peers, the Programme Peer Review Group (PPRG). The Programme Peer Review Group (PRG) is appointed by the Registrar's Office with nominations being accepted from the School (with the exception of the Chair).

Policy and procedures for School programmatic reviews are available in the [Programmatic Review Handbook](#) (most up to date version relates to the Programmatic Reviews that were

conducted in the academic years 2024/2025 (this reporting period) and 2025/2026 (next reporting period); see below also).

A number of programmes of study within DkIT are accredited by external Professional, Statutory and Regulatory Bodies (PSRBs). The programmes are required to undergo regular reviews to retain accreditation status (see cross reference to Section 2.1 Programme Development and Approval).

DkIT conducts periodic postgraduate research quality reviews in accordance with the DCU-DkIT Collaborative Partnership Agreement which is an integral part of the DkIT quality assurance and enhancement framework relating to internal reviews (see Figure 2). The quality review focusses on the effectiveness of the partnership and is an assurance of the quality of postgraduate research (PGR) provision for DCU accredited research programmes. The quality review is carried out by Dublin City University (DCU) as an internal cyclical review in line with existing procedures established for DCU quality reviews and aligned to the QQI guidelines and policy where appropriate. Also, designated Research Centres within DkIT undergo an external review every three years to retain their designation status. These reviews are co-ordinated by Research and Graduate Studies Office.

Finally, Professional Support Units quality reviews take place every five years as indicated in the DkIT quality assurance and enhancement framework relating to internal reviews (see Figure 2).

Cyclical External Quality Assurance

As a Designated Awarding Body (DAB), DkIT is required to undergo a Cyclical Institutional Review ([CINNTE Review](#)). The review evaluates the effectiveness of institution-wide quality assurance procedures for the purposes of establishing, ascertaining, maintaining and enhancing the quality of the education, training, research and related services provided by a Higher Education Institution (HEI). The review process is in keeping with Parts 2 and 3 of the ESG (2015) and consists of the following elements:

- The publication of terms of reference by QQI;
- The preparation of an Institution Self-Evaluation Report (ISER);
- An external assessment and site visit by a team of reviewers appointed by QQI;
- The publication of a panel review report including findings and recommendations;

- A follow-up procedure to review the actions taken.

DkIT completed an Institutional Review in the academic year 2018/2019

(<https://www.qqi.ie/what-we-do/quality-assurance-education-training/reviews>), the previous review having been carried out in 2008/2009. See AQR Part B for periodic review activities during the reporting period (if applicable).

Change in policies and procedures under this category in 2022/2023: No.

Change in policies and procedures under this category in 2023/2024:

- A Programmatic Review Handbook 2024-2026 was approved in preparation for the Programmatic Reviews in 2024/2025 (School of Engineering, School of Health and Science) and 2025/2025 (School of Business and Humanities, School of Informatics and Creative Arts) (Academic Council Meeting No. 189S, Motion 189S.01, 16/10/2023). N-TUTORR Curriculum Framework / Guiding Principles were noted in the context of the Programmatic Review (Academic Council Meeting No. 191, 23/02/2024).

Under DkIT's Quality Assurance Framework, Programmatic Review is conducted in a two-part process: Part 1: School Self-Assessment and Part 2: Review of Programmes. Part 1 (School Self-Assessment) is concerned with strategic high-level issues and results in the production of a Self-Assessment Report (SAR). The Self-Assessment Report (SAR) is reviewed and evaluated by a panel of external peers, the Peer Review Group (PRG). The Peer Review Group (PRG) is appointed by the Registrar's Office with nominations being accepted from the School (with the exception of the Chair). Part 2 (Review of Programmes) is concerned with a detailed programme-by-programme review and re-validation of programmes for a further five years and results in the production of programme documentation for the revised programmes. Timelines for the Review were updated and approved (Academic Council Meeting No. 193, Motion 193.06, 24/05/2024).

Change in policies and procedures under this category in 2024/2025: No

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	13
Awarding bodies	2
QA bodies	1

1. Type of arrangement	PRSB
Name of body:	CORU (Regulating Health and Social Care Professionals)
Programme titles and links to publications	Bachelor of Arts (Honours) in Social Care (CORU monitoring visit due in June 2026)
Date of accreditation or last review	02/03/2022
Date of next review	01/01/2027

2. Type of arrangement	PRSB
Name of body:	Association of Chartered and Certified Accountants (ACCA)
Programme titles and links to publications	Bachelor of Arts (Honours) in Accounting and Finance
Date of accreditation or last review	22/05/2022
Date of next review	01/01/2027

3. Type of arrangement	PRSB
Name of body:	Institute of Analytics (https://ioaglobal.org/)
Programme titles and links to publications	Postgraduate Diploma in Strategic Data Analytics for Business
Date of accreditation or last review	18/03/2022
Date of next review	01/01/2027

4. Type of arrangement	PRSB

Name of body:	NMBI (Nursing and Midwifery Board of Ireland)
Programme titles and links to publications	Bachelor of Science (Honours) in General Nursing Bachelor of Science (Honours) in Intellectual Disability Nursing Bachelor of Science (Honours) in Mental Health Nursing Bachelor of Science (Honours) in Midwifery Higher Diploma in Midwifery (Note: Programmes subject to review due to provision of CPD points: All full and part time programmes in the Department of Nursing, Midwifery & Early Years)
Date of accreditation or last review	20/06/2022
Date of next review	09/03/2026

5. Type of arrangement	PRSB
Name of body:	Department of Education
Programme titles and links to publications	Bachelor of Arts (Honours) in Early Childhood Studies, Bachelor of Arts in Applied Early Childhood Studies.
Date of accreditation or last review	23/05/2022
Date of next review	01/01/1900

6. Type of arrangement	PRSB
Name of body:	IOSH (Institution of Occupational Safety and Health) (https://iosh.com/)
Programme titles and links to publications	Certificate in Health and Safety (Manufacturing industry)
Date of accreditation or last review	17/05/2022
Date of next review	17/05/2027

7. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	Bachelor of Engineering in Civil Engineering Bachelor of Engineering Mechanical Engineering Bachelor of Engineering in Electrical and Electronic Systems Bachelor of Science (Honours) in Civil Engineering

Date of accreditation or last review	01/01/2022
Date of next review	01/01/2024

8. Type of arrangement	PRSB
Name of body:	CIOB (The Chartered Institute of Building)
Programme titles and links to publications	Bachelor of Science (Honours) in Construction Management Bachelor of Science in Construction Management
Date of accreditation or last review	16/02/2023
Date of next review	01/01/2028

9. Type of arrangement	QA body
Name of body:	North/South Education and Training Standards (NSETS)
Programme titles and links to publications	Bachelor of Arts (Honours) in Youthwork
Date of accreditation or last review	01/06/2021
Date of next review	01/06/2026

10. Type of arrangement	PRSB
Name of body:	Society of Chartered Surveyors Ireland (SCSI)
Programme titles and links to publications	Bachelor of Science (Honours) in Building Surveying Bachelor of Science in Building Surveying Postgraduate Diploma in Science in Building Surveying Master of Science in Building Surveying
Date of accreditation or last review	01/01/2021
Date of next review	01/01/1900

11. Type of arrangement	PRSB
Name of body:	Chartered Institute of Architectural Technologists (CIAT)
Programme titles and links to publications	Bachelor of Science in Architectural Technology Bachelor of Science (Honours) in Architectural Technology
Date of accreditation or last review	02/01/2024

Date of next review	01/01/2029
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12. Type of arrangement	Awarding body
Name of body:	Dublin City University (DCU)
Programme titles and links to publications	Collaborative Partnership agreement with Dublin City University (DCU) for postgraduate research provision at NFQ Level 9 and 10.
Date of accreditation or last review	25/02/2022
Date of next review	

13. Type of arrangement	PRSB
Name of body:	Chartered Accountants Ireland (CAI)
Programme titles and links to publications	Bachelor of Arts (Honours) in Accounting and Finance
Date of accreditation or last review	26/09/2025
Date of next review	26/09/2030

14. Type of arrangement	PRSB
Name of body:	Chartered Institute of Management Accountants (CIMA)
Programme titles and links to publications	Bachelor of Arts (Honours) in Accounting and Finance
Date of accreditation or last review	24/08/2020
Date of next review	24/08/2027

15. Type of arrangement	PRSB
Name of body:	Veterinary Council of Ireland (VCI)
Programme titles and links to publications	Bachelor of Science in Veterinary Nursing
Date of accreditation or last review	02/11/2020
Date of next review	01/09/2026

9.2 Collaborative Provision

Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'linked provider' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	3
Franchise programmes	0
Linked providers (DABs only)	0

1. Collaborative provision	Collaborative programme
Name of body (/bodies):	DkIT, Teagasc at Ballyhaise College, Co. Cavan
Programme titles and links to publications	Bachelor of Science (Honours) in Agriculture Bachelor of Science (Honours) in Agri-Food (DkIT Award)
Date of last review	01/01/2021
Date of next review	

2. Collaborative provision	Collaborative programme
Name of body (/bodies):	DkIT, Cork College of Commerce
Programme titles and links to publications	Bachelor of Arts in Applied Early Childhood Studies (DkIT award)
Date of last review	01/08/2016
Date of next review	

3. Collaborative provision	Collaborative programme
Name of body (/bodies):	DKIT, Hebei University of Engineering (HUE), China
Programme titles and links to publications	Bachelor of Engineering (Honours) in International Civil Engineering (DKIT award). The collaborative programme is in the final stages of approval in the reporting period (2024/2025); Programme validated.
Date of last review	11/04/2024
Date of next review	

9.3 Articulation Agreements

Definition:

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an articulation agreement may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advance standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

Articulation agreements - Total number	6
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1. Articulation agreement	Articulation agreement
Name of body (/bodies):	University of The Mayab, Mexico
Programme titles and links to publications	Not applicable.
Date of agreement/arrangement or last review	20/06/2022
Date of next review	20/06/2027
Detail of the agreement	Memorandum of Understanding (MOU)

2. Articulation agreement	Articulation agreement
Name of body (/bodies):	Cavan Institute
Programme titles and links to publications	Bachelor of Arts (Honours) in Applied Youth Work Bachelor of Business (Honours) in Business with Management Bachelor of Business (Honours) in International Business with Digitalisation Bachelor of Arts (Honours) in Digital Marketing and Strategic Communication Bachelor of Arts (Honours) in Sport and Exercise with Business Bachelor of Arts (Honours) in Event Management with Marketing Bachelor of Arts (Honours) in Hospitality Management with Business Bachelor of Arts (Honours) in Marketing and International Tourism Management Bachelor of Business (Honours) Part-time
Date of agreement/arrangement or last review	05/02/2024
Date of next review	
Detail of the agreement	Articulation-an agreed transfer pathway between an approved educational partner/provider and DkIT, whereby specific qualifications

	and/or credits obtained at an approved partner institution is recognised as a means of advanced standing or entry to a specified programme of study at DkIT.
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3. Articulation agreement	Articulation agreement
Name of body (/bodies):	Louth and Meath Education and Training Board
Programme titles and links to publications	Bachelor of Arts (Honours) in Applied Youth Work Bachelor of Business (Honours) in Business with Management Bachelor of Business(Honours) in International Business with Digitalisation Bachelor of Arts (Honours) in Digital Marketing & Strategic Communication Bachelor of Arts (Honours) in Sport & Exercise with Business Bachelor of Arts (Honours) in Event Management with Marketing Bachelor of Arts (Honours) in Hospitality Management with Business Bachelor of Arts(Honours) in Marketing and International Tourism Management Bachelor of Business (Honours) Part-time
Date of agreement/arrangement or last review	18/10/2024
Date of next review	
Detail of the agreement	Articulation-an agreed transfer pathway between an approved educational partner/provider and DkIT, whereby specific qualifications and/or credits obtained at an approved partner institution is recognised as a means of advanced standing or entry to a specified programme of study at DkIT. Date of last review indicates an agreement in the reporting period 2023/2024.

4. Articulation agreement	Articulation agreement
Name of body (/bodies):	Monaghan Institute
Programme titles and links to publications	Bachelor of Arts (Honours) in Applied Youth Work Bachelor of Business (Honours) in Business with Management Bachelor of Business (Honours) in International Business with Digitalisation Bachelor of Arts (Honours) in Digital Marketing and Strategic Communication Bachelor of Arts (Honours) in Sport & Exercise with Business Bachelor of Arts(Honours) in Event Management with Marketing Bachelor of Arts (Honours) in Hospitality Management with Business Bachelor of Arts

	(Honours) in Marketing & International Tourism Management Bachelor of Business (Honours) Part-time
Date of agreement/arrangement or last review	05/02/2024
Date of next review	
Detail of the agreement	Articulation-an agreed transfer pathway between an approved educational partner/provider and DkIT, whereby specific qualifications and/or credits obtained at an approved partner institution is recognised as a means of advanced standing or entry to a specified programme of study at DkIT.

5. Articulation agreement	Articulation agreement
Name of body (/bodies):	Ó Fiaich Institute of Further Education (OFI)
Programme titles and links to publications	Bachelor of Science in Bioscience Bachelor of Science Pharmaceutical Science
Date of agreement/arrangement or last review	31/12/2024
Date of next review	
Detail of the agreement	Articulation-an agreed transfer pathway between an approved educational partner/provider and DkIT, whereby specific qualifications and/or credits obtained at an approved partner institution is recognised as a means of advanced standing or entry to a specified programme of study at DkIT. In this case, Laboratory Techniques (5M3807) QQI Award to Bachelor of Science in Bioscience and Bachelor of Science Pharmaceutical Science. Work on the agreement was completed in 2023/2024.

6. Articulation agreement	Articulation agreement
Name of body (/bodies):	Cavan Institute and Cavan and Monaghan Education and Training Board (CMETB)
Programme titles and links to publications	Bachelor of Arts in Audio and Music Production

Date of agreement/arrangement or last review	19/08/2024
Date of next review	
Detail of the agreement	Articulation-an agreed transfer pathway between an approved educational partner/provider and DkIT, whereby specific qualifications and/or credits obtained at an approved partner institution is recognised as a means of advanced standing or entry to a specified programme of study at DkIT. In this case, Audio and Music Production (6M22095) QQI Award to Year 3 of the BA Audio and Music Production

7. Articulation agreement	Articulation agreement
Name of body (/bodies):	Colleges Ontario (Canada)
Programme titles and links to publications	Not applicable.
Date of agreement/arrangement or last review	26/11/2023
Date of next review	26/11/2028
Detail of the agreement	Memorandum of Understanding (MOU)-sectoral MOU signed by THEA.

8. Articulation agreement	Articulation agreement
Name of body (/bodies):	Lovely Professional University (LPU), Punjab (India)
Programme titles and links to publications	Not applicable
Date of agreement/arrangement or last review	09/04/2024
Date of next review	09/04/2029
Detail of the agreement	Memorandum of Understanding (MOU)

9. Articulation agreement	Articulation agreement
Name of body (/bodies):	Methodist College, Kuala Lumpur (Malaysia)
Programme titles and links to publications	Not applicable.
Date of agreement/arrangement or last review	05/06/2024
Date of next review	05/06/2029
Detail of the agreement	Memorandum of Understanding (MOU)

10. Articulation agreement	Articulation agreement
Name of body (/bodies):	ISDC Global Services Ltd (World-wide)
Programme titles and links to publications	Not applicable.
Date of agreement/arrangement or last review	19/04/2024
Date of next review	19/04/2029
Detail of the agreement	Memorandum of Understanding (MOU)

Annual Quality Report (Dundalk IT)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2024-2025

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.6), **Part B** of the AQR focuses specifically on the effectiveness and impact of the IQA framework on the QA activities and developments across the institution during the reporting period.

Here, the institution is invited to document the quality enhancements adopted and implemented during the reporting period and describe concisely the impact of these across a selected range of activities. Part B should also be used to demonstrate how plans set out in the previous AQR were progressed during the reporting period. These plans may be linked to strategic objectives, to QQI reengagement advices, or to Cinnnte review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. The institution is encouraged to reflect on what worked well and what did not, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) and detail how they led to specific improvements of and enhancement in QA activities.

Part B provides evidence of quality improvement and enhancement and impact² of QA activities within the totality of the institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 considers the institutional analysis of IQA enhancements and their impact on a range of activities including academic integrity.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to showcase IQA in action through case studies in relevant thematic areas.

Institutions are invited to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:

- Be between half a page and two pages in length;

² The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: <https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf>. This is a very useful reference, though impact in the context of this report should be considered

- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear and concise concluding paragraph with an overview of the key outcomes/learning.

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

The Institute's Quality Assurance and Enhancement System (QAES) serves as a key mechanism for continuous improvement, ensuring that quality assurance (QA) activities lead to meaningful enhancements across academic and operational areas. As mentioned in AQR Part A, the QAES enabled DkIT to systematically identify areas for improvement or enhancement. These areas of improvement are then addressed through action plans, which are implemented, monitored, and refined as part of an ongoing cycle of quality enhancement. The Strategic Plan 2024-2028 (<https://www.dkit.ie/about-dkit/institute-reports-and-publications/strategic-plan.html>) was in effect during the reporting period. The strategic plan is aligned to the Institute's Mission-Based Performance Compact 2024-2028 between Dundalk Institute of Technology and the Higher Education Authority (HEA) (<https://hea.ie/higher-education-institutions/dundalk-institute-of-technology/performance/>). The Quality Assurance and Enhancement System (QAES) (see AQR Part A) continues to support the Institute's Strategic Plan.

The implementation and monitoring of action plans remained a challenge in the reporting period, particularly in ensuring sustained engagement across multiple stakeholders and embedding a structured tracking mechanism. A recurring challenge in the implementation of quality assurance activities is capturing tangible evidence of impact. While progress on action plans is periodically reviewed with plans being updated, measuring the direct effect of quality initiatives on student experience, academic standards, and institutional performance requires longitudinal data tracking and structured impact assessment methodologies. The Institute continues to aim to further refine its QA impact measurement frameworks, ensuring that the link between QA processes, enhancement actions, and institutional development is more explicitly demonstrated.

The following section provides evidence of quality improvement and enhancement during the reporting period (2024/2025) which are aligned with the Institute's strategic objectives. This includes:

- QQI Periodic Quality Dialogue;
- Changes to Policies and Procedures;
- Programme Development and Approval;
- Programme Changes;

- Professional Support Unit (Student Services) Activities and Developments;
- Professional Support Unit (Library) Activities and Developments;
- Postgraduate Research Activities and Development;
- Equality, Diversity and Inclusion (EDI) Activities and Developments;
- Professional Support Unit (International Office) Activities and Developments.

1.1.1 QQI Periodic Quality Dialogue

As part of the external quality assurance framework in Ireland, Quality and Qualifications Ireland (QQI) engages in periodic Quality Dialogue Meetings (QDMs) with Ireland's publicly-regulated higher education institutions. Dialogue meetings form part of the external quality assurance (QA) framework in Ireland and provide an opportunity for QQI to discuss with each institution internal and strategic developments in relation to quality assurance and enhancement.

There was no periodic quality dialogue meeting with QQI during the reporting period 2024/2025.

1.1.2 Changes to Policies and Procedures

Changes to policies and procedures in the reporting period 2024/2025 were described in the AQR Part A. See AQR Part B, Section 1.3.1 QA Governance Meetings Schedule for meeting schedules and a summary of matters considered by the Institute's various governance structures (in addition to amendments to policies and procedures included in AQR Part A).

1.1.3 Programme Development and Approvals

The Institute continued with its programme portfolio implementation during the reporting period (2024/2025) which was aligned with the Programmatic Portfolio Planning 2018 to 2028 (with amendments being made as appropriate). The ongoing development of the programme portfolio supports the DkIT strategic objective of "*delivering work-ready, globally-minded graduates with the necessary skills and attributes to work and live in an ever-changing world*" (DkIT Strategic Plan 2024-2028, pg. 15).

The following approvals were completed by the Registrar's Office during the reporting period 2024/2025:

- Programme Validations-Programmatic Review;
- Programme Validations-Other;
- Micro-credentials;
- Off-Campus Venues for Programme Delivery.

Programme Validations (as part of Programmatic Review)

Programme development continued in the reporting period 2024/2025 across all Schools with the majority of development in the Schools of Engineering and Health and Science taking place in the context of the Programmatic Review (part of quality assurance periodic review activities). All awards considered as part of the Programmatic Review were ratified at Academic Council Meeting No. 200 on the 20/06/2025.

Programme Validations

The following programmes were validated/reviewed separately from the Programmatic Reviews in the reporting period 2024/2025 (validation events took place remotely using web conferencing software (Microsoft Teams)):

School of Business and Humanities

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type	Academic Council Ratification Date
Business Studies	<i>Master of Business Studies in Responsible Entrepreneurship</i>	Master's Degree (Taught)	9	90	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Postgraduate Diploma in Responsible Entrepreneurship (Exit Award)</i>	Postgraduate Diploma	9	60	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Responsible Entrepreneurship (Exit Award)</i>	Certificate	9	30	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Postgraduate Diploma in Responsible Entrepreneurship</i>	Postgraduate Diploma	9	60	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Responsible Entrepreneurship</i>	Certificate	9	30	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Entrepreneurial Competence</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)

Business Studies	<i>Certificate in Responsible Entrepreneurship and Responsible Enterprise</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Resourcing the Responsible Enterprise</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Responsible Business Strategy</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Research Methods and Ethics</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Corporate Entrepreneurship and Innovation</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Master of Science in Management and Leadership</i>	Master's Degree (Taught)	9	90	Part-time Blended	Differential	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Postgraduate Diploma in Business in Management and Leadership</i>	Postgraduate Diploma	9	60	Part-time Blended	Differential	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Business in Management</i>	Postgraduate Certificate	9	30	Part-time Blended	Differential	20/06/2025 (AC Meeting No. 200)
Humanities	<i>Certificate in Athlete Monitoring Technology</i>	Certificate	7	10	Part-time, Part-time Blended, Part-time Online	New	20/06/2025 (AC Meeting No. 200)
Humanities	<i>Certificate in Cultural Landscapes: Newgrange and the Boyne Valley</i>	Certificate	6	15	Full-Time	Differential	21/02/2025 (AC Meeting No. 197)

School of Health and Science

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type	Academic Council Ratification Date
Nursing, Midwifery and Early Years	Certificate in Introduction to Cognitive Behavioural Therapy	Certificate	9	10	Part-time Blended	New	21/02/2025 (AC Meeting No. 197)
Life and Health Sciences	<i>Bachelor of Science (Honours) in Biopharmaceutical Science</i>	Honours Bachelor Degree	8	240	Full-time	Differential	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science in Pharmaceutical Science</i>	Ordinary Bachelor Degree	7	180	Full-time	Differential	20/06/2025 (AC Meeting No. 200)

School of Informatics and Creative Arts

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type	Academic Council Ratification Date
Computing Science and Mathematics	<i>Certificate in Large Language Models and Agentic AI</i>	Certificate	9	20	Full-time, Full-time Blended, Full-time Online	New	20/06/2025 (AC Meeting No. 200)
Computing Science and Mathematics	<i>Certificate in Large Language Models</i>	Certificate	9	10	Full-time, Full-time Blended, Full-time Online	New	20/06/2025 (AC Meeting No. 200)
Computing Science and Mathematics	<i>Certificate in Agentic AI</i>	Certificate	9	10	Full-time, Full-time Blended, Full-time Online	New	20/06/2025 (AC Meeting No. 200)
Computing Science and Mathematics	<i>Master of Science in Applied Data Science</i>	Master's Degree (Taught)	9	90	Full-time, Full-time Blended, Full-time Online, Part-time, Part-time Blended, Part-time Online	Differential	20/06/2025 (AC Meeting No. 200)

Computing Science and Mathematics	<i>Postgraduate Diploma in Applied Data Science</i>	Postgraduate Diploma	9	60	Full-time, Full-time Blended, Full-time Online, Part-time, Part-time Blended, Part-time Online	Differential	20/06/2025 (AC Meeting No. 200)
Visual and Human-Centred Computing	<i>Master of Science in Digital Health Innovation</i>	Master's Degree (Taught)	9	90	Full-time, Full-time Blended	Differential	20/06/2025 (AC Meeting No. 200)
Visual and Human-Centred Computing	<i>Postgraduate Diploma in Science in Digital Health Innovation (Exit Award)</i>	Postgraduate Diploma	9	60	Full-time, Full-time Blended	Differential	20/06/2025 (AC Meeting No. 200)
Creative Arts, Media and Music	<i>Bachelor of Arts (Honours) in Music (Year 4)</i>	Honours Bachelor Degree	8	240	Full-time	Differential	20/06/2025 (AC Meeting No. 200)
Creative Arts, Media and Music	<i>Certificate in Digital Media Design</i>	Certificate	7	40	Part-time Online	Differential	21/02/2025 (AC Meeting No. 197)
Creative Arts, Media and Music	<i>Certificate in User Experience (UX) Design</i>	Certificate	7	40	Part-time Online	Differential	21/02/2025 (AC Meeting No. 197)
Creative Arts, Media and Music	<i>Master of Arts in Creative Practice</i>	Master's Degree (Taught)	9	90	Full-time Blended, Part-time Blended	New	21/02/2025 (AC Meeting No. 197)
Creative Arts, Media and Music	<i>Postgraduate Certificate in Creative Practice</i>	Postgraduate Certificate	9	30	Full-time Blended, Part-time Blended	New	21/02/2025 (AC Meeting No. 197)

A differential validation refers to the validation of a programme that is based on, or a modification or extension of, an existing DkIT validated programme. The validation of the original programme can inform the validation of the derived programme and this can simplify the validation process for the derived programme.

Micro-credentials

The following micro-credentials were validated using the Institute's Micro-credential Policy (<https://www.dkit.ie/about/policies/micro-credentials-policy>). It should be noted that the validation procedures for micro-credentials were incorporated into the DkIT Design and Approval of Programmes Policy (<https://www.dkit.ie/about/policies/policy-on-the-design-and-approval-of-programmes>) in the academic year 2024-2025:

School of Business and Humanities

Department	Micro-credential Title	Validation Type	NFQ Level	ECTS Credits	Delivery Mode(s)	Academic Council Ratification Date
Humanities	<i>A History of Europe 1918-2007 'The breaking of Nations'.</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>The Struggle for Democracy</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Ireland 1912-1932: Revolution and Counter-Revolution</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Genocide, Social Darwinism and Racial Science</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Ireland: Citizenship and Ethnic Diversity</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Exercise and Sports Psychology</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>New Venture Development for Sport</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Exercise Psychology and Behavioural Change</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Continuing Professional Development and Social Care</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

Humanities	<i>Care in a Multicultural Context</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Youth Work Relationships</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Addiction in a Youth Work Context</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Prehistoric Ireland: From the First Settlers to the Bronze Age</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Irish Literature: Poetry, Fiction and Social Change</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Ireland, 1540-1800: Land and Religion</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Globalisation and Political Economy</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

Humanities	<i>Issues in Social Care</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Sociology 1</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Social Entrepreneurship</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Ireland 1800-1921: Success & Failure Under the Union</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	<i>Sport Event Planning</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Business Computing Applications</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Workplace Communication Skills</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Web Development</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Elements of Business Law</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Management Information Systems</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Operations Management</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Research and Communication Skills</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Marketing</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Business Mathematics</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Cost Accounting</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Foundations of Law</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Perspectives in Entrepreneurship</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Technology & Office Applications 1</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Business Information Systems & Project Management</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Media Publishing</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Doing Business in New and Emerging Markets</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	<i>Navigating Further and Higher Education (Headstart)</i>	Existing	6	5	Full-time, Part-time, Full-time Blended, Part-time Blended	26/09/2025 (AC Meeting No. 201)
Business Studies	<i>Engaging with Further and Higher Education (Pathways)</i>	Existing	6	5	Full-time, Part-time, Full-time Blended, Part-time Blended	26/09/2025 (AC Meeting No. 201)

Management and Financial Studies	<i>Consumer Psychology</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	<i>Economics and Society</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	<i>Human Resource Management</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	<i>Contemporary Marketing and Communication</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	<i>Consumer Psychology and Behaviour</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	<i>Management</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	<i>Wellbeing and Life Skills for the Resilient Graduate</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	<i>Financial Management</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	<i>Organisation Behaviour</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	<i>New Product Development</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	<i>Creativity, Innovation and Teamwork</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	<i>Sales Management and Practice</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

Management and Financial Studies	<i>Branding & Customer Relationship Management</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	<i>The Art of Pastry</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	<i>Food Safety Management</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	<i>Human Resource Management for Hospitality, Events and Culinary Arts</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	<i>Digital Marketing Management</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	<i>Revenue Management for the Events Industry</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	<i>Introduction to Sales and Marketing</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	<i>Introduction to Revenue Management</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	<i>Event Technology</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	<i>Event Risk and Safety Management</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	<i>Applied Law for the Tourism Industry</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

School of Engineering

The following micro-credentials were validated initially using the Institute's Micro-credential Policy (<https://www.dkit.ie/about/policies/micro-credentials-policy>). They were subsequently redesignated using the DkIT Design and Approval of Programmes Policy (<https://www.dkit.ie/about/policies/policy-on-the-design-and-approval-of-programmes>) in the reporting period 2024-2025:

Department	Micro-credential Title	Validation Type	NFQ Level	ECTS Credits	Delivery Mode(s)	Academic Council Ratification Date
Engineering Trades and Civil Engineering	<i>Certificate in Electrical, Testing and Verification - Qualified Certifier</i> (previously Electric Vehicle Level 1 and 2 - MOME E6001)	Existing	6	5	Full-time, Part-time	Micro-credential designated as non-major award - 21/02/2025 (AC Meeting No. 197) Originally designated as micro-credential - 22/11/2024 (AC Meeting No. 196)
Engineering Trades and Civil Engineering	<i>Certificate in Heat Pump Installation</i> (previously Heat Pump Installer)	Existing	6	5	Full-time, Part-time	Micro-credential designated as non-major award - 21/02/2025 (AC Meeting No. 197) Originally designated as micro-credential - 22/11/2024 (AC Meeting No. 196)
Engineering Trades and Civil Engineering	<i>Certificate in Electrical, Testing and Verification - Qualified Certifier</i> (previously Qualified Certifier (QC) Electrical, Testing and Verification - ELEC E6008)	Existing	6	5	Full-time, Part-time	Micro-credential designated as non-major award - 21/02/2025 (AC Meeting No. 197) Originally designated as micro-credential - 22/11/2024 (AC Meeting No. 196)
Built Environment	<i>Certificate in Building Information Modelling 1 (BIM 1)</i> (previously Building Information Modelling (BIM) - ENGR E7032)	Existing	6	5	Full-time, Part-time	Micro-credential designated as non-major award - 21/02/2025 (AC Meeting No. 197) Originally Designated as micro-credential - 22/11/2024 (AC Meeting No. 196)
Built Environment	<i>Certificate in AutoCAD</i> (previously AutoCAD-ENGR E7031)	Existing	6	5	Full-time, Part-time	Micro-credential designated as non-major award - 21/02/2025 (AC Meeting No. 197) Originally Designated as micro-credential - 22/11/2024 (AC Meeting No. 196)

Programme Accreditations Update

Programmes with professional accreditations completed annual monitoring activities as appropriate. See Section 9.0: Details of Arrangements with Third Parties.

Off-Campus Venues for Programme Delivery

The Institute approved the following location(s) for off-campus programme delivery:

Off-Site Location	Programme(s) to be Delivered	Date of Site Visit	Approval Date
Rock Celtic FC, Sandy Lane, Haggardstown, Dundalk, Co. Louth, A91 HN22, Ireland.	<i>Bachelor of Arts in Musical Theatre</i>	30/09/2024	22/11/2024 (AC Meeting No. 196)
English Path (EP), 1 Clarinda Park North, Dun Laoghaire, Dublin, A96 E8NV, Ireland	<i>Certificate in Foundation Studies</i> <i>Certificate in Foundation Studies with Intensive English</i>	11/11/2024	22/11/2024 (AC Meeting No. 196)

Programme Validation reports with School responses for validations can be viewed at:

<https://www.dkit.ie/offices/registrar/quality-office>.

Programme validation is a key mechanism for continuous quality improvement within the Institute's overall Quality Assurance and Enhancement (QAE) Framework. The Institute's programme validation policy and procedures ensure that all new and revalidated programmes undergo rigorous evaluation against established programme validation criteria. This structured assessment enables the identification of areas for enhancement, ensuring that programmes remain aligned with evolving academic and professional standards, institutional priorities, and student needs.

Each programme validation process results in a formal report that documents conditions and recommendations for improvement. Conditions must be addressed before a programme can be approved for delivery. Recommendations, while not mandatory, provide opportunities for programme teams to refine and enhance curricula, assessment strategies, learning resources,

and student support mechanisms. These recommendations lead to iterative improvements in programme design, delivery, and pedagogical approaches.

The categorisation of conditions and recommendations against programme validation criteria provides a structured means of tracking quality improvements at both programme and institutional levels. This categorisation enables the Institute to identify common themes across programme validations, informing broader strategic enhancements and innovation in curriculum development, and academic staff development.

Furthermore, the programme validation process contributes to ongoing quality enhancement by:

- Encouraging programme teams to engage in reflective practice and constructive peer review.
- Ensuring alignment with institutional and national policies on programme design.
- Facilitating external input from subject matter experts, industry representatives, and professional bodies to ensure programme relevance.
- Strengthening student-centred learning approaches by embedding feedback from student representatives.

Programme Validation Panel Reports with School responses for each validation event completed during the reporting period are published on the DkIT website.

1.1.4 Professional Support Unit (Student Services) Activities and Developments

This section provides a summary of the activities and developments in the professional support unit (Student Services) for the reporting period 2024-2025. An update on the planned actions in the Area for the reporting period can be found in section “1.2 Update on Planned QA Objectives identified in Previous AQR”. Planned actions for the upcoming reporting period (2025-2026) can be found in section “3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period”.

Strategic Developments and Updates

Achieving our strategic goals for access and progression has led to a growing and increasingly diverse student population. In 2024/2025, 27% of our students came from socially disadvantaged areas, reflecting our commitment to widening participation. However, this shift also brings challenges, as financial pressures remain a significant concern—13% of our students reported considering dropping out for financial reasons in the 2023 StudentSurvey.ie, higher than the 11% average across the technological sector. As our campus population grows more diverse with students from underrepresented and disadvantaged backgrounds, our support services are adapting to meet the complex, multifaceted challenges these students face. Nationally, and in line with emerging research, student engagement is dropping; commuter colleges are increasing; and more students than ever are working full or part time while trying to complete their course. This is placed upon the backdrop of a housing crisis; cost of living increases; restricted travel; and there is much international stress. To strive towards making our campus even more inclusive, safe, and connected, the student counselling service looked to:

- amplify student and staff strengths
- identify trauma within mental health and DkIT more clearly
- enhance the student experience via engaging activities

Our focus is to use our strategic goals to amplify a sense of belonging and connectedness.

HEA Programme for Access to Higher Education (PATH)

DkIT established a Regional Access Forum (RAF) whose membership is comprised of community organisations, FET partners, local second level school personnel, community training centres, TUSLA, Youthreach, DkIT staff and students etc. The aim of the RAF is to work together to build capacity, share knowledge and increase effectiveness around improving access and participation rates from those most disadvantaged. One of the Forum's first actions was to contribute to the development of the Institute's new Equal Access and Participation Policy.

As part of our Access programme of works, we contributed to the development of the Certificate in Access to Higher Education, in collaboration with colleagues from the School of Business and Humanities. The aim of this programme is to provide a supported alternative pathway into DkIT

for participants from communities and sectors that have traditionally experienced low participation rates in higher education. It is hoped that the programme will be validated in time for its first intake in November 2025.

PATH 4 Phase 1 (2025 - 2026) - Inclusive Environment Fund

DkIT were successful in our submission to the fund to directly support students through the provision of additional Assistive Technology hours, Glean licenses and accessible furniture. DkIT have developed a more inclusive campus environment by extending our [MazeMap](#) licence and are developing a wellness area to support student well-being and accessibility. Disability awareness training for staff in each of the four academic schools will further promote an inclusive learning environment. This is aligned to Goal 2 of the Strategic Plan 2024-28 which aims to 'provide accessible and inclusive approaches to Learning, Teaching and Assessment which ensures that all students can flourish and achieve their potential' (p.32)

The Disability Officer led out on the project to get DkIT accredited as an Autism Friendly HEI. As part of that accreditation in October 2024 the Autism Friendly HEI Working Group developed an Action Plan, implementation of the agreed actions is ongoing.

PATH 4 Phase 5 - Supporting Students from Traveller and Roma Communities

By working closely with the Meath Traveller Workshop, DkIT provided supplementary educational supports and experiences to a group of young Traveller males at risk of dropping out of the formal education system. Structured visits to the DkIT campus for learners in Youthreach and Community Training Centres are a key outreach initiative. PATH 5 funding is now used to fund a two-day a week Traveller and Roma Outreach Worker post to progress work in this area and to build trust with this community. The Outreach Worker's efforts have been key to ensuring that Traveller parents and community members have started to attend events on campus (e.g. Parents Information Evenings), has led to individuals enrolling on our Pathways programme (run in conjunction with Louth Local Development LLD), has worked closely with Traveller students in a local second level school and has also been a driver in capacity-building at community organisation level for local Traveller groups.

National Framework for Mental Health and Suicide Prevention

The Student Counselling Service is continuing to develop work with colleagues across DkIT and nationally, to support the continued implementation of the three frameworks for student wellbeing which are: Mental Health and Suicide Prevention (MHSP), Healthy Campus (HC), and Ending Sexual Violence and Harassment (ESVH). Counselling has provided initiatives, consultation, and support for each of these.

Staff, led by our Mental Health Nurse Advisor (MHNA) developed and progressed the partnership with the JED foundation, which began in January 2024 to improve mental health and reduce rates of suicide. We have completed the implementation phase of the programme, and now await an assessment, marking the transition into the sustainability phase. Future plans include a post assessment due by November 1, 2025, with an end of year final progress report and review by January 2026.

Facilities

Significant enhancements to campus health, wellbeing, and sporting facilities have recently been delivered and approved, further strengthening our commitment to safety, inclusion, and student experience at DkIT:

- An outdoor Automated External Defibrillator (AED) near the playing pitches was successfully installed and is accessible 24/7.
- A new Sensory Room has been installed in the Carrolls Building to accommodate and offer respite to Autistic students and those with Mental Health conditions who study in that building.
- Approval has been given for the construction of a new sports floor in one of the indoor pitches in DkIT Sport which will enhance the availability of the Faulkner Hall.

This following summary highlights key developments within each Service:

Student Support Service Update

Over the past academic year, Student Support (post-entry Access Supports) have made significant contributions towards achieving the Institutes Strategic Objectives. This has been

accomplished through targeted, inclusive, and responsive initiatives designed to enhance student engagement, equity, and success.

- Hosted targeted student engagement events for underrepresented groups, including Financial Support Talks for HEAR eligible students.
- Mature Student Pre-Induction Orientation: A tailored pre-induction orientation session was delivered to incoming mature students.
- **Student Assistance Fund (SAF):** A full review of the SAF process led to several key enhancements:
- **1916 Bursary (PATH 2):** Ongoing support was provided to awardees,
- **Bernard Dufy Scholarship:** Two scholarships successfully awarded again this year.
- **Student Accommodation Assistance Fund:** supported one successful application
- **Provision of Digital Resources:** management of Lapsafe self-service laptop kiosk ensuring 24-hour laptop loans. The Laptop Loan Initiative remained in high demand and was efficiently delivered to socio-economically disadvantaged students and students with a Disability outside of the Fund for Students with a Disability Funding Model. Two phone charging units were installed.

Disability Service Update

The table below details the numbers of students registered with the Service including the range of disabilities. There has been an increase in some disabilities and the decrease in others. Specific Learning Difficulty continues to be the most common disability among students seeking support. The increase in ASD and the reduction in Mental Health (MH) numbers may be a result of more confirmed diagnoses of Autism instead of MH as the number of new 1st years with MH was only 1 student yet the number of students with MH condition as a secondary disability was 21.

Breakdown of Types of Disability Supported (UG and PG, PT and FT) - Primary Disability	24/25	23/24	22/23	21/22	20/21	19/20
ADD/ADHD	24	19	25	19	12	6
Autism Spectrum Disorder (Including Asperger's Syndrome)	61	47	27	32	23	22
Blind/Visual Imp	10	4	3	4	3	3

Deaf/Hearing	5	5	5	4	4	4
Developmental Co-ordination Disorder (DCD) Dyspraxia	35	33	29	31	33	26
Mental Health Condition	19	34	24	22	28	24
Neurological Condition including Speech and Language Difficulties	21	22	24	22	20	14
Physical Disability	12	12	12	14	13	16
Significant On-going Illness	25	24	20	25	31	33
Specific Learning Difficulty	148	116	129	120	107	111
Other incl. General / Mild / Borderline Learning Difficulty	46	5	4	7	-	-
Totals	406	321	302	300	274	261

For 2024-2025 there were 187 students had two or more confirmed disabilities/conditions.

There has been an increase in Apprentices on Campus with 384 overall. This has resulted in an increase in the numbers registering for support from the DS.

Breakdown of Types of Disability Supported (UG and PG) - Primary Disability	2024-25 Intake 1 September	2024-25 Intake 2 January	2024-25 Intake 3- April
ADD/ADHD		1	3
Autism Spectrum Disorder (Including Asperger's Syndrome)			1
Blind/Visual Imp		1	1
Deaf/Hearing		1	
Developmental Co-ordination Disorder (DCD) Dyspraxia			1
Mental Health Condition			1
Neurological Condition including Speech and Language Difficulty		1	
Physical Disability			1
Specific Learning Difficulty	6	14	9
Other incl. General / Mild / Borderline Learning Difficulty/Literacy Difficulties with no dx -SOLAS screening	13	10	12
Totals	19	28	29

Of the total over the three intakes, 12 apprentices had two or more difficulties.

The following are some of the other key highlights for the service this year:

- **Pre-Induction Orientation:** In September 2024 Pre-Induction Orientation sessions were introduced for students who declared a Disability on their CAO application and those who had an Autism diagnosis.
- **Autism Festival of Acceptance:** This was the second year that DKIT, together with colleagues in NCI, DCU ATU Sligo, NCAD, CCT College, took part in the annual Autism Festival of Acceptance which is a series of events aimed at promoting acceptance and understanding of autism.
 - Liaising more closely with Mental Health Nurse to provide support to students who register with the DS who have MH Conditions.
 - The ongoing availability of an Assistive Technology (AT) Officer provides training to support students who have literacy difficulties and all AT queries.
 - The DS continues to provide information to new Invigilators and Scribes during their training. This ensures that reasonable accommodations are implemented correctly, issues are addressed proactively, and the process of invigilation runs smoothly and imparts confidence in students and invigilators.
 - Ongoing updates and maintenance of website, Autism&Uni website and the student Moodle support hub. A specific Staff section on the Moodle hub includes information about supporting many disabilities and RA in Exams and Marking guidelines.

Student Counselling Service Update

The Counselling Service has seen significant change over the last reporting period. The Head of Counselling left DKIT in July 2024, and the new head began in February 2025. Counselling have continued to advertise the Responding to Students In Distress or at Risk (RSIDR) training to staff with school-specific invitations pending in advance of the new academic term. This work builds on the previous online Supporting Students as Staff resources developed by Counselling.

The team ran a mental health week, aligning with World Mental Health Day (10th October 2024) in partnership with other teams from student services and the SU. This week-long event consisted of many activities, workshops and talks, which included onsite supports and fun activities for both students and staff.

Data Management

Counselling took part in the Psychological Counsellors in Higher Education in Ireland (PCHEI)-wide anonymised data collection, staffing analysis, and projects that updated the Higher Education Authority (HEA) on data regarding Mental Health and Suicide Prevention (MHSP) and Healthy Campus (HC). The team discussed best practice and referral processes between departments and local teams. In line with MHSP feedback, future data will be collected on additional non-direct and advocacy work outside of clinical intervention and events.

The service continues to use CORE-IMS as the CMS. This allows for data collection and collation regarding key aspects of service delivery including service outcomes and evaluation. The data below relates to the period 1st September 2024 to 31st May 2025.

Numbers attending

2020/21	2021/22	2022/23	2023/24	2024/25
312	451	410	341	311

During the reporting period, 311 students registered with the student counselling service. This is a small reduction in registration figures in comparison with recent years which is consistent with national engagement statistics and curve regarding the pandemic, however in the last year Counselling had fewer clinicians.

Key highlights below regarding student data show that almost 1 in 5 students attend who have a disability; the students from the School of Informatics and Creative Arts are the cohort who attend mostly; the presenting issue of anxiety remains as a top concern; and almost 1 in 10 attend due to issues of abuse. Students who stated details upon registration are as follows:

Gender Identification	Background	Academic
<ul style="list-style-type: none">• 44% female• 28% as male• 2% transgender/non-binary	<ul style="list-style-type: none">• 18% registered with Disability Office• (3% enduring mental health issue)• 15% International• 17% Mature• 6% DARE	<ul style="list-style-type: none">• 5% Postgraduate• 3.5% Access/Apprentice• 38% Informatics and Creative Arts• 32% Business and Humanities• 19% Health and Science

	<ul style="list-style-type: none"> • 3% HEAR • 40% in receipt of SUSI 	<ul style="list-style-type: none"> • 11% Engineering
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Appointments

We offered a total of 1,301 appointments for assessment and counselling sessions this year, which was a small reduction to the previous year (1,434) and congruent with a reduction in staff. These appointments include 63 students attending the drop-in appointments. November remained the busiest for both assessment and counselling appointments.

Presenting Issues - Top 5 issues presenting to counselling were:

- **Anxiety:** Experiences of excessive fear/anxiety, including social anxiety, worry, panic, stress, obsessive or intrusive thoughts, phobia, post-traumatic stress, etc.
- **Relationships:** Interpersonal difficulties such as distress in friendship or family relationships, relationship with housemates/classmates, supervisors, break-up of romantic relationships or romantic rejection, difficulty starting/building connections with others, loneliness, or isolation, etc.
- **Identity:** Issues related to a client's view of themselves or how they are viewed by society, including difficulties with self-esteem and confidence, self-criticism, perfectionism, gender identity and expression, racial / ethnic / cultural identity, negative body image, etc.
- **Depression (+ anger and mood change):** Experiences of low mood, mood swings, emotional numbness, feelings of hopelessness, irritability and anger.
- **Academic issues:** Issues with performance and participation in a client's academic occupation. Includes course choice, exam failure, issues with motivation, managing workload, placement issues, plagiarism, procrastination, academic discipline issues. Also includes negative impacts on academic performance by other presenting issues.

Risk Issues

Data showed that some students were at risk (ranging from 'mild to severe') at the point of assessment. Students who were deemed to be at imminent risk, received specialist care via the CAMS intervention (Collaborative Assessment and Management of Suicidality). Risk details are as follows:

- Risk of suicide: 3.5%
- Risk of self-harm: 6%
- Number of students engaged with suicide intervention and safety plan: 5.
- Fewer students were deemed at risk of suicide this year in comparison to last year.

Data also showed that 8% of students attending counselling had experienced abuse and was the key reason for attending. Abuse includes a historic or current experience of physical, emotional, sexual, domestic, or online abuse and/or neglect. This also includes bullying, harassment, discrimination, and other crimes against the client. This category includes trauma broadly.

Counselling was involved in many projects over the last year that span nationally, cross-border, internationally, and covers best practice, research, and strategy:

- Part of a transatlantic event between American, UK, and Irish counselling services. Staff were part of a panel discussing current affairs, trends, and issues with the mental health crisis narrative.
- Partnership with The JED Foundation, working on becoming an accredited organisation with them to enhance suicide prevention.
- Continued to be part of the PCHEI+HSE collaboration on training and provision of Emotion Regulation groups to students (DBT informed).
- Involved in a national video release, publicising the HC charter.
- Involved in a pilot projects with PCHEI and Active Consent to focus on building Trauma Aware HEIs.
- Counselling staff took part in the U-Well project, research run by ATU and UU, seeking to conduct a series of workshops and a survey to better understand the facilitators and barriers

to rolling out a survey on student mental health for incoming first year students on a national level.

- **Counselling staff** are part of SMART-IE (Student Mental Health Technologies - Implementation and Evaluation), which is a Health Research Board-funded initiative led by University of Galway. The focus is on understanding the implementation of online mental health support platforms. This project specifically uses Togetherall as a case study to explore the implementation of such projects within university systems.

The Service continues to partner with the following organisations:

Togetherall: offers students access to an anonymised online space where students can talk, share, support and be supported by peers. It also provides mental health screeners, structured self-help courses, and has a large clinically trained team of mental health professionals who moderate the site 24/7.

NiteLine: offers an out-of-hours call and instant message helpline service offered to students by students from 9 pm until 2.30 am every night during term time. Volunteers are trained and offered support by staff from counselling services across the country.

Text About It (50808): a free, anonymous, 24/7 messaging service, providing everything from a calming chat to immediate support for mental health and wellbeing.

Pastoral Care Update

- **New Interfaith Space:** Our new Interfaith Space for all faiths was launched in September 2024.
- **New Pantry:** The Food Press previously located in F211 was upgraded to The Pantry and relocated to the storage area opposite the Students Union. The Pantry provides nonperishable food and hygiene items to students who are facing financial difficulties.
- **Fundraising:** Bake Sale Student Hardship Fund, Daffodil Day Fundraiser, Charity Sea Swim 4th Year Mental Health Students.
- **Pancake Tuesday:** The now famous DkIT Pancake Tuesday returned to campus this year. With the help of student services staff over 300 pancakes were served to staff and students who had their choice of delicious toppings. This year pancakes were handed out for free as a goodwill gesture.

The following Workshops were facilitated:

- **Breathwork Classes:** As part of Mental Health and Wellbeing week, a class was offered and attended by students and staff highlighting the importance of using your own breath to reduce stress and anxiety.
- **Tribal Drumming:** a tribal workshop returned to DkIT, as part of Mental Health and Wellbeing week.
- **Positive Masculinity Workshop:** Cormac Noonan returned to campus again to facilitate a workshop on Positive Masculinity which was well attended
- **Let's Talk Stress:** A workshop for all students focussing on stress.
- **Lunchtime Walk and Talk.**

Student Health Unit Update

Our work continues to focus strongly on promoting health and wellbeing and supporting positive mental health across the student body. However, we recognise that this remains an ongoing challenge, particularly considering the steady increase in students seeking support and the growing complexity of the issues they are facing.

Service Statistics:



Total numbers July 2024 - May 2025 = 6664

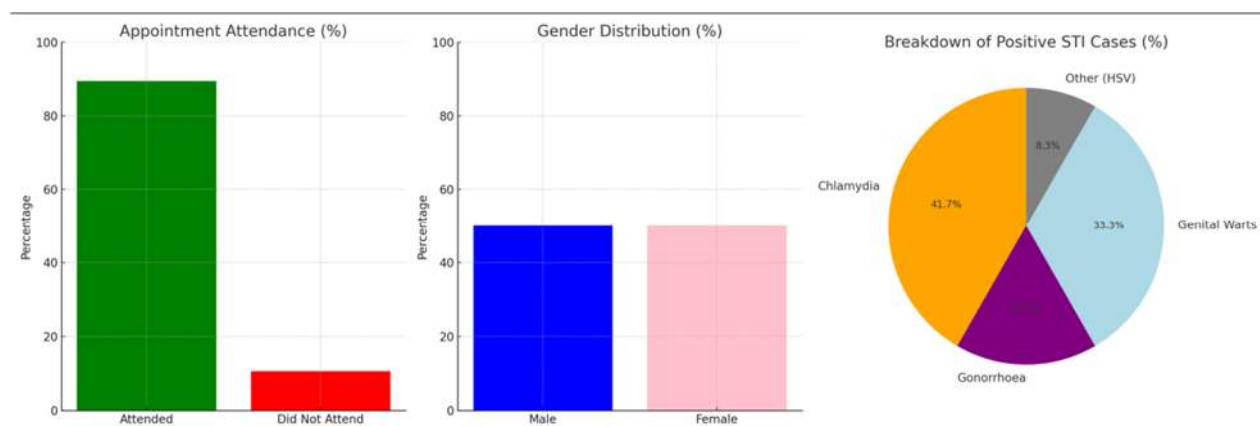
* Follow-up: Monitor patient symptoms when unwell or injured, reinforce care knowledge and action plans, laboratory test results following all testing in SHU.

Our HPM software indicates a significant increase in overall service activity during the year from 5,417 in the 2023/24 academic year to 6,664 in 2024/25 – representing a 23% increase. This significant rise suggests improved awareness and/or access to health services among students. Minor illness continues to be the most common reason for appointments. Approximately 72% of attendance was by international students (acknowledging the potential inaccuracy due to administrative disruptions).

Service Activities and Developments

Sexual Health Services: While data suggests a slight decrease in overall sexual health testing activity, a notable decline was observed in the positivity rate—a positive indicator of student health. One key development was an increase in male students accessing sexual health services, a welcome and important trend. 2024/2025 data continued to reflect strong engagement with sexual health services, with 89.4% of booked appointments attended. The gender distribution among attendees was evenly split, with 50% identifying as female and 50% as male—an encouraging shift from previous years where female students were significantly more likely to access the service. The overall positivity rate stood at 15.8%, showing a slight decrease from the previous academic year. Among those who tested positive, chlamydia remained the most detected infection, accounting for 41.7% of cases. Gonorrhoea made up 16.7%, while genital warts were identified in 33.3% of positive cases. Herpes Simplex Virus (HSV) was the least common, representing 8.3% of the total. Chlamydia continues to be the most common sexually transmitted infection among the student population, mirroring national trends.

2024/2025 STI Statistics:



Compared to the same period last year, the SHU saw a 13.6% reduction in testing activity this year. While the exact cause of this decline is not fully clear, it is worth noting that the SHU experienced several internal administrative staff changes during this period. A transition in administrative staff meant that multiple new team members required in-house training. As a result, key activities such as health promotion had to be scaled back at times, whereas in previous years, these efforts were more consistently prioritised and visible.

Health Fair: Student engagement on the day was exceptionally high and marked one of the most well-received events to date. It was especially wonderful to have so many incredibly talented DKIT students involved in organising the event this year. As always, the collaboration with the wider student services colleagues, particularly the Sports and Societies teams, the Counselling Service, the Pastoral Care Coordinator, the Student Union, staff from the School of Nursing, Nutrition, Hospitality, Sports and Exercise, and Event Management departments - was key. The SHU is very grateful for the support of external partners the HSE and An Garda Síochána. Mark from the HSE Quit Team and Olivia from the Health Promotion Department were welcomed participants to the fair. Both provided expert advice on a wide range of health promotion topics, with a particular focus on issues relevant to the student cohort. The event wrapped up with a powerful talk by Mary Hulgraine, who shared her inspiring journey of overcoming addiction and mental health challenges.

Health Campus Committee: The SHU are actively involved with the Healthy Campus Steering Committee, supporting initiatives that promote mental and physical wellbeing, sustainability, and

a positive campus culture. This collaborative approach remains vital to creating a healthier and more inclusive college environment.

Vaccination Clinics: In September 2024, the Health Unit hosted the HSE on campus to deliver a pop-up MMR vaccination clinic following a rise in measles cases across Europe.

SHAG Week Activities HIV Ireland: HIV Ireland once again provided rapid HIV testing as part of SHAG Week in February, along with sexual health education and advice. Stephen and his team were highly complementary of the engagement from students and expressed appreciation for the warm welcome they consistently receive.

Substance Misuse Awareness: Garda Darragh attended the Health Fair to deliver an informative session on drug misuse focused on increasing awareness of the impact of substance abuse on individuals, families, and the wider community.

Road Safety Awareness: The RSA Shuttle Bus attended campus, offering students an interactive and educational experience focused on road safety. The initiative was well-received, with students also given the opportunity to engage in using the road safety VR goggle simulations that reinforced the importance of safe driving habits.

The *Light Up Your Bike* campaign on campus was supported by the SHU and aimed at promoting cyclist safety during the darker months. This collaborative initiative, run in partnership with Louth County Council, An Garda Síochána and the Road Safety Authority - highlighted the importance of visibility for cyclists, particularly during shorter daylight hours. Free bicycle lights and high-visibility items were distributed at the Hoey's Lane entrance to DkIT in November. The event received strong student engagement and was also promoted across social media channels.

Service Activities for the Mental Health Nurse Advisor (MHNA)

The academic year has been a busy period, with a high number of students seeking mental health support, an encouraging sign of reduced stigma and increased openness to help-seeking. Much of the work involved supporting students with ongoing or complex mental health needs, including close collaboration with GPs, community mental health teams, and specialist services to ensure continuity of care. Challenges arose in supporting international students particularly those already under care in their home countries, requiring cross-border coordination with

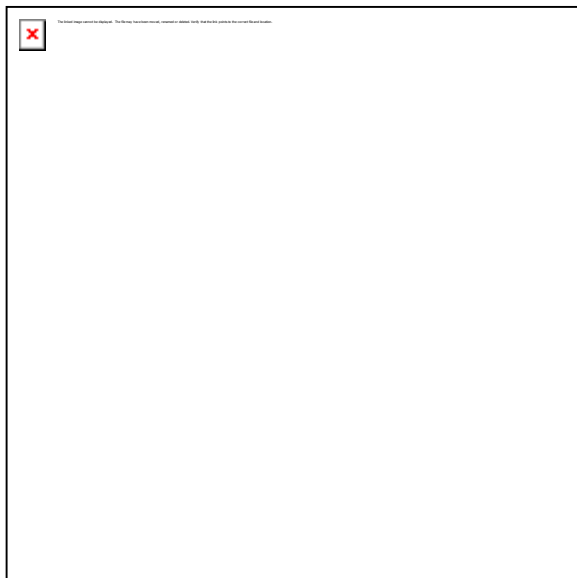
overseas consultants, often navigating different prescribing practices and healthcare systems. Common issues included anxiety, low mood, and depression, while growing numbers of students sought understanding around neurodiversity, particularly in relation to focus, executive functioning, and sensory sensitivity. Social isolation, loneliness, financial stress, especially among international students - and emerging concerns around AI, job security, and the future also featured prominently. A big positive for the Mental Health Nurse this year was the strong collaboration with Student Health, Student Counselling and Disability services.

Sports and Societies Update

In September, the Sports and Societies Officer launched the #TryItAll initiative, aimed at encouraging female students to engage more actively in sports and physical activities. The initiative was supported by N-TUTORR. The #TryItAll campaign was designed to break down barriers and promote inclusivity in sports among young women at DkIT. By offering a variety of activities—ranging from traditional team sports to innovative fitness programmes—#TryItAll ensured that every student regardless of skill level or experience, could find an activity that suited them. Over 40 students took part in the sessions which included soccer, GAA, rugby, basketball, badminton, volleyball, dance and team building activities. To launch the initiative, an event was held on the DkIT campus, featuring an inspiring keynote address by Olympian Kate O'Connor, whose achievements on the international stage have made her a role model for many young athletes, delivered a powerful speech highlighting the transformative power of sports. Kate shared her personal journey and emphasised the importance of sports participation in building confidence and leadership skills.

On April 7th, 150 secondary school girls attended DkIT to contest the inaugural Sonia Hoey Cup. The event marked the culmination of an 9-week School Development Programme, part of the

ongoing Female Athlete Health and Wellbeing programme launched by DkIT and Louth LGFA



earlier this year.

An Appeals process was introduced as part of the Sports Scholarship Programme. Appeals will now be reviewed by a panel comprising two independent staff members who were not involved in the original selection process. The purpose of the appeal is to ensure that procedures are followed fairly and consistently.

Once again, sports and societies held training for committee members to assist and support them in the running of a society and to ensure the society doesn't end when key members graduate.

The Gaelic Players Association (GPA) held drop-in sessions on campus and held individual appointments with county players at DkIT to inform them of the additional financial and career support they can avail of as a third level county player. Twenty students availed of this service and found it extremely beneficial and informative.

The annual Sports and Societies Awards night was a huge success and this was reflected in the great attendance and positive feedback from students, staff, sponsors and coaches. The event was held in the Imperial Hotel with over 200 in attendance for the actual ceremony alongside those who attended the after party which was open to all students.

This following new societies were established during the report period:

- The Neurodivergent Society
- Indonesian Society
- Green Campus Society.

The sports and societies office are continuously engaging with external communities and partners links with sporting organisations (Louth GAA, Dundalk FC, Leinster Rugby etc.), local enterprises such as Ganson and Control Soft who are current sponsors continue to grow and within the college itself a wide range of cultural and religious societies are offered for students. Examples of societies are: Christian Union society, Malaysian Society. The Service promotes social responsibility and community involvement across staff and students. This is evident annually as staff and students come together to host the DkIT Dundalk 10k with 100 volunteers assisting in the running of the event from which all proceeds go to local charities.

Staff held bi-annual meetings with 90 Sports Scholarship students to provide additional support and to signpost students to support services like Disability, physiotherapy and careers support where required.

Careers and Employability Centre Update

The team delivered a wide range of student-centred and employability-focused services and initiatives. Events were tailored to student requests and employer interests, building on bespoke employability events piloted in the previous year.

Annual Careers Fair

The flagship Annual Careers Fair took place in October 2024, welcoming over 70 companies to campus. The event was sponsored by Kingspan and featured a wide spectrum of local, regional and national employers. The fair served as a key opportunity for students to explore career pathways aligned with their fields of study.

School-Specific Careers Events

A total of eight themed career events were held on campus, developed in partnership with academic schools and programmes. Two events received financial support from N-TUTORR, which significantly boosted participation and engagement.

- Nursing and Midwifery Careers Event - 20 November 2024.
- Careers and Teaching Event - November 2024.
- Creative Careers Event - 23 October 2024
- Business and Humanities Careers Event - 20 March 2025
- Engineering Futures Careers Event - 26 March 2025

These events were tailored in response to student and employer surveys calling for discipline-specific engagement.

Employability Series - Skills for Success

The Centre delivered a six-week Employability Series designed to enhance student career readiness. Sessions were facilitated by both external consultants and members of the Careers and Employability team, covering a range of practical topics:

- Creating a LinkedIn profile with impact
- Postgraduate pathways to teaching
- Careers/CV workshop for tech students
- Stand Out Strong - Confidence & self-promotion for interviews
- Employability for international students - navigating visas and work permits
- Crafting a winning CV

Supported by N-TUTORR, this series reflected the Centre's commitment to equipping students with the skills needed to thrive in a rapidly evolving job market, including sectors impacted by AI and digital transformation.

Student Support Hub on the Moodle VLE

The Moodle Student Support Hub continues to serve as the central repository for all careers information, resources, and templates. The extensive Career Toolkit is updated annually to reflect ongoing developments in employability skills support. Our key portals and tools—DkIT

Careers Connect, Shortlist Me (video interview practice), and Profiling for Success (psychometric testing)—are all accessible via Moodle, ensuring students have 24/7 access to career development resources.

Student Work Placements 2024/2025

A total of 653 students across 36 undergraduate programmes were placed during the academic year:

- School of Health and Science: 241 students (36.9%).
- School of Informatics and Creative Arts: 159 students (24.3%).
- School of Engineering: 132 students (20.2%).
- School of Business and Humanities: 121 students (18.5%).

Placement Numbers and Trends (2018-2025)

The Careers and Employability Centre continues to monitor and report on student placement activity across all academic schools at DkIT. The following summary outlines placement trends over the past seven academic years, highlighting both growth areas and emerging challenges. In the 2024-2025 reporting period, a total of 653 students across 36 undergraduate programmes were placed. This marks a decrease from 745 placements in 2023-2024 and 803 placements in 2021-2022 which was the highest recorded in the seven-year period.

School	24-25	23-24	22-23	21-22	20-21	19-20	18-19
Health and Science	241	287	277	316	303	297	278
Informatics and Creative Arts	159	126	104	137	69	98	95
Business and Humanities	121	203	205	227	222	267	282
Engineering	132	129	124	123	122	64	87
Total Placements	653	745	710	803	716	726	742

The decline in placement numbers in 2024-2025 is primarily due to reduced student enrolment in several programmes. Factors contributing to this include:

- Smaller graduating cohorts in key disciplines
- Transitional gaps as new programmes await their first placement cycles

- External constraints in sectors such as Nutrition and Health, where placement sites are reserved for Dietitian students
- Alternative modules replacing placement in some programmes

Despite the overall decline, the School of Informatics and Creative Arts and the School of Engineering saw modest increases, reflecting strong industry demand and successful engagement efforts.

1.1.5 Professional Support Unit (Library) Activities and Developments

This section provides a summary of the activities and developments in DkIT Library for the reporting period 2024-2025:

- This year was another busy and successful reporting period. Staff continued to perform at a high level both within the Library and online, providing a service to all of our library users. It was a successful year for the De Chastelain Library where we expanded our services and the content available to our students and staff.
- The Library received funding from NTUTOR to transform one of our learning spaces in the Slieve Foy room into an *Active Learning Digital Collaboration Lab*, supporting team, active learning and remote guest speaker/hybrid delivery. In addition, the Avoca room in the library now houses an eLearning pod, and a ‘smart lightboard’ which can support people wishing to develop and record engaging content in a new way.
- During the year the Library continued building collections to enhance research and teaching at the Institute.
- Provided information skills training and research support sessions in consultation with the relevant academic departments to support research, teaching and learning (online & in-person) with over 200 classes booked and over 1500 students attending.
- Developed targeted training classes and workshops supporting academic integrity and delivered Harvard Referencing lunchtime classes throughout the year to support students.
- Further streamlined services allowing students to self-borrow, book study spaces and computers themselves.
- Highlighted our collections, actively promoting within library through “Quick Pick” book stands, digital screens and on social media platforms.

- Developed classes and training materials to promote and actively engage users of the library with the vast array of electronic content available on Library databases and electronic journals.
- Involvement with other THEA Libraries to bring IReL publishing deals into the Institute to support Research and Innovation. We helped to secure new deals to provide an equitable access to the same information sources as other Higher Education Institutes.
- Promoted Open Access Week informing the academic and research community of the benefits of Open Access, using it to share what has been learned with their colleagues and to help initiate a wider participation in academia to make research available free to all.
- Administered Transformative Agreements with major publishers to enable researchers to use Open Access Publishing routes for their research.
- Maintained and updated the DKIT Library App allowing users to check books out themselves, search the library catalogue and read library e-books.
- Continued our outreach activities with Further Education and Training Institutes such as Cavan and Monaghan Institutes, by visiting and developing guides specific to the needs of their students.
- The Library hosted the Czech Ambassador to Ireland, Mr Pavel Vosalik and a delegation from the Czech embassy during his visit to the Institute.
- Continued the Library Book Club and Chess Club to promote inclusion among all staff and students and hosted cultural events.
- Hosted a range of events in the Library to collaborate with other DKIT services and departments
- Collaborated with the Irish language officer, Eamonn DeBarra and Conradh na Gaeilge, Dundalk for events in library for Seachtáin na Gaeilge (lectures, singing circle, conversation circle).
- Expanded our Wellness area within the Library for students to take a break from studies with puzzles, games and reflective materials by reviving the Library garden.
- Continued to offer a space within the library, the Táin Room, to Disability Services for reconfiguration as a low sensory input space for use by students on the autism spectrum.
- Continued to maintain the Library's electronic guides - Libguides - to reflect changes to studying methods, new resources, new programmes and general information.
(<https://dkit.ie.libguides.com/homepage>)

- Reviewed and updated Library policies and procedures and created a public space for them on our website.
- Continued annual introductory meeting with Student Union (SU) leadership and followed up with regular meetings.
- Returns Box available at main Whitaker Building entrance when campus was open.
- Renewed and promoted the online chat service - "Ask A Librarian".
- Extended the range of FAQs (Frequently Asked Questions) available online (using Springshare LibAnswers software) as a support service in conjunction with the chat service.
- Continued to use the Moodle VLE Library Hub for Library news and delivery of support, including self-paced lessons on Academic Integrity, Referencing and Mendeley.
- Daily monitoring of all e-resources to ensure all working as expected to ensure continuity of access / service.
- Daily monitoring of turn-aways from all e-resources to identify any supply issues and opportunities to access new material.
- Continued to create videos on 'How to ...' to assist readers working remotely and made these available via LibGuides and Moodle VLE sites.
- Hosting online drop-ins for staff and students on topics/supports/issues.
- Wellness zone developed and made available to students during assignments and examination phases.
- De Chastelain Library and Louth County Libraries have a unique agreement which provides reciprocal borrowing and access to their libraries for members. This popular service was resumed and promoted in the community in the reporting period.
- Hosted local Transition Year students during their Work-Experience.

1.1.6 Research Activities and Developments

This section provides a summary of the activities and developments in postgraduate research for the reporting period 2024-2025.

During the reporting period there was a further enhancement of the Institute's reputation as one of the leading research-intensive Institutes of Technology achieving key strategic milestones in research funding, postgraduate education, and researcher training as follows:

- Just over €8M in external income received from both national and international funding sources.
- Establishment of the Joint Regional Graduate Academy with Maynooth University along with the registration of 19 PhD research students across 6 disciplines
- Roll-out of structured training programme for all researchers and staff through the Epigeum platform (<https://learningresources.sagepub.com/epigeum/research>) .
- Enhanced suite of both online and face-to-face researcher training modules for both staff and postgraduate research students to develop their transferable skills base.
- For peer reviewed research publications (SCOPUS) during the calendar years 2024 and 2025 the overall Field-Weighted Citation Impact (FWCI) mean is 1.26, which is 26% above the world mean of 1.00, and the overall FWCI median is 0.50, which is 25% above the world median of 0.40. FWCI mean rose from 1.09 (2020) to 1.65 (2024) – a 51% increase
- Policy developments (See AQR Part A).

These developments illustrate the Institute's commitment to continuous quality improvement, research excellence, and the professional development of its research community. Moving forward, the Research and Graduate Studies Office remains focused on sustaining research growth, enhancing postgraduate research training and strengthening institutional research capacity.

In order to protect the Institute's ability to recruit and retain NFQ Level 10 postgraduate research students the Institute embarked on a series of strategic engagements with Maynooth University during the reporting period (2023/2024). See AQR Part 1, Section 4.0 QA of Research Activities and Programmes.

1.1.7 Equality, Diversity and Inclusion (EDI) Activities and Developments

DkIT signed up to the Athena SWAN Charter in May 2018 and was awarded an Institutional Bronze award in March 2021 (<https://www.dkit.ie/about-dkit/equality-diversity-and-inclusion/athena-swan-charter.html>). The School of Engineering was awarded a Bronze award in January 2024. The [Athena SWAN Charter](#) recognises commitment to eliminating gender bias and developing an inclusive culture that values all staff.

The assessment process included:

- An assessment of gender equality in the Institute including quantitative and qualitative evidence - identifying both challenges and good practice;
- Preparation of a four-year gender action plan and development of an organisational structure to carry proposed actions forward. The Institute submitted an Institute Bronze renewal application in the November 2024 application round and received confirmation in March 2025 that they had successfully received the Institute Bronze renewal award.

An update on the planned actions in the Area for the reporting period can be found in section “1.2 Update on Planned QA Objectives identified in Previous AQR”. Planned actions for the upcoming reporting period (2025/2026) can be found in section “3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period”.

1.1.8 Professional Support Unit (International Office) Activities and Developments

This section provides an update on the activities and developments in the International Office for the reporting period 2024/25. The International Office undertook activities to enhance international engagement, student recruitment, mobility, and support services, contributing to the overall quality assurance framework of the Institute.

- **TrustEd Ireland Application.** The Institute was in the first tranche (Application Window 1) of applicant Higher Education Institutions to apply to Quality and Qualifications Ireland (QQI) to achieve the new TrustEd Ireland quality mark (Higher Education Pathway) for the protection of enrolled international learners. The application entailed detailed evidencing of the Institute’s compliance with nationally defined quality standards governing the full international learner lifecycle, from marketing and recruitment stage, to academic assessment and pre-enrolment, to programme commencement, student supports and programme completion. Specific reporting themes were: Marketing and Recruitment; Admissions and Qualifications; Fees, Refunds and Subsistence; Supports and Services for International Learners; English Language Provision; and International Learners Outside of the State. This project was a key body of work for the Institute in 2024/2025, led by the

Quality Office and International Office, in collaboration with functional areas and Schools. (See Section 1.4.1 Overview of Periodic Reviews for cross reference).

- **China Joint Programme Development.** Advancement of delivery of the Institute's first transnational education programme; *Bachelor of Engineering (Honours) in International Civil Engineering*, with Hebei University of Engineering, China.
- **Indonesia International Student Mobility Awards (IISMA).** The Institute was successful in its bid to participate in the IISMA sponsorship programme in 2024/2025. 6 IISMA Indonesian creative arts scholarship students were enrolled on the Institute's B.A in Creative Media programme for one semester in 2024/2025.
- **University of Zhengzhou Shengda (ZSDU) China Collaboration.** Teaching Staff from the School of Business and Humanities taught undergraduate Business electives in-person in China at ZSDU. Additional staff also provided online teaching delivery to undergraduate students of ZSDU in semesters 1 and 2 of 2024/2025.
- **Memorandum of Understanding (MOU) signed with:**
 - Affiliated School of JNU for Hong Kong and Macau students, Guandong, China (March 2025);
 - Dongguan (Eton House) Laguna Verona Foreign Language School, Dongguan, China (March 2025);
 - Hong Kong Direct Subsidy Scheme Council (February 2025);
 - Technological and Higher Education Institute of Hong Kong (May 2025).
- **International Tourism Week Project.** The Hospitality Department hosted an International Tourism Project Week in February 2025, attended by Erasmus+ partner universities from Zealand Academy (Denmark), IUT Lens (France) and Satakunta UAS (Denmark) and participating DkIT undergraduate Hospitality Department students.
- **International Music Summer School.** The Institute's Department of Creative Arts, Media and Music hosted a 2-week Summer School in June 2024 for visiting students from its partner Seneca Polytechnic University, Ontario, Canada. Participants were enrolled on an accredited Certificate programme in *Irish Traditional Music Studies*, which combined

theoretical and practical engagement alongside showcasing the unique Irish cultural heritage of Dundalk and the Oriel region.

- **International Cultural Landscapes Summer School.** The Institute's Department of Humanities hosted international a 2-week International Summer School in May 2025 for participants from BridgeValley Community Technical College and from Marshall University, West Virginia, USA. Students were enrolled on a *Certificate in Cultural Landscapes: Newgrange and the Boyne Valley programme*, focusing on Irish history, archaeology and culture.
- **China Summer School.** The School of Business and Humanities hosted a two-week China Summer School in June 2025 for second-level students in County Louth, to promote Chinese language and culture at the Institute. (This initiative was supported by the Dept. Education; Languages Connect and Post-Primary Languages Ireland).
- **Czechia Embassy Delegation.** The Institute hosted a visit in October 2024 from the Czech Ambassador to Ireland and associated Embassy Staff, attended by registered undergraduate students from Czechia and Slovakia from across the Institute's 4 Schools.
- **Polish Delegation from education agency EDUCAT.** The Institute hosted a delegation of Polish Guidance Counsellor from EDUCATE in June 2025, for a familiarisation visit to increase student recruitment to DkIT; This was followed up with Institute participation in EDUCAT Poland Recruitment podcast on *Study in Ireland*,
- **Eastern Europe Recruitment:** Institute collaboration with representative Education Consultants from Eastern Europe, with Institute participation higher education recruitment events in Czechia, Poland, Lithuania, Latvia, Bulgaria, Romania (throughout 24/25).
- **Webinars facilitation** for prospective Slovak students (in collaboration with StudyCare).
- **Erasmus+ TCA event:** Participation in an EU Training and Cooperation Activity (TCA) on *Green Practices in Erasmus+* (December 2024).
- **Outreach collaboration with English Language Providers** (including ELI Schools Ireland and English Paths), for progression to DkIT.

- **Delegation from Wiseway Education Agency (China) to DKIT School of Engineering and School of Health and Science (March 2025).**
- **International Women's Day March 2025** - showcasing of representative international students, researchers and international staff of the Institute.

New Erasmus University Partnerships

- **European University of Cypress (2024)** - Department of Life and Health Sciences.
- **University of Maia Portugal (2024)** - Department of Creative Arts, Media and Music.
- **Metropolia University of Applied Sciences Finland (2024)** - Department of Life and Health Sciences.
- **Erasmus Blended Intensive Programmes.** The Institute engaged in 10 Blended Intensive Programmes Institute-wide, with a range of its EU Erasmus partner universities (see below).

Erasmus Update

Erasmus Incoming 2024/2025: 48

Breakdown by School:

School of Business and Humanities	20
School of Informatics and Creative Arts	18
School of Health and Science	8
School of Engineering	2
Total	48

Sending Partner Universities 2024/2025:

Fachhochschule Salzburg	Austria
Artesis-Plantijn University of Applied Sciences	Belgium
European University of Cypress	Cypress
Zealand Academy	Denmark
Satakunta University of Applied Sciences	Finland
IUT Tarbes	France
IAE Lille	France

Universite Catholique de Lyon (ESDES)	France
Universite d'Artois (IUT de Lens)	France
Institut de Sup'Biotech de Paris	France
IUT Le Havre	France
Heilbronn University of Applied Sciences	Germany
Westfaelische Hochschule	Germany
Trier University of Applied Sciences	Germany
Technische Hochschule Mittelhessen (THM)	Germany
Konstanz University of Applied Sciences	Germany
Hochschule Harz	Germany
Hochschule Merseburg	Germany
Hochschule fuer Technik und Wirtschaft (HFTW) Berlin	Germany
Hochschule Niederrhein	Germany
Instituto Politecnico de Setubal	Portugal
Universidade de Maia	Portugal
Instituto Politecnico de Gaya	Portugal
Universidad Politecnica de Valencia (Gandia)	Spain
University of Worcester	UK

Erasmus Ongoing - Study Abroad - 2024/2025:

DkIT Department	Destination	Duration	No. of Students
Dept. Visual and Human-Centred Computing	Technische Hochschule Mittelhessen, Germany	1 semester	1
Dept. Visual and Human-Centred Computing	Trier University of Applied Sciences, Germany	1 semester	4
Dept. Visual and Human-Centred Computing	Artesis-Plantijn University of Applied Sciences, Belgium	1 semester	5
Dept. Visual and Human-Centred Computing	Warsaw University of Technology, Poland	1 semester	1
Dept. Visual and Human-Centred Computing	Fachhochschule Joanneum, Austria	1 semester	1
Dept. Creative Arts	Fachhochschule Salzburg, Austria	1 semester	3
Dept. Creative Arts	Baltic Film and Media School, Estonia	1 semester	1
Dept. Creative Arts	CEU Universidad San Pablo, Madrid, Spain	1 semester	4

Dept. Creative Arts	Universidade de Maia, Portugal	1 semester	2
Dept. Mechanical and Electronic Engineering	Universidad Europea de Madrid, Spain	1 semester	1
Dept. Management and Financial Studies	Universite Catholique de Lyon (ESDES)	1 semester	1
Dept. Management and Financial Studies	Universidad Politecnica de Valencia, Spain	1 semester	2
Dept. Business Studies	Universidad Politecnica de Valencia, Spain	1 academic year	2
Dept. Business Studies	Instituto Politecnico de Setubal Portugal	1 academic year	1
Dept. Business Studies	Instituto Politecnico de Setubal Portugal	1 semester	1
Dept. Business Studies	Universite Catholique de Lyon (ESDES)	1 semester	1
Dept. Hospitality	Universidad Europea de Valencia, Spain	1 semester	3
Dept. Applied Sciences	European University of Cypress	1 semester	2
Dept. Applied Sciences	Metropolia University of Applied Sciences, Finland	1 semester	2
		Total	38

Erasmus Ongoing - Placement Abroad - 2024/2025

DkIT Department	Destination	Duration	No. of Students
Dept. Nursing Midwifery and Early Years	University of Worcester UK	2 months	2
Dept. Nursing Midwifery and Early Years (General Nursing)	Satakunta University of Applied Sciences Finland	X2 months	2
Dept. Creative Arts	Nordic Unique Travels, Finland	X3 months	1
Dept. Agriculture Food and Animal Health	UK (agri-industries & farms)	X3 months	10
Dept. Creative Arts	Lilja The Label, Helsinki	X2 months	1
Dept. Management and Financial Studies	Laika Communications Berlin	X4 months	1
Dept. Business Studies	Indie Campers, Norway	X4 months	1
Dept. Hospitality Studies	The Hilton Hotel, Nicosia Cypress	X4 months	1

Dept. Hospitality Studies	Restaurant K2, Stavanger, Norway	X4 months	1
Dept. Electronic and Mechanical Engineering	Bruckmann Elektronik, Germany	X2 months	1
Dept. Built Environment	Skansa A.S Czechia	X3 months	1
		TOTAL	22

Erasmus Ongoing - One Week Intensive Programmes - 2024/2025

DkIT Department	Destination	Mobility Project	No. Student Participants
Dept. Visual and Human-Centred Computing	Instituto Superior de Gaya, Portugal (May 2025)	Web-app development project	6
Dept. Visual and Human-Centred Computing	University of Lodz, Poland (September 2024)	Robot programming in soft skills development	10
Dept. Visual and Human-Centred Computing	IUT Lens, France (March 2025)	Web-app development	10
Dept. Visual and Human-Centred Computing	University of Algeba-Bernays, Croatia (April 2025)	Computer games development	3
Dept. Visual and Human-Centred Computing	Lodz University of Technology Poland (June 2025)	Games for Changes	7
Dept. Creative Arts	Avans UAS, The Netherlands (January 2025)	Interdisciplinary project: creative media design & built environment	6
Dept. Hospitality	IUT Lens, France (March 2025)	Tourism project	7
Dept. Business Studies	IUT Lens, France (December 2024)	International Management project	6
Dept. Electrical and Mechanical Engineering	Karelia UAS, Finland (September 2024)	Advancing Entrepreneurship in sparsely populated regions	7
Dept. Business Studies	Hochschule Heilbronn Germany	Strategic Management Business Residential	12
		TOTAL	74

Total Outgoing: 2024/2025: 134

Staff Erasmus Mobility 2024/2025: 12

Staff undertook teaching/training Erasmus+ mobility to the following Erasmus partner universities:

- University of Lodz, Poland;
- Instituto Superior de Gaia, Portugal;
- IUT Lens, France;
- University of Technology, Lodz, Poland;
- Avans University of Applied Sciences, The Netherlands;
- Hochschule Munich Germany;
- Satakunta UAS, Finland;
- Bielefeld UAS, Germany;
- Karelia UAS, Finland.

1.2 Update on Planned QA Objectives identified in Previous AQR

This section provides an update on objectives/planned actions for the reporting period 2024/2025 as detailed in the previous AQR (reporting period 2023/2024).

<p style="text-align: center;">Planned objectives (Previous AQR)</p> <p style="text-align: center;">Note: Include reference to the relevant section of the preceding AQR, where applicable</p>	<p style="text-align: center;">Update on Status</p> <p>Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.</p>
<p>Policies and Procedures</p> <ul style="list-style-type: none"> • Develop quality assurance Guidelines for the Preparation, Drafting and Transmission of Examination Papers and Solutions. (Recommendation from an external investigator following an examination paper breach). • Responsibility: Registrar’s Office. 	<ul style="list-style-type: none"> • Work is ongoing and continues into the next reporting period.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Complete collaborative partnership agreement with Dublin City University (DCU) regarding the DCU-DKIT Graduate School. Registrar’s Office, Research and Graduate Studies Office. • Responsibility: Registrar’s Office, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Completed.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Build capacity in assessment design to promote Academic Integrity. Registrar’s Office, Centre for Excellence in Learning and Teaching (CELT). • Responsibility: Registrar’s Office, Centre for Excellence in Learning and Teaching (CELT). 	<ul style="list-style-type: none"> • Work is ongoing and continues into the next reporting period. This is an ongoing enhancement priority.

<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Update DkIT policies and procedures as appropriate to give due consideration to the QQI Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Learning Programmes (which will be published by QQI in 2023/2024 following sector consultation). • Responsibility: Registrar's Office, Centre for Excellence in Learning and Teaching (CELT) 	<ul style="list-style-type: none"> • Work was ongoing during the reporting period and continued into 2025/2026.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Build capacity in programmatic approaches to assessment (generally and directly to support Schools with Programmatic Review). • Responsibility: Registrar's Office, Centre for Excellence in Learning and Teaching (CELT), Schools. 	<ul style="list-style-type: none"> • Work was ongoing in the reporting period and continued into 2025/26 to support the second round of programmatic reviews.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Support programme teams across Schools to embed Universal Design for Learning (UDL). • Responsibility: Centre for Excellence in Learning and Teaching (CELT) 	<ul style="list-style-type: none"> • Completed for School of Engineering and School of Health and Science. Continued into 2025/2026 to support the second round of programmatic reviews and will be an ongoing priority for enhancement.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Build capacity in assessment design in the context of developments in Generative Artificial Intelligence (GenAI). • Responsibility: Centre for Excellence in Learning and Teaching (CELT). 	<ul style="list-style-type: none"> • Work was ongoing during the reporting period and continues into the next reporting period, ongoing priority for enhancement.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Review and update Learning, Teaching and Assessment Strategy. 	<ul style="list-style-type: none"> • Progress was delayed owing to programmatic reviews. Work was ongoing and continued into 2025/2026.

<ul style="list-style-type: none"> • Responsibility: Centre for Excellence in Learning and Teaching (CELT), Teaching and Learning Subcommittee of Academic Council. 	
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Review and update Student Voice Policy • Responsibility: Centre for Excellence in Learning and Teaching (CELT), Teaching and Learning Subcommittee of Academic Council. 	<ul style="list-style-type: none"> • Progress was delayed owing to programmatic reviews. Work was ongoing and continued into 2025/2026
<p>Academic Integrity</p> <ul style="list-style-type: none"> • Continue to plan, implement and enhance Academic Integrity initiatives at Institute level for students and staff, specifically to develop an Academic Integrity Action Plan. • Responsibility: Registrar's Office, Centre for Excellence in Learning and Teaching (CELT), Library. 	<ul style="list-style-type: none"> • Work is ongoing and continues into the next reporting period.
<p>Academic Integrity</p> <ul style="list-style-type: none"> • Update Academic Integrity Policy and Procedures to include Contract Cheating (and other new types of Academic Misconduct that may arise). • Responsibility: Registrar's Office, Centre for Excellence in Learning and Teaching (CELT), Library. 	<ul style="list-style-type: none"> • Work is ongoing and continues into the next reporting period
<p>Academic Integrity</p> <ul style="list-style-type: none"> • Develop an Institute Register for Academic Misconduct (mixed model between Schools and Registrar's Office currently in operation). • Review and ensure that new forms of academic misconduct (e.g., Contract Cheating) are recorded as appropriate. 	<ul style="list-style-type: none"> • Work is ongoing and continues into the next reporting period.

<ul style="list-style-type: none"> • Responsibility: Registrar's Office. 	
<p>Academic Integrity</p> <ul style="list-style-type: none"> • Pilot the WIROO tool (https://www.wiroo.com.au/) that facilitates the detection of contract cheating and collusion. • Responsibility: Registrar's Office. 	<ul style="list-style-type: none"> • Completed.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Complete collaborative partnership agreement with Dublin City University (DCU) regarding the DCU-DKIT Graduate School. Registrar's Office, Research and Graduate Studies Office. • Responsibility: Registrar's Office, Research and Graduate Studies Office 	<ul style="list-style-type: none"> • Completed.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Develop Research Integrity Policy. • Responsibility: Graduate Studies Office, Registrar's Office 	<ul style="list-style-type: none"> • Completed.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Diversify and increase research and innovation funding (ongoing action). • Responsibility: Research and Graduate Studies Office, Research Centre and Group Directors. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Revisit and review the context and intent of the collaborative partnership/relationship between DCU and DkIT. There was general consensus from both collaborative partners that this needs to take place as a matter of urgency. • Responsibility: Registrar's Office, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Completed.

<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Agree a senior management meeting schedule with DCU to cover the duration of the relationship. • Responsibility: Registrar's Office, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Prioritise the addition of one FTE Grade V administrator into the Graduate Studies Office. • Responsibility: Executive Board, Registrar's Office, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Not completed.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Devise and Implement "Research Access Policy" to ensure appropriate access to research facilities for all researchers with ongoing review. • Responsibility: Registrar's Office, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Establish a postgraduate researcher alumni society. • Responsibility: Registrar's Office, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Ongoing and continues into the next period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Develop of a risk mitigation strategy in relation to postgraduate research studies completion by students. • Responsibility: Registrar's Office, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Ensure that DkIT GRPB and DkIT GRSB schedule of meetings is published on the DkIT website (part of a wider issue relating to the 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.

<p>management of documentation associated with the DkIT Quality System).</p> <ul style="list-style-type: none"> • Responsibility: Registrar's Office, Research and Graduate Studies Office. 	
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Develop a student and staff handbooks specific to postgraduate research provision. • Responsibility: Registrar's Office, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Ensure DkIT registered postgraduate research students receiving a DCU award are connected to the DCU-DkIT postgraduate researcher community. • Responsibility: Registrar's Office, Research and Graduate Studies Office 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Ensure all postgraduate research students have annual skills training audits with their supervisory teams through provision of training to research supervisors. • Responsibility: Registrar's Office, Academic Schools, Research Supervisors, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Completed.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Monitor the annual training audits and link to annual progression. • Responsibility: Registrar's Office, Academic Schools, Research Supervisors, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Completed.

<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Create a centralised postgraduate researcher space. PGR Quality Review 2021/2022 • Responsibility: Registrar’s Office, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Devise and implement detailed guidelines concerning the role of Independent Panel Members in line with DCU policy. • Responsibility: Registrar’s Office, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Monitor the effectiveness of Independent Panel Members and ensure policy is fit for purpose. • Responsibility: Registrar’s Office, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Not completed.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Develop and expand institute policies governing research in line with national and European legislation and policy. • Responsibility: Research Sub-committee, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Increase the critical mass within the institute’s research centres in terms of career researchers (i.e., Postdoctoral and Research Fellows) • Responsibility: Academic Schools, Research Centres, Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Establish three research institutes across the campus aligned to the research centres and groups • Responsibility: Research and Graduate Studies Office, Academic Schools. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.

<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Mandate training for all researchers in selected topics (i.e., export controls, state aid, research integrity) • Responsibility: Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Completed.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Devise an all-Institute strategic research funding strategy annually • Responsibility: Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Research and Graduate Studies</p> <ul style="list-style-type: none"> • Strategically align with national research centres. • Responsibility: Research and Graduate Studies Office. 	<ul style="list-style-type: none"> • Ongoing and continues into the next reporting period.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Update the Student Support strategy in line with the new Institute Strategic Plan. • Responsibility: Professional Support Unit (Student Services). 	<ul style="list-style-type: none"> • Ongoing and carried forward into the next reporting period.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Develop marketing and communications plan. • Responsibility: Professional Support Unit (Student Services). 	<ul style="list-style-type: none"> • Ongoing and carried forward into the next reporting period.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Implement innovative collaboration with students and academic staff to support greater student engagement. • Responsibility: Professional Support Unit (Student Services). 	<ul style="list-style-type: none"> • Ongoing and carried forward into the next reporting period.

<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Follow up on recommendations advised in the Accessibility and Sensory Audits and implement improvements where possible. • Responsibility: Professional Support Unit (Disability). 	<ul style="list-style-type: none"> • Implementation of recommendations is ongoing. • Ongoing and carried forward into the next reporting period
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Maintain and update physical facilities to facilitate student accessibility and a quality student experience with the implementation of accessibility audits and the continued development of Universal Design for Learning (UDL). • Responsibility: Professional Support Unit (Disability). 	<ul style="list-style-type: none"> • Implementation of recommendations is ongoing.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Develop Disability Policy. • Responsibility: Professional Support Unit (Disability) 	<ul style="list-style-type: none"> • Draft policy developed in reporting period. Consultation carried forward to next reporting period.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Develop Reasonable Accommodations and support for Disability Service students on placement where placement is part of their programme in collaboration with Careers and Employability Centre. • Responsibility: Professional Support Unit (Disability). 	<ul style="list-style-type: none"> • Draft policy developed in reporting period. Consultation carried forward to next reporting period.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Progression of the Autism Friendly Campus Action Plan. • Responsibility: Professional Support Unit (Disability). 	<ul style="list-style-type: none"> • AsIAM Autism Friendly Campus designation in the reporting period and action plan is ongoing.

<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Establish Alumni Steering Group (chaired by a member of the Executive Board with representation from Student Services). • Responsibility: Professional Support Unit (Careers and Employability). 	<ul style="list-style-type: none"> • Ongoing and carried forward into the next reporting period.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Develop an Equal Access and Participation Policy. • Responsibility: Professional Support Unit (Access). 	<ul style="list-style-type: none"> • Completed.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Develop an Access Forum with community groups in the region. • Responsibility: Professional Support Unit (Access). 	<ul style="list-style-type: none"> • Completed. Regional Access Forum established.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Share the annual Graduate Outcomes Survey (GOS) data with key internal stakeholders via the newly developed online Dashboard (developed in Microsoft Power Bi). • Responsibility: Professional Support Unit (Careers and Employability). 	<ul style="list-style-type: none"> • Completed.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Support students registered with the Disability Service with their specific careers queries. • Responsibility: Professional Support Unit (Careers and Employability). 	<ul style="list-style-type: none"> • Ongoing and carried forward into the next reporting period.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Increase rates of completion of outcome measures for Counselling Service evaluation. • Responsibility: Professional Support Unit (Student Counselling). 	<ul style="list-style-type: none"> • Targeting and monitoring of students completing full profile is ongoing.

<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Introduce measures to reduce cancellations and missed appointments with the Counselling Service • Responsibility: Professional Support Unit (Student Counselling). 	<ul style="list-style-type: none"> • Reminder to students of impact of missed appointments on appointment allocations implemented.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Review location and opening hours of Student Health Unit (SHU). • Responsibility: Professional Support Unit (Student Health Unit). 	<ul style="list-style-type: none"> • Opening hours have been updated. A request has been made to the Space Committee regarding location. • Ongoing and carried forward into the next reporting period.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Create an Interfaith Centre. • Responsibility: Professional Support Unit (Pastoral Care). 	<ul style="list-style-type: none"> • Completed.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Provide more events that will allow student to connect - launch DkIT Student Connect. • Responsibility: Professional Support Unit (Pastoral Care). 	<ul style="list-style-type: none"> • Completed. DkIT Student-Connect launched.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Enhance the activities which are on offer during lunchtimes for students. • Responsibility: Professional Support Unit (Sports and Societies). 	<ul style="list-style-type: none"> • Completed.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Support the establishment of a neurodivergent society for students • Responsibility: Professional Support Unit (Sports and Societies). 	<ul style="list-style-type: none"> • Completed. Neurodivergent Society established in the reporting period.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Install multi-purpose floor in DkIT Sports with sports capital funding. 	<ul style="list-style-type: none"> • Floor under development.

<ul style="list-style-type: none"> • Responsibility: Professional Support Unit (Sports and Societies). 	<ul style="list-style-type: none"> • Ongoing and carried forward into the next reporting period.
<p>Professional Support Unit (Student Services)</p> <ul style="list-style-type: none"> • Improve both the indoor and outdoor facilities in DkIT so that we can continue to meet the growing needs of the students. • Responsibility: Professional Support Unit (Sports and Societies). 	<ul style="list-style-type: none"> • Ongoing and carried forward into the next reporting period.
<p>Equality, Diversity and Inclusion (EDI)</p> <ul style="list-style-type: none"> • Implement the Athena Swan action plan. • Responsibility: Head of School of Engineering and Vice-President for EDI in conjunction with the EDI Officer, Athena Swan Coordinator. 	<ul style="list-style-type: none"> • Ongoing/in progress and will continue into the next reporting period. • The Athena Swan Bronze Renewal was received in March 2025. The EDI Committee and SAT will monitor and progress with implementation of the action plan.
<p>Recognised Prior Learning (RPL)</p> <ul style="list-style-type: none"> • Review Recognised Prior Learning (RPL) Policy and Procedures. • Responsibility: Registrar's Office. 	<ul style="list-style-type: none"> • Ongoing/in progress and will continue into the next reporting period.
<p>Recognised Prior Learning (RPL)</p> <ul style="list-style-type: none"> • Document and record RPL applications in a structured, standard format to allow for the development of an RPL precedence database. Manual system implemented with incorporation into the Institute's CRM system to be investigated and progressed. • Responsibility: Registrar's Office (RPL Lead, HEA HCI Pillar 3 Project). 	<ul style="list-style-type: none"> • Ongoing/in progress and will continue into the next reporting period.

<p>Recognised Prior Learning (RPL)</p> <ul style="list-style-type: none"> • Provide professional development and supports. • Responsibility: Registrar's Office (RPL Lead, HEA HCI Pillar 3 Project). 	<ul style="list-style-type: none"> • Ongoing/in progress and will continue into the next reporting period.
<p>Recognised Prior Learning (RPL)</p> <ul style="list-style-type: none"> • Engage with enterprise and employers to explore the potential for RPL for access and progression in areas of skills needs. • Responsibility: Registrar's Office (RPL Lead, HEA HCI Pillar 3 Project). 	<ul style="list-style-type: none"> • Ongoing/in progress and will continue into the next reporting period.
<p>Institutional Review (CINNTE Review)</p> <ul style="list-style-type: none"> • Review Institutional Review Action plan and identify priorities as appropriate. • Responsibility: Registrar's Office with other functional areas as appropriate. 	<ul style="list-style-type: none"> • Ongoing and carried forward into next reporting period

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

The section provides the meeting schedules for all significant academic governance bodies for the reporting period 2024/2025 (See AQR Part A for DkIT governance structures). Institute governance meetings continued to be conducted in blended mode (face-to-face and/or remotely using web conferencing software (Microsoft Teams) during the reporting period 2024/2025. A summary of items/issues discussed at the meetings is provided in support of the meeting schedule listings (cross referenced with other sections of the AQR, if appropriate).

Body	Meeting Dates
Academic Council (AC)	27th September 2024
Academic Council (AC) (Special meeting)	12 th November 2024
Academic Council (AC)	22 nd November 2024
Academic Council (AC)	21 st February 2025
Academic Council (AC)	11 th April 2025
Academic Council (AC)	23 rd May 2025
Academic Council (AC)	20 th June 2025
Standing Committee (SC)	11 th October 2024
Standing Committee (SC) (Special Meeting)	8 th November 2024
Standing Committee (SC)	13 th December 2024
Standing Committee (SC)	24 th January 2024
Standing Committee (SC)	21 st March 2025
Standing Committee (SC)	21 st March 2024
Learning and Teaching Sub-committee (LTSC)	18 th October 2024
Learning and Teaching Sub-committee (LTSC)	6 th December 2024
Learning and Teaching Sub-committee (LTSC)	7 th February 2025

Learning and Teaching Sub-committee (LTSC)	30 th May 2025
Academic Quality Sub-committee (AQSC)	6 th September 2024
Academic Quality Sub-committee (AQSC)	8 th November 2024
Academic Quality Sub-committee (AQSC)	10 th January 2025
Academic Quality Sub-committee (AQSC)	14 th February 2025
Academic Quality Sub-committee (AQSC)	28 th March 2025
Academic Quality Sub-committee (AQSC)	6 th June 2025
Programme Evaluation Sub-committee (PEC)	4 th October 2024
Programme Evaluation Sub-committee (PEC)	29 th November 2024
Programme Evaluation Sub-committee (PEC)	14 th March 2025
Programme Evaluation Sub-committee (PEC)	16 th May 2025
Research Sub-committee (RSC)	13 th September 2024
Research Sub-committee (RSC)	15 th November 2024
Research Sub-committee (RSC)	17 th January 2025
Research Sub-committee (RSC)	7 th March 2025
Research Sub-committee (RSC)	9 th May 2025
DkIT Graduate Research Studies Board (GRSB)	20 th September 2024
DkIT Graduate Research Studies Board (GRSB)	25 th October 2024
DkIT Graduate Research Studies Board (GRSB)	31 st January 2025
DkIT Graduate Research Studies Board (GRSB)	28 th February 2025
DkIT Graduate Research Studies Board (GRSB)	4 th April 2025
DkIT Graduate Research Studies Board (GRSB)	2 nd May 2025
DkIT Graduate Research Studies Board (GRSB)	13 th June 2025

Executive Board	4 th September 2024
Executive Board	18 ^h September 2024
Executive Board	2 nd October 2024
Executive Board	16 th October 2024
Executive Board	30 th October 2024
Executive Board	13 th November 2024
Executive Board	27 th November 2024
Executive Board	11 th December 2024
Executive Board	8 th January 2025
Executive Board	22 nd January 2025
Executive Board	5 th February 2025
Executive Board	19 th February 2025
Executive Board	26 th March 2025
Executive Board	28 th April 2025
Executive Board	11 th June 2025
Executive Board	25 th June 2025
Executive Board	9 th July 2025
Governing Body	24 th September 2024
Governing Body	25 th November 2024
Governing Body	28 th January 2025
Governing Body	25 th February 2025
Governing Body	20 th March 2025
Governing Body	29 th April 2025
Governing Body	1 st May 2025

Governing Body	27 th May 2025
Institute Management and Planning Committee (IMPC)	25 th November 2025
Institute Management and Planning Committee (IMPC)	18 th February 2025
Academic Heads Forum (AHF)	15 th October 2024
Academic Heads Forum (AHF)	3 rd December 2024
Academic Heads Forum (AHF)	11 th March 2025
Academic Heads Forum (AHF)	13 th May 2025

Academic Council

There were seven meetings of Academic Council and six meetings of the Standing Committee held during the reporting period 2024/2025. There were six scheduled meetings and one special meeting of Academic Council. There were five scheduled meetings and one special meeting of the Standing Committee.

Standing Items and Topics discussed: Ratification of student results; Approval of External Examiners; President's Prizes for Academic Excellence; Register of Prizes; Institute Plagiarism Advisor Panel; Recognition of Prior Learning; Sub-committee Reports; Student Voice; Programme Validations and Reviews; Policy Updates; Partnership Updates.

Academic Council Sub-committees

A total of 26 Academic Council sub-committee meetings took place during the reporting period 2024/2025. This included four meetings of the Learning and Teaching sub-committee (LTSC), six meetings of the Academic Quality Sub-committee (AQSC), five meetings of the Research Sub-committee (RSC) and seven meetings of the DkIT Graduate Research Studies Board (GRSB). The Programme Evaluation Sub-committee (PEC) also met on four occasions.

Executive Board

There were seventeen meetings of the Executive Board held during the reporting period 2024/2025 (see Section 1.3.1 QA Governance Meetings Schedule).

Topics discussed: Strategic Collaborations; Finance and Governance; Policy Development and Approvals; Academic Programs and Initiatives; Capital Planning and Projects, Recruitment and Staffing; Space utilization; Anti-social behaviour; THEA Working Groups; N-TUTORR initiatives.

Governing Body

Eight scheduled meetings of the Institute Governing Body were held during the reporting period of 2024/2025 (see Section 1.3.1 QA Governance Meetings Schedule).

Topics discussed: HEA Oversight Statement; Capital Projects; PeacePlus; Judicial Appeal; Appointments; Strategy Day; Finance Committee; EDI Committee; Academic Council; Land and Buildings Committee; Audit, Risk and Compliance Committee; Student Numbers and Recruitment Strategy; Governing Body Skills Audit; Nominations Committee; Strategy around DkIT and Maynooth University; Apprenticeship Expansion Programme; President's Seal.

Institute Management and Planning Committee (IMPC)

Two meetings of the Institute Management and Planning Committee (IMPC) were held during 2024/2025 (see Section 1.3.1 QA Governance Meetings Schedule).

Topics discussed: Open Day Planning; Event Organisation Guide; Disability Service; Institute Calendar; Committee Governance; Examination Administration.

Academic Heads Forum (AHF)

Four meetings of the Institute Academic Heads Forum (AHF) were held during 2024/2025 (see Section 1.3.1 QA Governance Meetings Schedule).

Topics discussed: Academic Quality Assurance; Student Engagement and Representation including: Open Event for Part-Time and Postgraduate Programmes; International Students;

Student Wellbeing; Student Mental Health and Suicide Prevention Working Group; Overview of the Counselling Service; Ending Sexual Violence and Harassment; Recognition of Prior Learning; IT issues; IMPC updates.

1.3.2 QA Leadership and Management Structural Developments

This section details changes to units of governance, and to leadership/management (e.g. members of senior management; heads of schools; heads of professional support units) that occurred during the reporting period 2024/2025 and are directly concerned with the maintenance and enhancement of quality in the institution.

A new Vice President for Finance and Corporate Affairs was appointed during the reporting period. The Head of School of Health and Science was seconded to the President's Office as Executive Project Lead to oversee the DkIT development work associated with the DkIT-Maynooth strategic partnership. An Acting Head of School of Health and Science was appointed for the reporting period and the Acting Head was replaced as Head of Learning and Teaching during the reporting period. A new role of Senior Lecturer in Educational Development and Digital Practice was established in the Centre for Excellence in Learning and Teaching (CELT). Finally, a new Head of Student Counselling was appointed.

1.4 Internal Monitoring and Review

This section discusses internal monitoring activities and periodic reviews including reviews that have been completed or are in progress during the reporting period 2024/2025.

1.4.1 Annual Monitoring

Internal monitoring is a core part of the Institute's Quality Assurance and Enhancement Framework (see AQR Part A). The following internal monitoring activities are completed on an annual basis (with other monitoring for particular purposes being completed if applicable and as appropriate):

- Annual School Monitoring (Programme Board Reporting (including PSRB reporting as appropriate), External Examining, Student Feedback, Programme Changes).
- Annual Postgraduate Research (PGR) Monitoring.
- Annual Professional Service Unit Monitoring (Student Services) Monitoring.

1.4.1.1 Annual School Programme Monitoring

Programme Board reports are the primary output of the academic programme monitoring activities that take place annually across all Schools and are integral part of the Institute's academic quality assurance and enhancement framework. In the reporting period, taught programmes were reviewed by the Programme Boards in each School (Business and Humanities, Engineering, Health and Science, Informatics and Creative Arts) and reported in the Annual Programme Board Reports for 2024/2025. Schools are required to submit reports to the Registrar's Office in March 2026 (for 2024/2025). Reports are submitted using a standard template which has been adopted by Academic Council. The Registrar's Office support the Schools and provide sources of evidence for consideration by Programme Boards and subsequent inclusion as appropriate in the reports (admissions data, student feedback data, progression data, external examiner reports, graduate outcome survey data (if available for the period) and other relevant information). A consolidated summary of the Programme Board Reports is normally presented, with recommendation(s) and action(s), to the May/June meeting of the Academic Council.

One of the sources of evidence used to compile Programme Board Reports are the annual reports submitted by External Examiners (the report contains the following sections: "Information Provided to the External Examiner", "Assessment Process", "Standards", "Examination Board Meeting", "Action Taken on Previous Reports" and "Further Comments. The Registrar's External Examiner Reports Analysis and Action Plan for a particular academic year is presented to the Academic Council. The report, which is an indicator of how the External Examining system is operating generally, provides a qualitative analysis of External Examiner reports submitted to the Registrar's Office for a particular academic year. The purpose of the analysis is to determine if the External Examining system as a whole

is enabling the Institute to assure the standard of assessments and thus contribute to the maintenance of the integrity of DkIT's awards. This analysis compliments the External Examiner Report analysis conducted by Heads of Department and Programme Boards at Department level within Schools.

Methodology for Reporting Period: The analysis of the External Examiner Reports for the reporting period (2024/2025) had not been fully completed before the submission of the Annual Quality Report (AQR) but will be completed before the end of the academic year 2025/2026. Qualitative comments provided under each section in the External Examiner Reports submitted by External Examiners will be analysed and categorised under the headings "Strengths", "Recommendations for Improvement" and "Overall Effectiveness". An action plan will then be developed using the aggregated recommendations for improvement under the following headings "Information Provision to External Examiner", "Assessment Process" and "Preparation and Guidance for External Examiner Role" (sections in the External Examiner Report). The actions will then be considered and prioritised by the Academic Quality Sub-committee (AQSC) of the Academic Council before subsequent implementation.

Findings for Reporting Period: Overall, based on the initial analysis of the External Examiner Reports, the external examining system at DkIT was found to be effective and fit-for-purpose. The quality of the assessment processes continues to assure the standard and integrity of the awards made at DkIT. The feedback provided by the External Examiners indicates a strong commitment by DkIT to delivering a high-quality educational experience to students on their programme of study.

Student Feedback

As mentioned previously, student feedback is one of the sources of evidence provided by the Registrar's Office, in collaboration with the Centre for Excellence in Learning and Teaching (CELT), to academic Schools for discussion and action by Programme Boards. There are two Institute-level student feedback instruments: *StudentSurvey.ie* and the programme-level student feedback survey (QA3).

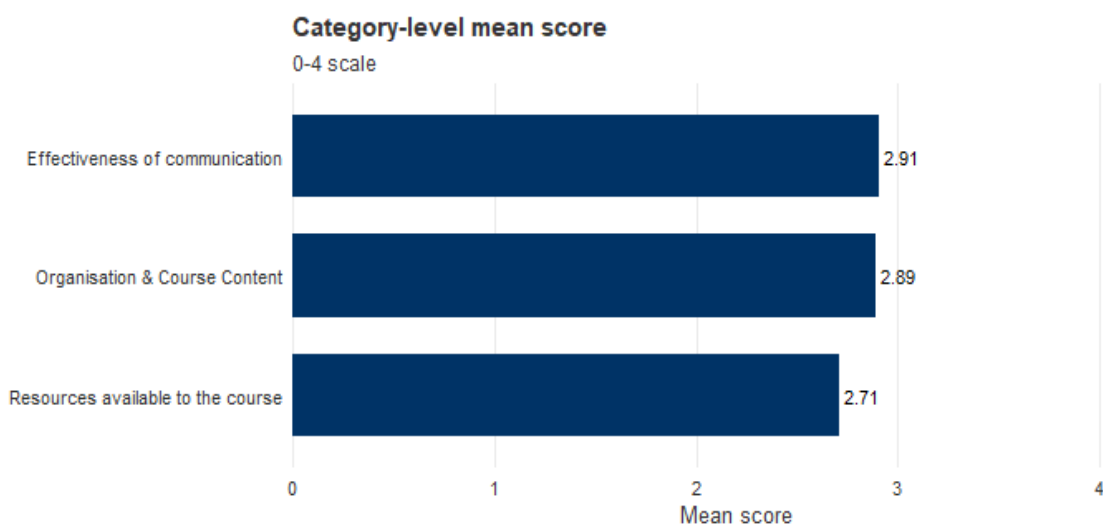
DkIT participates in *StudentSurvey.ie*, the national student experience survey (first year, final year undergraduate students and taught postgraduate) in Ireland. However, the student feedback survey did not take place in the 2024/25 reporting period due to a strategic review initiated by the StudentSurvey.ie Steering Group. This review, informed by stakeholder feedback and two external consultancy reports (by MI: Lab and Crowe), identified the need to revisit the governance, strategic objectives, and impact of the survey. As a result, a decision was made to pause the survey in 2024 to facilitate a comprehensive review process.

A dedicated Working Group, with representation from key stakeholders, is currently redesigning the survey instrument, refining survey questions, improving accessibility, and transitioning from the current

indicator scoring to a simpler method. The goal is to ensure that the feedback survey remains relevant and impactful in capturing the student experience in the evolving higher education landscape. Fieldwork resumes in 2026 (academic year 2025/2026) with a revitalized survey framework.

The programme-level (QA3) student feedback survey was administered in semester 1 only of the reporting period by the Registrar's Office and was the main student feedback mechanism (excluding the survey administered to the postgraduate research students as part of postgraduate research annual monitoring) for 2024/2025. The fieldwork for the QA3 survey took place from the 18th December 2024 to the 17th January 2025 inclusive. Consolidated survey results are automatically emailed, following the closing of the survey, to the relevant Heads of Department in each School for action. The Registrar's Office also completes an analysis of all QA3 survey responses at Institute level with the aim of identifying Institute areas of good practice and areas of improvement, thus complementing Department analysis. The next section provides an aggregated summary of the results of the QA3 survey for semester 1 2004/2025.

Survey questions requiring students to provide a rating on a scale of 0-4 were grouped into three categories: "Organisation and Course Content", "Resources Available to the Course", and "Effectiveness of Communication".

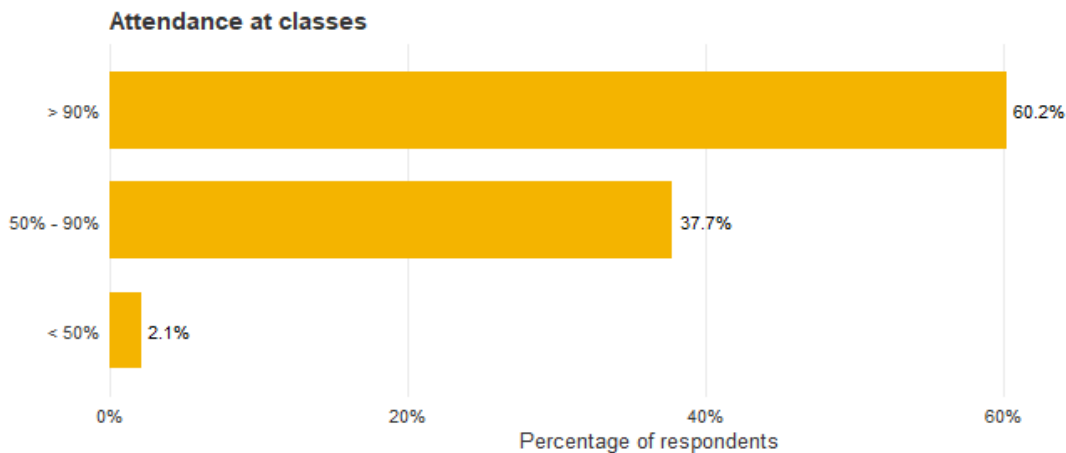


Category	Mean score	% positive (3-4)
Effectiveness of Communication	2.91	71.8%
Organisation and Course Content	2.89	70.7%
Resources Available to the Course	2.71	68.5%

Students report a generally positive experience across the three main survey categories. The strongest scoring individual items relate to content of course, presentation of lectures, structure of course. Lower

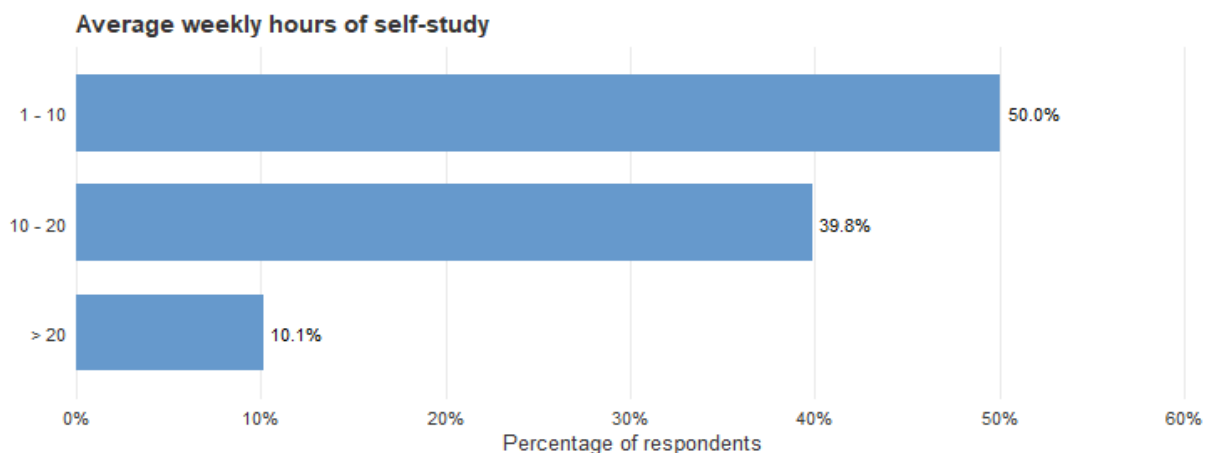
scoring items relate primarily to availability of facilities for private discussion with lecturers, equipment quality and availability of laboratories equipment (i.e. areas of improvement).

Attendance at Classes



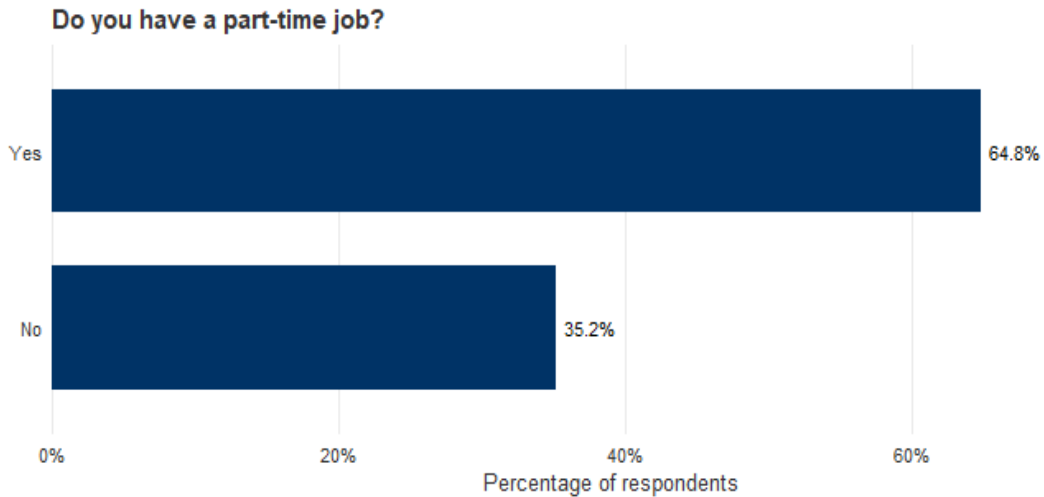
Attendance is strong overall, with 60.2% of respondents reporting attendance above 90% and only a small minority reporting attendance below 50%. This suggests that lower scoring areas in the survey are unlikely to be explained by general disengagement from scheduled teaching.

Average Weekly Hours of Self-Study



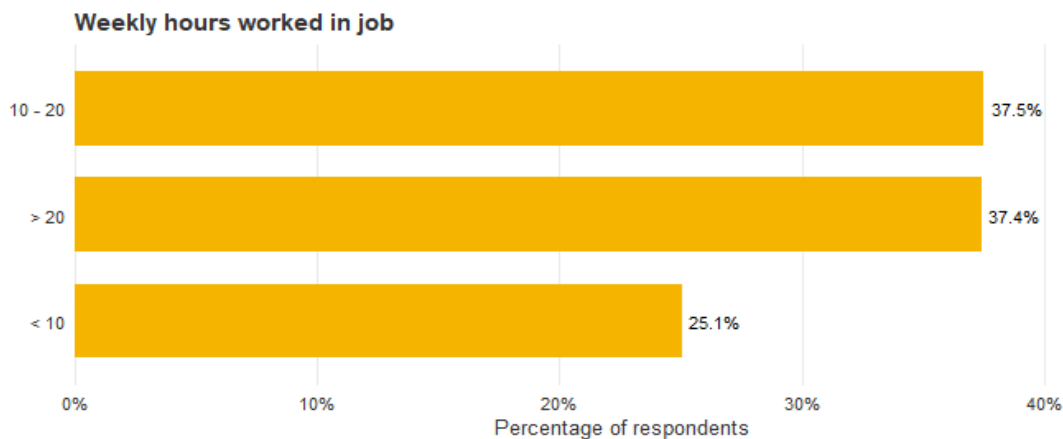
Self-study hours are concentrated in the lower and middle bands, with 50.0% reporting between 1 and 10 hours per week. This suggests that many students are balancing academic study alongside other commitments, which is relevant when interpreting workload and scheduling issues.

Part-time Employment



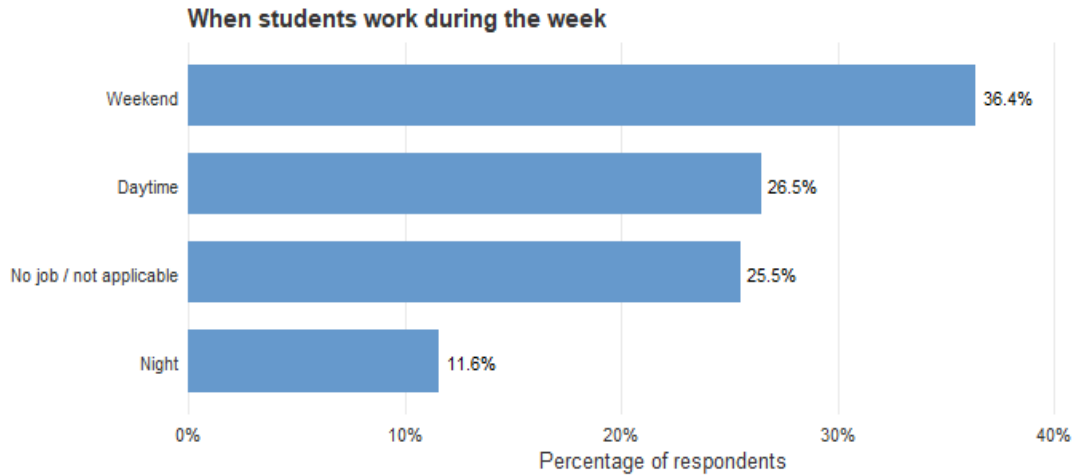
Part-time employment is common among respondents, with 64.8% reporting that they have a job during term. This is an important factor when considering perceptions of workload, timetabling and available study time.

Weekly Hours Worked in Job



Among those who reported working hours, the majority of students work 10 hours or more per week. This indicates that employment is a meaningful time commitment for many students rather than a marginal activity.

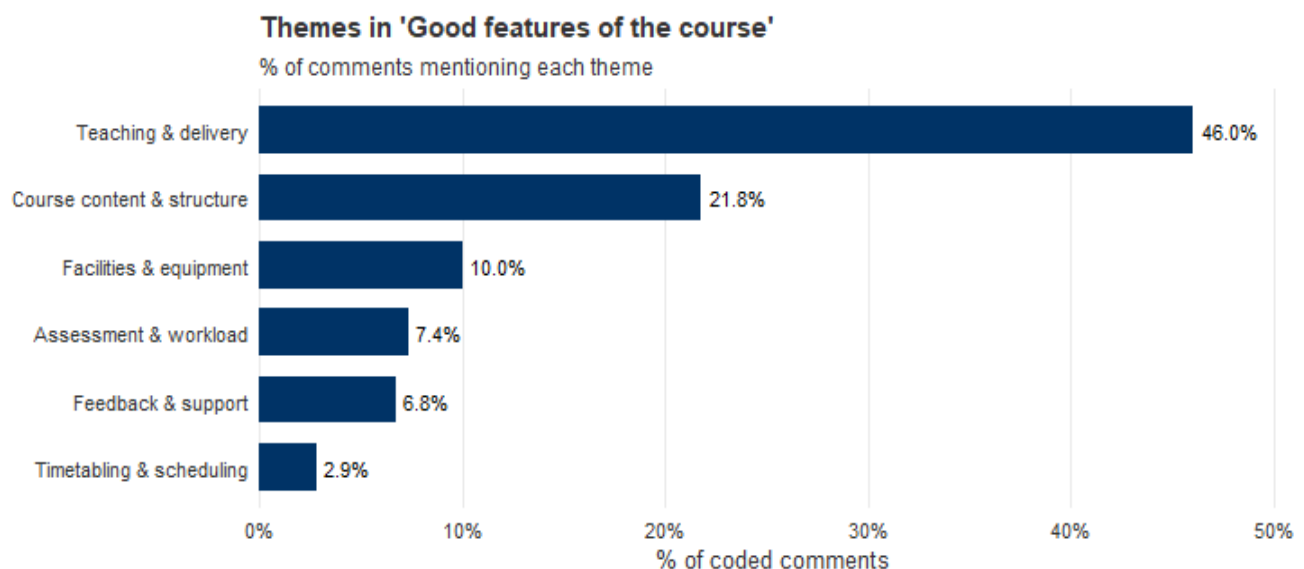
Weekly Hours Worked in Job



Most students report that their employment is concentrated at weekends (36.4%), suggesting that many are attempting to minimise conflicts with scheduled classes. However, a notable proportion of students report working during daytime hours (26.5%), which may compete with teaching and study time. Around 25.5% report no job or that the question is not applicable, indicating that employment patterns vary across the student cohort. The smallest group consists of students working at night (11.6%).

Qualitative themes were identified through simple keyword-based coding of student free-text comments. Responses were grouped where they contained terms associated with broad themes, including teaching and delivery, course content and structure, facilities and equipment, assessment and workload, feedback and support and timetabling and scheduling. Individual comments could contribute to more than one theme.

Good Features of the Course

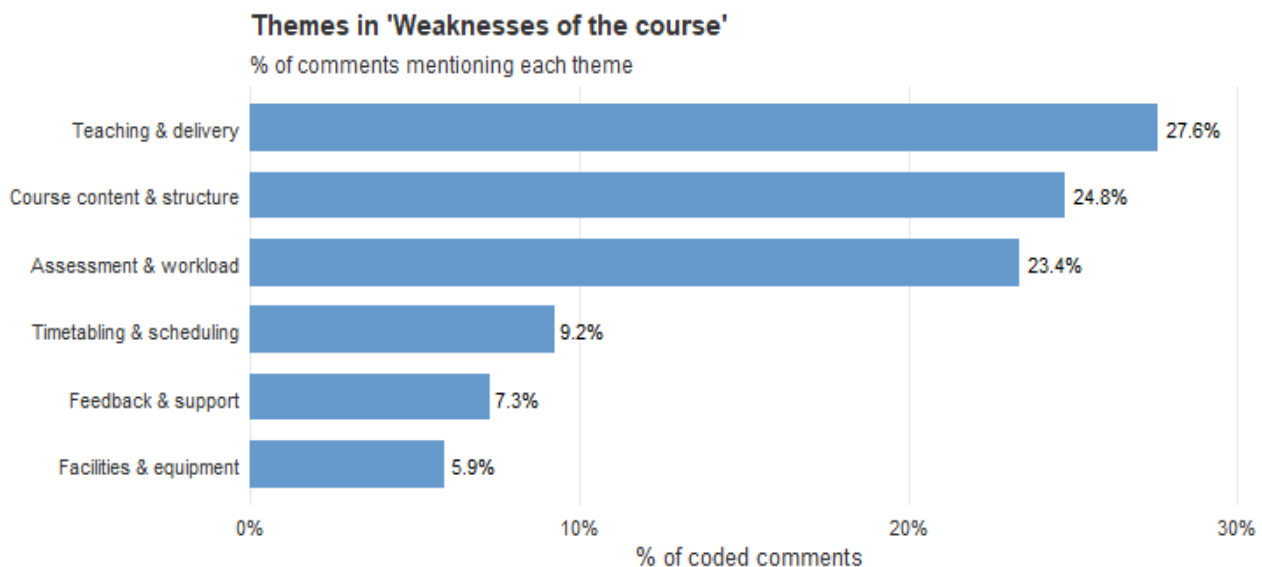


Theme	Comments Mentioning Theme
Teaching and Delivery	46.0%
Course Content and Structure	21.8%
Facilities and Equipment	10.0%
Assessment and Workload	7.4%
Feedback and Support	6.8%
Timetabling and Scheduling	2.9%

High-level Qualitative Themes: Good Features of the Course

Positive comments were primarily concentrated around teaching and delivery, followed by course content and structure. This is consistent with the quantitative findings, where course content, lecture presentation and course structure emerge among the strongest scoring aspects of the student experience.

Weaknesses of the Course

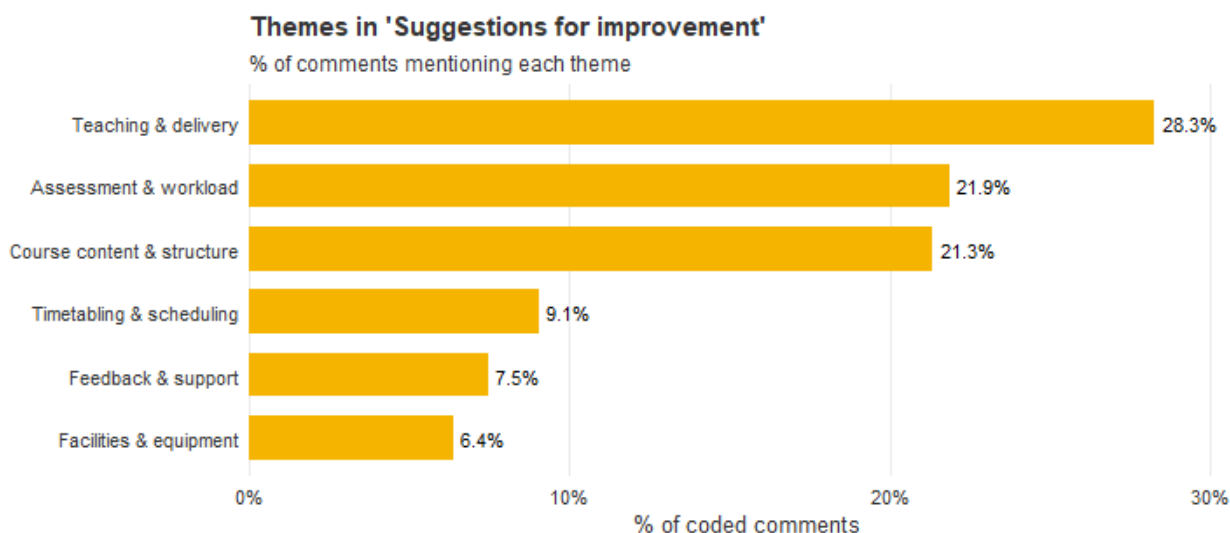


Theme	Comments Mentioning Theme
Teaching and Delivery	27.6%
Course Content and Structure	24.8%
Assessment and Workload	23.4%
Timetabling and Scheduling	9.2%
Feedback and Support	7.3%
Facilities and Equipment	5.9%

High-level qualitative themes: Weaknesses of the Course

Comments on weaknesses most frequently relate to teaching and delivery, course content and structure, and assessment and workload.

Suggestions for Improvement



Theme	Comments Mentioning Theme
Teaching and Delivery	28.3%
Assessment and Workload	21.9%
Course Content and Structure	21.3%
Timetabling and Scheduling	9.1%
Feedback and Support	7.5%
Facilities and Equipment	6.4%

High-level qualitative themes: Suggestions for Improvement

Suggestions for improvement are broadly aligned with the issues raised elsewhere in the qualitative feedback. Students most frequently direct improvement suggestions towards teaching and delivery, assessment and workload, and course content and structure, indicating that enhancement priorities are closely linked to the main areas students discuss in both positive and negative terms.

The following quotations provide an anonymised sample of qualitative comments from students:

Source	Theme	Example
Good features	Course Content and Structure	<i>"The modules we are doing this year are good"</i>
Good features	Feedback and Support	<i>"Being able to get 1 on 1 feedback and help"</i>
Good features	Teaching and Delivery	<i>"Very practical in our day to day lives"</i>
Weaknesses	Assessment and Workload	<i>"All assignments around the same time and dates"</i>
Weaknesses	Facilities and Equipment	<i>"Lab equipment and access to the DkIT network"</i>

Weaknesses	Timetabling and Scheduling	<i>“Schedule is a bit all over the place”</i>
Suggestions	Assessment and Workload	<i>“Try to space out some assessments if possible”</i>
Suggestions	Feedback and Support	<i>“Keep up the good work and implement student feedback”</i>

The QA3 feedback survey (semester 1 only) received 1,137 responses from a population of 4,841 students, representing a response rate of 23.5% and coverage across 287 programmes in all departments. Overall results indicate a broadly positive student experience across the three survey question categories, with mean scores ranging from 2.71 to 2.91 on a 0-4 scale.

The strongest performing aspects of the student experience relate to course content, lecture presentation and overall course structure, while lower scoring items relate primarily to laboratory facilities, equipment quality, and access to resources. These areas represent the most appropriate priorities for enhancement at programme /Institute level.

Survey responses also highlight important factors affecting the student's experience. A large proportion of student's report having part-time employment (64.8%), with the majority working 10 hours or more per week. This suggests that employment commitments may influence perceptions of workload, assessment scheduling and available study time.

Qualitative feedback broadly reinforces the quantitative findings. Teaching and delivery account for most positive comments, while assessment workload and programme organisation appear more frequently in comments describing weaknesses and suggested improvements. This pattern suggests that variation in delivery and coordination of assessment across modules may be key factors influencing student feedback.

Overall, the survey indicates that the core academic elements of programmes are functioning well, with opportunities for enhancement primarily relating to facilities, workload coordination, and timetable organisation.

Programme Changes

Programme changes are considered by the Programme Evaluation Sub-committee (PEC) of the Academic Council as part of the Institute's quality assurance and enhancement annual monitoring activities. There were five meetings of the Programme Evaluation Sub-committee (PEC) of the Academic Council in the reporting period 2024/2025 (See AQR Part B, Section 1.3.1 QA Governance Meetings Schedule). Submissions were assessed by PEC during the reporting period 2024/2025 and were classified as “Minor”, “Structural” or “Major” changes in accordance with DkIT's Policy on the Design and Approval of Programmes. Minor changes did not affect the programme learning outcomes of a programme and were approved by PEC. Structural changes that do not compromise the programme's stated aims, objectives, and intended learning outcomes are required to undergo a

differential validation. Major changes that change a programme learning outcomes (POLs) must undergo a full (re)validation.

The following types of amendments were approved or discussed:

- **Assessment Modifications:** Changes in assessment structure, weightings, and types of assessment (e.g., shift from final examinations to continuous assessment).
- **Structural Changes:** Reallocation of modules between semesters.
- **Indicative Content Revisions:** Updates to module content, including addition/removal of skills and realignment with industry or accreditation requirements.
- **Programme Delivery Adjustments:** Changes in delivery mode (e.g., from on-campus to online or adjustments to lab/practical formats).
- **Entry Requirement Modifications:** Updates to admission criteria to increase student eligibility for programmes which were determined to be beyond the sub-committee's scope and was referred to the Academic Council.

PEC had the following impact on programme quality:

- Maintained academic standards by carefully evaluating proposed programme changes.
- Encouraged alignment of assessment types with the student learning experience, industry needs and recommendations of External Examiners.
- Facilitated improvements in programme structure to support the student learning experience.

The Registrar's Office noted that there is no evidence of PEC exceeding its authority or making decisions outside its designated role. Instead, the sub-committee demonstrated sound governance and adherence to quality assurance policy and procedures.

1.4.1.2 Postgraduate Research (PGR) Monitoring

The Research and Graduate Studies Office conducts quality assurance and enhancement monitoring activities annually in accordance with the DkIT Quality Assurance and Enhancement Framework. DkIT submits an Annual Postgraduate Research Report (<https://www.dkit.ie/about-dkit/professional-services/registrars-office/quality-office/>) to Dublin City University's (DCU's) Graduate Research Studies Board (GRSB) as part of the Collaborative Partnership Agreement which is an integral part of the DkIT quality assurance and enhancement framework relating to internal monitoring. Annual Reporting for the collaborative partnership arrangement is through the DCU Graduate Research Studies Board (GRSB) and DCU Academic Council. DkIT submits the Annual Postgraduate Research Report to DCU in

October annually. The Annual Report is informed by student feedback (DkIT Postgraduate Research Student Feedback Survey and the national *PGR StudentSurvey.ie* Feedback Survey (<https://studentsurvey.ie/>) which are core quality assurance and enhancement mechanisms for postgraduate research provision (See AQR Part A, Section 8.0 Monitoring and Periodic Review). The DkIT Postgraduate Research Student Feedback Survey is administered when they PGR StudentSurvey.ie does not run nationally.

DkIT Postgraduate Research Student (PGR) Feedback Survey

The Postgraduate Research Student Feedback Survey (*PGRStudentSurvey.ie*) 2024/2025 ran from the 4th February 2025 to the 25th February 2025 inclusive in the reporting period. It provides comprehensive insight into the experiences of postgraduate research (PGR) students across a range of engagement dimensions: Research Infrastructure and facilities, Supervision, Research Culture, Progress and Assessment, Development Opportunities, Research Skills, Other Transferable Skills, Responsibilities and Supports, Personal Outlook, Motivations and Career and Overall Experience. The quantitative and qualitative analysis undertaken by the Research and Graduate Studies Office and Registrar's Office has been reformulated in this report to inform institutional reflection and the development of an action plan for 2025/2026. Institutional performance is considered in the context of national benchmarks where available.

Response Rate and Respondent Profile

A total of 47 students responded from a population of 84, representing a response rate of 56%. This marks a significant increase of 19.4% compared to 2023 and compares favourably with the national response rate of 38.6% for institutions with a cohort size of fewer than 250 students. The respondent profile demonstrates broad representation across the PGR community. Of those who responded, 43 were full-time and 3 were part-time students. Seventeen respondents were registered at Master's level (Research) and 29 at doctoral level. The gender profile reflects a diverse cohort. In terms of funding, 76.1% of respondents were supported through scholarships, with additional funding sources including grant support (21.7%), fees-only scholarships (8.7%), employer funding (4.3%), and self-funding (2.2%). The response rate and profile indicate strong engagement from the PGR community and provide a robust basis for institutional analysis.

Overall Experience and Completion Confidence

Overall satisfaction levels remain positive. A total of 73.9% of respondents rated their experience as "Excellent" or "Good," and 66.6% expressed confidence that they will complete their programme within the expected timeframe. These findings indicate a positive upward trend compared to

the previous survey cycle and reflect a generally strong research student experience within the institution.

Areas of Institutional Strength

Supervision continues to represent a significant institutional strength. Positive outcomes were recorded across all supervision-related indicators, reflecting strong academic guidance, clarity of expectations, and effective supervisory relationships. Research integrity training is highly rated, with 93.2% of respondents reporting positive outcomes, exceeding the national benchmark of 88.8%.

Research methodology skills were reported at 87.7%, aligning closely with the national figure of 87.8%, while creativity and innovation skills (77.8%) were reported above national comparators. Students also indicated strong clarity regarding thesis standards and assessment requirements. Collectively, these findings demonstrate robust academic governance, effective supervisory practice, and strong research training provision.

Research Culture

Research culture represents the most significant area requiring enhancement relative to national benchmarks. Only 53.5% of respondents agreed that research seminars are available, compared to 70% nationally. Furthermore, 58.7% reported frequent peer discussion, and 45.5% indicated involvement in the wider research community. All measures relating to research culture remain below national comparators. These findings suggest the need to strengthen structured opportunities for scholarly engagement, interdisciplinary interaction, and the development of a more visible and cohesive research community across Schools.

Development Opportunities and Professional Engagement

While teaching support structures are positively regarded, participation levels are comparatively low, with 46.5% of respondents reporting engagement in teaching opportunities compared to 68% nationally. Entrepreneurship and innovation training opportunities remain limited, and only 41.3% of respondents reported receiving career advice. Opportunities for engagement appear unevenly distributed across Schools. In addition, although core research skills are strong, networking and professional development opportunities remain below national benchmarks. These findings point to the need for a more coordinated institutional framework to ensure equitable access to development opportunities and structured career planning supports.

Responsibilities, Supports, and Wellbeing

Survey responses indicate scope to strengthen induction experiences, transition supports, and awareness of available student services. Only 63% of respondents reported having someone within the

institution to speak to for support. While 80% believe their programme is worthwhile, 67% report satisfaction with life overall, and 65% are satisfied with their work-life balance, these indicators underscore the importance of reinforcing wellbeing supports and fostering stronger institutional connectedness.

Motivations, Career Aspirations, and Retention

Subject interest remains the primary motivation for undertaking research study, cited by 50% of respondents. A significant proportion (43.5%) aspire to pursue an academic career, while 17.4% intend to pursue research careers outside higher education. Encouragingly, 71.1% indicated that they have never considered withdrawing from their programme, suggesting strong commitment and positive retention indicators within the PGR cohort.

Conclusion and Institutional Priorities for 2025/2026

The 2024/2025 survey confirms that the institution performs strongly in supervision, research integrity, and research skills development, with overall experience and completion confidence remaining positive and improving. However, research culture, development opportunities, induction, community engagement, and visibility of supports require targeted institutional attention.

The 2025/2026 Action Plan will therefore prioritise strengthening research culture across all Schools through enhanced seminar provision and peer engagement opportunities; improving structured induction and programme orientation; expanding teaching and professional development opportunities; increasing access to career advice; and improving the visibility and accessibility of student support services. These actions will build upon established strengths while addressing identified gaps, ensuring continued enhancement of the postgraduate research student experience.

Qualitative Feedback

The thematic analysis for the question “M.2: *What aspects / elements of your research degree experience are most valuable?*” (Section L: Overall Experience) is as follows:

Overview: The responses demonstrate a consistently positive perception of the postgraduate research experience. Students strongly emphasise the value of supervisory support, skill development, and research engagement, supported by additional themes related to institutional culture, industry interaction, and personal growth. The tone across responses is overwhelmingly appreciative and reflects genuine engagement with the research process.

Theme	Description	Representative Student Comments
Supervisory Support	Strong, consistent appreciation for supervisory guidance, expertise, accessibility, and encouragement. This is the most frequently cited theme.	“My supervisor’s support”; “Great supervisors”; “I have a supportive supervisory team”; “Regular meetings with my supervisors to obtain feedback and support”; “I have an excellent main supervisor.”
Research Skill Development	Students value the development of core research competencies: analytical skills, critical thinking, methodological training, and professional research capabilities.	“Developing skills in regard to research, analysis, critical thinking”; “The analytical thinking skills I have pushed myself to develop”; “Critical thinking, research skills, project management”; “Learnings and skill development.”
Personal Growth, Resilience, and Autonomy	Students highlight the intrinsic learning process, resilience, and personal development gained through independent research work.	“The process of learning and not giving up”; “Trying again when you get something wrong”; “My personal development and potential opportunities”; “Learning soft skills”; “Having the time to explore the research.”
Institutional Support and Culture	Positive views of the institutional environment, staff approachability, and general supports offered.	“Positive relationships with the institution”; “The approachability of all staff members at DkIT”; “The knowledge and support”; “Research workshops.”
Engagement with Industry and External Stakeholders	Industry collaboration is viewed as valuable, providing practical insights, applied relevance, and stakeholder feedback.	“Collaboration with other institutions”; “The interface with industry that I enjoyed”; “Working with an industry partner”; “Industry collaboration”; “Feedback from industry was valuable.”
Research Autonomy, Topic Interest, and Contribution	Students appreciate the freedom to pursue meaningful topics and recognise the impact of their contribution to knowledge, practice, or the community.	“The opportunity to spend time researching a subject that’s important to me”; “I like the topic I’m working on”; “The opportunity to contribute to the arts in Dundalk”; “My research work.”
Academic Dissemination and Conferences	Academic dissemination opportunities—including conferences and workshops—enhance scholarly identity and reflection.	“International conferences”; “Conference presentations have been very self-reflective”; “Research workshops.”

The thematic analysis for the question “M3: What aspects of your research degree experience could be improved?” (Section L: Overall Experience) was as follows:

Overview: The responses show a diverse set of concerns, with the most frequent issues relating to training provision, resources and infrastructure, funding and financial support, supervisory quality (in isolated cases), governance and communication, and community building. While many students express satisfaction, the qualitative feedback highlights areas where support structures, clarity of communication, and consistency of provision could be significantly strengthened.

Theme	Description	Representative Student Comments
Training and Skills Development	Students request more structured, discipline-relevant training in analysis, statistics, writing, AI/data analytics, conference skills, and technical/lab training.	“Training for all aspects of the degree”; “Data analytics using AI”; “More workshops... data analysis, writing, statistics”; “Very little relevant training/modules applicable to my research.”
Resources, Facilities, and Infrastructure	Concerns about library databases, computational power, lab equipment, workspace ergonomics, and general research facilities.	“Library resources (add on to databases)”; “Access to better computation resources”; “Research facilities like high computing resources”; “Office is not conducive.”
Funding and Financial Support	Issues with insufficient duration of funding, inequity in stipends, lack of conference funding, and no financial support post-stipend.	“Three-year funding was not enough”; “Minimum four years funding”; “All students should receive same stipend”; “No funding to attend conferences”; “Students never receive any contracts.”
Governance, Communication, and Administrative Clarity	Students report unclear governance structures, difficulty knowing who to contact, weak communication from the Research Office, and poor clarity on budgets, registration, and entitlements.	“Need a clear DKIT governance structure”; “Much clearer information on registration”; “Better response for queries”; “Communication from the research office”; “Clarity around budget allocation.”
Community Building, Social Integration, and Student Voice	Requests for more social events, student networks, stronger community ties, and clearer representation structures.	“More opportunities/funding for social events”; “Build a stronger community of postgrad students”; “Only found out about the WhatsApp group later.”
Supervisory Arrangements (Isolated Concerns)	A few students raised concerns about supervision, feeling unheard, mismatch	“I have not been listened to... I feel alone”; “My co-supervisor is not good”; “Battling their instructions vs. how I need to work.”

	of working styles, or lack of co-supervisor effectiveness.	
Career Development and Progression Support	Students want more publication opportunities, career advice, teaching experience, industry links, and preparation post-Transfer.	“More engaged career guidance”; “Opportunities for lecturing/teaching”; “I wish I could have publications”; “Opportunities to connect with industry.”
Administrative and Academic Structure	Comments relating to programme structure, research data availability, clarity of guidance, and funding alignment with degree timelines.	“Structure and 4 years funding”; “Guidance”; “Data availability”; “All aspects.”
Remote Working and Flexibility	Some students request more flexibility to work from home.	“Flexibility of working from home could help.”

See AQR Part B, “3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period” for planned actions relating to the postgraduate research experience for the reporting period 2024/2025

1.4.1.3 Annual Professional Support Unit (Student Services) Monitoring

Student services request feedback from service users as part of their annual monitoring activities. Feedback is reviewed on an ongoing basis with service providers and annually as part of the Service Annual Report (<https://www.dkit.ie/about/publications>; Owner: Student Services). Service Providers participate on national committees and review their service in line with national standards and best practice. Work plans and resources are reviewed in line with feedback, best practice and the Institute’s strategic plan.

The following is a summary of the data and monitoring activities for the individual services for the reporting period 2024/2025:

Student Support Monitoring

Mature Student Induction Orientation was offered to 128 students, 56 attended. (44%). Feedback indicated the session was well received and contributed positively to integration and early engagement.

Disability Service Monitoring

The DkIT Disability Service measures the effectiveness of the Service through student feedback including an Annual Student Survey, academic and support staff collaboration, facilities (Sensory Room and AT Room) usage, retention data, and use of FSD to improve their supports over time.

A student disability survey was issued to 329 students, disappointingly only 30 students completed the survey, however on a positive note, some information was gained including that a new question targeted at 1st years to ascertain how they felt induction was for them, of the 17 new 1st years who completed the survey, all were satisfied with their transition to DkIT and most of them made contact with the DS in advance of starting in DkIT.

A recurring theme from the survey is that Students need more social spaces, more spaces to sit in main reception areas while awaiting transport etc., particularly those with physical or mobility difficulties. They also need empathy and some programme enhancements to make them more inclusive for students with a disability e.g. project, group work, deadlines.

By engaging with and being a member of the Disability Advisory Workers Network (DAWN), DkIT DS is consistently benchmarking offerings, keeping up to date on legislation and new advances in technology and resources, and best practice to support students with disabilities. DAWN provides a forum for Disability Officers to share expertise, develop knowledge and skills and collaborate on policies and procedures for supporting students with disabilities in higher education. The collaboration among all the Disability Officers across HEIs allows the sharing of knowledge and helps strengthen the DS. DAWN also influences the allocation of and criteria for the Fund for Students with Disabilities. Being part of DAWN provides the DS with professional development opportunities, helps establish standards, promotes inclusive education, enables knowledge sharing and gives a collective voice to advocate for and support students with disabilities.

Student Counselling Service Monitoring

The following outcomes are drawn from CIAO, a standardised measure of 'Counselling Impact on Academic Outcomes' used across colleges in the UK and Ireland. The following table illustrates improvements in academic engagement, and significant reductions in student issues, namely:

- 53% reduction in students wishing to leave DKIT due to their issues.
- 63% reduction in stressors impacting on academic life.
- 53% reduction in stressors impacting on overall college life.

Question	Pre-Counselling	Post-Counselling
<i>To what extent are you considering leaving your course because of your problems?</i>	121	64
<i>To what extent would you say your problems are affecting your study?</i>	309	195
<i>To what extent would you say your problems are affecting your overall experience at university?</i>	337	180

Table results based on responding students highlighting experiences felt "often" or "most of the time".

A further six questions were asked as part of the post-intervention CIAO measure. Responses to these questions are summarised below, with the adjoining table:

- 77% said that counselling helped them stay in college; 59% stating that counselling was an *important* or the *most significant* factor in helping them stay in college.
- 86% said it helped them do better in their academic work; 50% stated that counselling was an *important* or *most significant* factor in doing better at their academic work.
- 93% said it had improved their overall experience of college/university; 64% stated that counselling was an *important* or the *most significant* factor in helping them improve their college experience.
- 86% said counselling has helped them develop skills that might be useful in obtaining future employment; 72% it was an *important* or *most significant* factor.
- 98% said that counselling has improved their self-esteem; 73% it was an *important* or *most significant* factor in improving their self - esteem.
- 93% said that counselling had helped them feel more positive about the future; 82% this was an *important* or *most significant* factor in feeling more positive about the future.

These figures demonstrate the impact of counselling not just on well-being and self-esteem but on retention and their performance in college, both of which are key factors associated with longer term wellbeing as well as being key performance indicators for the Institute.

Question Text	Not at all %	To a limited extent %	One of many factors %	An important factor %	The most significant factor %	This was not an issue %
To what extent would you say that counselling has helped you to stay at college/university?	4.55	9.09	9.09	34.09	25.0	18.18
To what extent would you say that counselling has helped you to do better at your academic work?	4.55	11.36	25.0	36.36	13.64	9.09
To what extent would you say that counselling has improved your overall experience of college/university?	4.55	4.55	25.0	40.91	22.73	2.27

To what extent would you say counselling has helped you develop skills that might be useful in obtaining future employment (eg self-understanding, understanding of others, managing difficult feelings better, improving communication skills, increased confidence, assertiveness)?	4.55	6.82	6.82	45.45	27.27	9.09
To what extent would you say counselling has improved your self-esteem (how you feel about yourself)?	2.27	11.36	13.64	38.64	34.09	0.0
To what extent would say that counselling has helped you feel more positive about the future?	2.27	0.0	11.36	50.0	31.82	4.55

Additional Services Usage

Togetherall Data

The recorded data from this service for September to May for academic year of 2024/25 is as follows:

- Total new registrations: 54.
- Total active members (e.g.): 29.
- Gender: 76% female, 21% male, 3% trans/non-binary.
- Ethnic Background: 32%.
- Clinical 1:1 support: 12 episodes of intervention to de-escalate risk or concern.
- Emergency action/referral (student contacted due to escalation of risk and referred as required): 1 student.
- Number of screeners/assessments completed: 51.
- Top 3 assessments/assessments engaged in: anxiety, depression, emotions.
- Number of courses engaged in: 14 (2 completed).
- Top 3 courses engaged in: Managing Depression and Low Mood, Managing Emotions, and Managing PTSD.

- Average activities per student (chat/assessment/course): 38
- Top 3 themes in chat/expression: Relationships, Anxiety, Depression.
- Breakdown of activity times: Daytime (9-5): 40%, Evening (5pm to 9pm): 30%, Night (12am to 9am): 10%, Weekend: 20%.

NiteLine Data

The recorded data from this service for the last academic year noted that DkIT students:

- Consisted of 2.5% of the national (11 HEIs) 778 support contacts made (The co-ordinator noted that the service may not be able to pinpoint which HEI is the student coming from).
- Most common call topics among DkIT callers were (1) general mental health and (2) romantic relationships.
- Consisted of 47% of callers identifying as female; 52% identifying as male; and 1% identifying as non-binary.

Text About It-Spunout (50808) Data

DKIT had 4 student contacts during the last academic year. National data showed that February and October are spikes in service use; with top issues being: College, Anxiety, Stress, Isolation. 80% of users nationally were between 18 and 25. 43% women and 37% male, with the remainder identifying as non-binary or trans.

Sports and Societies

In terms of sports performances, DkIT offers a wide range of competitive sports teams and some of the highlights this year were: DkIT Freshers GAA team won the All-Ireland Division 2 Championship. The senior GAA team won the Trench Cup and will play in the prestigious Sigerson Cup in 2025/26. Fiachra O'Dhuill retained his Handball Open title and the athletics team won two National medals with Danny Nugent finishing fourth in the 10,000m championship.

Careers and Employability (CES) - Graduate Outcomes Survey 2024

The Careers & Employability Centre conducted its Annual Graduate Outcomes Survey (GOS) between June and July 2024. Building on last year's innovation, the Centre continued to use the interactive MS Power BI dashboard, developed with the support of a DkIT Data Analytics graduate. This dashboard provides dynamic insights into graduate outcomes and remains a valuable resource for quality assurance, programme development, marketing, and employability planning. Further enhancements are planned for 2025/26, including multi-year trend analysis.

Key Findings from GOS 2024 (2023 Cohort)

Overall Outcomes

- 91% of graduates were in employment and/or further study in 2024 (slightly down from 93% in 2023).
- Response rate: 38.7% (440 respondents from 1,137 graduates) (significantly lower than 57.1% in 2023 - this drop should be noted as a limitation).
- Gender split remains consistent: 51% female, 49% male.

Employment and Education

- 85% in employment (up from 84% in 2023).
- 7% in further study (down from 9% in 2023).
- Other activities: 8% (up from 2% last year).
- Unemployment: 5%, unchanged from 2023.

Salary and Contract Type

- Average salary remains around €30,000.
- Largest salary band: €30,000-€35,000 (23%), same as last year.
- 77% of contracts are permanent (slightly down from 79% in 2023).
- 16% fixed-term contracts, 4% temporary.

Employment Sectors

- Human Health & Social Work: 21% (unchanged).
- Professional, Scientific & Technical Activities: 13% (significant sector presence).
- Financial Services: 11% (same as last year).
- Construction: 12% (up from 10% in 2023).
- Education: 8% (newly highlighted sector).

Employment Location

- 96% employed within Ireland (slightly down from 97%).
- Regional breakdown: 29% Louth, 26% Dublin, 5% Monaghan, 4% Meath (same as last year).

Graduate Reflections

- 67% of graduates would be “Very Likely” or “Likely” to choose the same course again (compared to 59% in 2023 - this is an improvement) Neutral: 14%, Unlikely: 12%, Very Unlikely: 7%

Insights and Commentary

- Employment remains strong at 85%, showing resilience in the graduate labour market despite a slight dip in overall positive outcomes (91% vs 93%).
- Response rate dropped significantly (38.7% vs 57.1%), which may affect representativeness and should be addressed in future surveys.
- Construction sector growth (12% vs 10%) and the prominence of Professional, Scientific & Technical Activities (13%) indicate evolving labour market demands.
- Course satisfaction improved (67% vs 59%), a positive trend that contrasts with the lower response rate.
- Regional employment patterns remain stable.

1.4.2 Overview of Periodic Reviews

This section includes reviews completed or in progress during the reporting period 2024/2025. As indicated in the Institute's quality assurance and enhancement framework (AQR Part A), internal periodic reviews can be School Programmatic Reviews (including PSRB accreditation reviews), Postgraduate Research Reviews, Professional Support Unit Reviews and Thematic Reviews. The review cycle typically runs over a five-to-seven-year period and all units should be encompassed over the full period of the cycle. The Institute's review schedule from the previous AQR is provided in Section 1.4.2.2 below (taken from Section 3.2 Reviews Planned for Upcoming Reporting Periods in the previous AQR).

1.4.2.1 Periodic Reviews for Reporting Period

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
School of Engineering	<ul style="list-style-type: none"> • Completed during reporting period. • Programmatic Review which is part of periodic review quality assurance (see QAE Framework). • Site Visits took place from the 18th - 20th March 2025 (Part 1: Self-Assessment - 19th March 2025; Part 2: Review of Programmes - 20th March 2025). • Peer Review Group (PRG) Report and School Response (including Quality Enhancement Plan) and Programme Peer Review Group (PPRG) Reports and School Responses ratified at the Academic Council, Motion 200.11 and Motion 200.12 (Meeting No. 200, 20th June 2025). 	<ul style="list-style-type: none"> • Quality Office (https://www.dkit.ie/offices/registrar/quality-office)
School of Engineering (Department of Civil Engineering)	<ul style="list-style-type: none"> • Site Visits took place from the 18th - 20th March 2025 (Part 1: Self-Assessment - 19th March 2025; Part 2: Review of Programmes - 8th May 2025). 	<ul style="list-style-type: none"> • Quality Office (https://www.dkit.ie/offices/registrar/quality-office)

	<ul style="list-style-type: none"> • Programme Peer Review Group (PPRG) Reports and School Responses ratified at the Academic Council, Motion 200.12 (Meeting No. 200, 20th June 2025). 	
School of Health and Science	<ul style="list-style-type: none"> • Completed during reporting period. • Programmatic Review which is part of periodic review quality assurance (see QAE Framework). • Site Visits took place from the 1st - 3rd April 2025 (Part 1: Self-Assessment - 2nd April 2025; Part 2: Review of Programmes - 3rd April 2025). • Peer Review Group (PRG) Report and School Response (including Quality Enhancement Plan) and Programme Peer Review Group (PPRG) Reports and School Responses ratified at the Academic Council, Motion 200.13 and Motion 200.14 (Meeting No. 200, 20th June 2025). 	<ul style="list-style-type: none"> • Quality Office (https://www.dkit.ie/offices/registrar/quality-office)
Centre for Excellence in Learning and Teaching	<ul style="list-style-type: none"> • Completed during reporting period. • Programmatic Review which is part of periodic review quality assurance (see QAE Framework). • Site Visits took place from the 8th April 2025 (Part 1: Self-Assessment - 8th April 2025; Part 2: Review of Programmes - 8th April 2025). • Peer Review Group (PRG) Report and School Response (including Quality Enhancement Plan) ratified at the Academic Council, Motion 200.16 (Meeting No. 201, 26th September 2025; next reporting period; included in this report as the review was completed in the reporting period 2024/2025). • Programme Peer Review Group (PPRG) Reports and Responses ratified at the Academic Council, Motion 200.16 (Meeting No. 200, 20th June 2025). 	<ul style="list-style-type: none"> • Quality Office (https://www.dkit.ie/offices/registrar/quality-office)

TrustEd Ireland Application (Higher Education Pathway)	<ul style="list-style-type: none"> Substantially Completed during reporting period (see Note(s) below for timelines including dates that cross into the next reporting period. The self-assessment process for the TrustEd Ireland quality mark was substituted for the normal periodic review of a Professional Support Unit (International Office). 	<ul style="list-style-type: none"> Quality Office (https://www.dkit.ie/offices/registrar/quality-office)
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Note(s):

- See also Section 3.2: Reviews Planned for Upcoming Reporting Periods for future reviews.
- TrustEd Ireland Application (Higher Education Pathway) Timelines (including dates that cross into the next reporting period):

Stage	Activity	Date
Pre-Application	Initial Expression of Interest to apply for TrustED Ireland (IEM) submitted by DkIT to QQI	02/12/2022
Application	Confirmation of Application:	02/09/2024
	<ul style="list-style-type: none"> Submitted by DkIT to QQI. 	
	<ul style="list-style-type: none"> Confirmation of eligibility to apply for TrustED Ireland (IEM) authorisation from QQI to DkIT (Application Window 1 (14 October 2024 - 28 March 2025). 	14/10/2024
	Application Portal:	14/10/2024
	<ul style="list-style-type: none"> DkIT provided with access to QHub Portal. 	
	QQI Webinars:	15/10/2024 - 17/12/2024
	<ul style="list-style-type: none"> Provider webinars which focussed on provider queries, issues or necessary clarifications that emerge as HE providers prepare their self-assessment report (IEMAS). 	
	Self-Assessment Report (IEM Application Statement-IEMAS):	14/10/2024 - 21/03/2025
	<ul style="list-style-type: none"> DkIT prepared Self-Assessment Report (IEMAS) 	
	<ul style="list-style-type: none"> DkIT reviewed Self-Assessment Report (IEMAS) internally 	21/03/2025
	<ul style="list-style-type: none"> DkIT submitted Self-Assessment Report (IEMAS) 	28/03/2025
	<ul style="list-style-type: none"> Application screening for completeness (Screening stage) was completed by QQI, Screening Report issued to DkIT. 	24/04/2025
	<ul style="list-style-type: none"> DkIT submitted a response to the Screening Report together with an updated IEMAS (Self-Assessment Report). 	06/05/2025
Assessment	Assessment Panel:	17/06/2025
	<ul style="list-style-type: none"> Assessors conducted desk-based assessment and issues Outstanding Issues Report to DkIT. 	
	Engagement with Providers:	08/07/2025
	<ul style="list-style-type: none"> DkIT submitted response to Outstanding Queries Report and response supporting documentation. 	

	<ul style="list-style-type: none"> DkIT received further queries from the Assessment Panel regarding the Outstanding Queries Report 	18/08/2025
	<ul style="list-style-type: none"> DkIT submitted further response on the Outstanding Queries Report, further clarifications. 	22/08/2025
	Assessors Report: <ul style="list-style-type: none"> Assessors prepared assessment report (DkIT received notification). 	17/09/2025
	Provider Feedback: <ul style="list-style-type: none"> DkIT received assessors report for factual checking. 	21/10/2025
	<ul style="list-style-type: none"> DkIT submitted a Factual Accuracy Report and response (5 pages) to QQI. 	12/11/2025
Decision	QQI Internal Governance and Authorisation: <ul style="list-style-type: none"> DkIT received the formal decision regarding authorisation to use the TrustEd quality mark following Approvals and Reviews Committee meeting. 	17/12/2025
	<ul style="list-style-type: none"> DkIT received the official TrustEd authorisation documentation from QQI 	04/02/2026
DkIT Governance	<ul style="list-style-type: none"> DkIT TrustEd Ireland documentation submitted to the DkIT Executive Board 	11/06/2025
	<ul style="list-style-type: none"> DkIT TrustEd Ireland documentation submitted to the DkIT Governing Body 	30/09/2025
	<ul style="list-style-type: none"> TrustEd Ireland Authorisation - Report (HE Pathway) and Institute Response, Authorisation Letter, Certificate of Authorisation submitted to the DkIT Academic Council. 	20/02/2026

1.4.2.2 Periodic Review Schedule

The following is the schedule of reviews from the previous AQR (2023/2024; Section 3.2 Reviews Planned for Upcoming Reporting Periods)

Year	2023/2024
Areas/Units	Professional Support Units (International Office) <ul style="list-style-type: none"> DkIT prioritised the authorisation to use the International Education Mark (IEM) when QQI begins accepting applications. The IEM self-assessment process will substitute for the normal periodic review of a Professional Support Unit.

Year	2024/2025
Areas/Units	Programmatic Reviews: <ul style="list-style-type: none"> School of Engineering; School of Health and Science; Centre for Excellence in Learning and Teaching (CELT). Research and Graduate Studies Office: <ul style="list-style-type: none"> HR Excellence in Research Award (externally reviewed).

Year	2025/2026
Areas/Units	Programmatic Reviews: <ul style="list-style-type: none">• School of Informatics and Creative Arts;• School of Business and Humanities.
Year	2026/2027
Areas/Units	Professional Service Unit (Registrar's Office): <ul style="list-style-type: none">• Admissions.• Examinations Office.• Schools Liaison.
Year	2027/2028
Areas/Units	Professional Service Units (Student Services): <ul style="list-style-type: none">• Library
Year	2028/2029
Areas/Units	<ul style="list-style-type: none">• To be determined.

1.4.3 Expert Review Teams/Panels³ involved in IQA

The table below provides information of review/evaluation processes that were conducted during the reporting period 2024/2025:

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	36	0	0	0	0	0	0
<i>of those:</i>							
On-site processes	3	3	0	0	0	3	0
Desk reviews	2	0	0	0	2	0	0
Virtual processes	31	0	0	0	31	0	0
Average panel size for each process type*	5	0	0	0	4	6	0

* excluding secretary if not a full panel member

Note(s):

- Under “Number of review/evaluation processes”, “Programme Approvals” refer to either new programme validations or differential programme validations. Exit or Embedded Awards are treated as separate approval processes.
- “Approval/Review of Linked Provider” refers to approval of off-campus venues for programme delivery.
- Under “Number of review/evaluation processes”, “Other” refer to module validations.

³ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

(ii) Composition of Expert Review Teams/Panels involved in IQA

The table below provides information in respect of the composition of panels convened by the institution for review/evaluation/approval processes that concluded during the reporting period 2023/2024 (**Note:** 'Similar institution' denotes an institution with a similar scope and mission - for an IoT, this might be another IoT or a university of applied science, for example):

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	13	5	8	0	0	13	0	0	0	12	0
Secretary	3	2	1	0	3	0	0	0	0	0	0
Academic/Discipline Specific	30	13	17	0	0	25	4	1	0	30	0
Student Representative	7	3	4	0	0	7	0	0	0	7	0
QA	0	0	0	0	0	0	0	0	0	0	0
Teaching & Learning	0	0	0	0	0	0	0	0	0	0	0
External Industry /Third Mission	20	14	6	0	0	20	0	0	0	0	20

Note(s):

- Figures above are based on counting a panel member only once even if they reviewed more than one programme or chaired more than one panel.
- Panels are gender balanced where possible.
- The Registrar or Head of Academic Planning and Quality Assurance act as Secretary for all programme validation panels.
- In accordance with the Institute's Policy on the Design and Approval of Programmes (See AQR Part 1) the composition of programme validation panels is as follows:

Major Awards	Minor, Special Purpose and Supplemental Awards
<ul style="list-style-type: none"> • External Chair; • At least two external academics who are acknowledged nationally and/or internationally as academic experts in the field of study; • One practitioner or industry representative; • Representative from the Registrar's Office. 	<ul style="list-style-type: none"> • External Chair; • Two external discipline experts; • Representative from the Registrar's Office.

- | | |
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| <ul style="list-style-type: none"> For NFQ level 9 programmes, there must be one academic from outside the State. | |
|--|--|

- The composition of panel for periodic reviews (academic schools) is as follows (detailed in the Programmatic Review Handbook, See AQR Part 1):

Part 1: School Self-Assessment -Peer Review Group (PRG)	Part 2: Review of Programmes - Programme Peer Review Group (PPRG)
<ul style="list-style-type: none"> Chair (with a high level of experience in higher education and specifically with Programmatic Reviews and programme validations (e.g. Academic Registrar or equivalent from another Higher Education Institution (HEI))). Two external academics with expertise in the broad field of learning within the School. Two industry, service user or professional body representatives with experience and/or expertise of relevance to the field of learning within the School. Secretary to the PRG, Vice-President for Academic Affairs and Registrar (or nominee). Student representative, external to DkIT. 	<ul style="list-style-type: none"> Chair, drawn from the Peer Review Group (PRG) from Part 1, School Self-Assessment (or in exceptional circumstances a nominee). One external academic for each of the specific disciplinary areas under review. Some of these academic members will be the same as those on the Peer Review Group (PRG) from Part 1, School Self-Assessment. Two industry, service user or professional body representatives, with experience and/or expertise of relevance to the field of learning within the School. One or both of these members of the Programme Peer Review Group (PRG) may be the same as those on the Peer Review Group (PRG) from Part 1, School Self-Assessment. Secretary to the PPRG, Vice-President for Academic Affairs and Registrar or the Head of Academic Planning and Quality Assurance (or in exceptional circumstances a nominee). Student Representative, internal to DkIT.

- When programme validation panels are being constituted the Registrar's Office ensure that panel member(s) have Teaching and Learning and Quality Assurance expertise as appropriate (as per "Type of Expert" in the Composition of Expert Review Teams/Panels involved in IQA above).

2.0 IQA System – Enhancement and Impacts

This section provides an overview of enhancements during the reporting period 2024/2025.

2.1 Initiatives within the Institution related to Academic Integrity

The Institute continued its work enhancing supports for Academic Integrity in the reporting period 2024/2025. The Registrar's Office, Centre for Excellence in Learning and Teaching (CELT) and the Library work collaboratively on academic integrity activities and initiatives.

The Student Learning and Development Centre (SLDC) (<https://www.dkit.ie/student-life/study-experience/student-learning-and-development-centre/>) provides scheduled tutorials and one-to-one support on academic integrity and avoiding plagiarism. Tutors in the Centre also work with lecturers to deliver bespoke classes for specific student groups on many aspects of academic writing, study skills and academic integrity. In addition, the SDLC provides a range of resources to support academic integrity. These resources are available to students in the Moodle VLE. The Library runs classes and drop-in sessions on referencing and information literacy for students (including the provision of Libguides, <https://dkit.ie.libguides.com/>) in addition to 1:1 support. The Registrar's Office also provides support sessions on Academic Integrity policy and procedures. In the current reporting period, this work was complemented by inputs from the N-TUTORR (The National Technological University Transformation for Recovery and Resilience) project, which identified academic integrity as one of its six core themes.

The Institute continues to respond to feedback from the staff survey (Semester 2, 2023/2024) in the reporting period (2024/2025) by reviewing guidance in relation to the academic integrity challenges presented by rapidly evolving Generative AI tools. As highlighted in a previous report, staff appreciate the structured approach taken in the staff and student guidance provided and use it as a basis for discussion and raising awareness. This guidance will continue to be refined based on evidence and experience both locally, nationally and internationally with a particular focus on assessment design.

In November 2024, the Registrar's Office, in conjunction with CELT, organised an Academic Integrity Masterclass for departmental Plagiarism Advisors and Heads of Department. This well-attended event was facilitated by Professor Mary Davis is Academic Integrity Lead at Oxford Brookes University, member of the Quality Assurance Agency (QAA) Academic Integrity Advisory Group and Vice-President (Communications) of the International Centre for Academic Integrity (ICAI). Feedback from this event was most positive with participants requesting that Professor Davis be invited to give a similar masterclass to wider staff community at some point in the near future.

Despite these positive aspects, several challenges were identified. A significant concern was the lack of student awareness and engagement with the guidance, with many students reportedly unfamiliar with its content or relevance. Some staff noted difficulties in enforcing AI-related policies, as students continued to use AI tools inappropriately or misinterpreted the acceptability of certain tools such as Grammarly and Quillbot. In some disciplines, particularly in software development, there were concerns that restricting AI use was unrealistic given its increasing integration into industry practices. There were also reports that students who were less engaged with course materials or missed classes were particularly unlikely to be aware of the guidance.

In response to this feedback, DkIT will explore ways to improve awareness and engagement with GenAI ethics through structured training initiatives, targeted communication strategies, and clearer disciplinary guidelines. There will also be a focus on ensuring that AI policies reflect both academic integrity principles and real-world applications, particularly in disciplines where AI is integral to professional practice. These actions aim to support both staff and students in navigating the evolving landscape of AI in higher education while upholding the highest standards of academic integrity.

DkIT's 'Programme Design in a Time of Change' project, funded by SATLE (Strategic Alignment of Teaching and Learning Enhancement) and aligned with SATLE's key priorities spanned the academic year 2024-2025. The project included a range of measures to promote student engagement with academic integrity. This included support for an Academic Integrity Support Tutor (one day per week) in the SLDC. This increased capacity both to provide 1:1 support to students and to develop resources, including a guide for all first years (<https://www.dkit.ie/study/for-students/information-for-new-students/your-induction/learning-at-dkit/academic-integrity.html>).

Academic integrity guides and resources, created by student interns in 2023 for students, continue to be available via the Student Learning and Development Centre (SLDC) module on the Student Support Hub on the Moodle VLE. Some of the guidance has been included in the guide for first year students.

One initiative has been the development of a short resource in the form of a bookmark for staff and students, providing key information for students and staff on the appropriate use of Gen AI in assessment, based on the Institute's student guidance.

The Institute, represented by the Head of Academic Planning and Quality Assurance (Registrar's Office), continued to be an active participant in the QQI National Academic Integrity Network (NAIN) (<https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/national-academic-integrity-network>). NAIN is a peer-driven network, established in November 2019, which is coordinated and supported by Quality and Qualifications Ireland (QQI). The Network is focused on actively

supporting higher education institutions to (1) effectively engage with the challenges presented by academic misconduct, (2) embed a culture of academic integrity among providers and (3) develop national resources and tools for providers to address the challenges presented by academic misconduct. The Network comprises membership from all public higher education institutions universities and institutes of technology, as well as private independent providers, students and student representatives from the Union of Students Ireland.

A number of NAIN plenary meetings and Working Group meetings were held during the reporting period (2024/2025). The resources of the NAIN continue to inform Academic Integrity policy and procedures, activities and initiatives within the Institute, specifically the following resources: “Academic Integrity National Principles and Lexicon of Common Terms”, “Academic Integrity Guidelines”, “NAIN Generative AI Guidelines for Educators” and the “NAIN Framework for Academic Misconduct Investigation and Case Management”. Also, dedicated Academic Integrity updates on the work of the network were disseminated regularly by the Registrar’s Office during the reporting period (2024/2025).

The Institute participated in *National Academic Integrity Week 2024* which took place from 14th October to the 18th October 2024.

The National Technological University Transformation for Recovery and Resilience (N-TUTORR) Programme

The N-TUTORR programme (<https://www.transforminglearning.ie/company/about-us>), in which DkIT was one of seven partner institutions, concluded in December 2024. This collaboration across the Technological Higher Education Sector was designed to transform learning, teaching and assessment by enhancing the student experience and developing staff capabilities within an enabling digital ecosystem. Funded under the EU NextGeneration Fund, and National Recovery and Resilience Plan (NRRP), coordinated by THEA and supported by the Higher Education Authority (HEA), it addressed six core themes: Academic Integrity; Digital Transformation; Equality, Diversity and Inclusion; Employability; Universal Design for Learning; and Education for Sustainability.

Dr Moira Maguire from CELT was national co-lead of the Student Empowerment Project stream. Other streams included Developing Staff Capabilities, Digital Ecosystems, and Securing Progress and Sustaining Impact. In DkIT, Institutional Project Lead Dr Ronan Bree and the local core team were responsible for the implementation of the programme, completing the associated work packages, and meeting the project deliverables across the institute.

A series of online Masterclasses, which included Academic Integrity, were provided across the sector as part of the “Developing Staff Capabilities” stream. Within DkIT, all staff and students were provided with access to learning platforms, LinkedIn Learning, DCM Learning, and AdvanceHE, to facilitate

flexible engagement and support staff and students with their skill development. These were complemented with in-person training events.

In relation to supporting the core theme of Academic Integrity, the N-TUTORR project facilitated a range of activities to build capacity and continue to embed a culture of academic integrity. These activities, which continued into the reporting period 2024-25 are outlined below.

N-TUTORR: NAIN Working Group	N-TUTORR established a national Academic Integrity working group, comprising many NAIN members, including Dr Brendan Ryder, Head of Academic Planning and Quality Assurance from DkIT.
DkIT Student Champion on Academic Integrity	An N-TUTORR Student champion from the School of Health and Science was a member of an N-TUTORR national online masterclass panel during Academic Integrity week.
GenAI:N3 N-TUTORR National Network	The GenAI:N3 network across the partner institutions, led by Dr Hazel Farrell of SETU, aimed to support staff and students in the use of Gen AI tools, through workshops and hackathons. DkIT's representatives on this network, Jacqueline Toal and JJ Quinlan from the School of Informatics and Creative Arts, facilitated a number of workshops within the institute.
AI Mate to Support Academic Staff	The 'AI Mate' platform, developed by colleagues in SETU, continued to be available to DkIT staff through the Programmatic Review hub on the Moodle VLE. The platform is based on a series of questions that lecturers complete in outlining the scale and level of AI permitted within their modules, outputting a document that can then be shared with students.
Originating detection, training and feedback support	N-TUTORR provided support for Turnitin, an application which is used to promote academic integrity and develop academic writing skills through its originality report and digital feedback features. While available on Moodle for use in module assessments, students also have access to the platform separately from their assignments, via the Student Learning and Development Centre in CELT.
Academic Integrity Chatbot for DkIT Students	In the current reporting period a chatbot, funded by the N-TUTORR project, was launched to support students and answer queries in the area of academic integrity. The chatbot, the training material for which was based on DkIT policies and

	<p>guidance, is available through a link in the Academic Integrity block on DkIT's Moodle dashboard.</p>
<p>Contract Cheating Detection</p>	<p>Supported by the N-TUTORR project, DkIT participated in a pilot project focusing on the issue of contract cheating, a key area of concern globally in relation to academic integrity. Using a software application called Wiroo, developed by Academic Integrity experts in Australia, anonymised data from a random selection of 140 modules on DkIT's 2023-24 instance were tested in Semester 2 2024-25 to investigate the extent of contract cheating.</p>
<p>Student and Staff Training on Academic Integrity</p>	<p>To support student and staff training around Academic Integrity, N-TUTORR had developed an Academic Integrity Digital Badge course as part of <i>MyDigitalBackpack.ie</i>. On completion of this short course, participants received a digital badge and were recorded as having undertaken the training. This initiative aimed to provide students with an opportunity to learn about academic integrity at an early stage of their college journey. Since its initial roll out in 2023/2024, there has been significant uptake and this has continued through the reporting period (2024/2025), with 1,345 DkIT students completing it. Key to this has been engagement from academic staff who have integrated the badge as a learning activity in relevant modules across a range of programmes.</p> <p>The Academic Integrity Digital badge has been particularly beneficial in raising awareness and understanding of academic integrity among the student cohort. This course has been updated during 2024-25 by colleagues in SETU and TUS and launched in June 2025. Following this, CELT, made the course available to all students and staff via our Moodle VLE from the beginning of 2025-26. In addition, a similar module specifically for staff was made available. The courses are also available on Open Courses</p> <p>In addition, students and academic staff continue to have access to LinkedIn Learning, where they can undertake courses on areas such as Academic Integrity and Artificial Intelligence.</p>

2.2 Teaching, Learning and Assessment

This section discusses enhancement in the areas of teaching, learning and assessment in the reporting period (2024/2025).

2.2.1 Staff Training and Professional Development

Accredited CPD in Learning and Teaching

The accredited programmes in the Centre for Excellence in Learning and Teaching (CELT) (Master of Arts in Learning and Teaching, Certificate in Learning and Teaching and Certificate in Assessment and Feedback) saw an increase in numbers in the reporting period 2024/2025. These programmes attract learners from among DkIT staff and colleagues from Further Education and Training (FET), primary, post-primary, and private companies across the region. One group, consisting of seven students who completed their studies in 2023-24, graduated in November 2024. A further cohort 18 students, which included 12 DkIT staff members, progressed to the third module of the MA in Learning and Teaching in September 2024. In January 2025, there was an intake of 17 students, which included 16 DkIT staff members. To date, a total of 82 DkIT staff members have now completed the Masters programme and one the Postgraduate Diploma in Learning and Teaching. 21 staff members have completed the Certificate in Learning and Teaching and two have completed the Certificate in Assessment and Feedback.

CELT's professional development programmes successfully underwent a Programmatic Review process in April 2025, resulting in the programmes being validated for the next five years from September 2025. The Programme Peer Review Panel commended CELT and the programme team on a number of aspects including its strategic leadership in advancing Professional Development in higher education, its promotion of student-centred teaching, learning, and assessment practices and its integration of research-informed practice.

Unaccredited CPD in Learning and Teaching

A varied programme of seminars and workshops was offered in 2024/2025 including sharing practice events, masterclasses and short workshops, with a continued strong focus on inclusive practices and assessment. Topics included assessment and feedback, inclusive learning and teaching, UDL, digital accessibility, interactive teaching, use of Moodle VLE. A major area of focus was the ongoing Programmatic Review process for which workshops and resources were provided to support colleagues in areas such as module design, assessment, and programme learning outcomes. In addition, the Programmatic Review hub on Moodle continued to be available to all staff, with further resources added to provide support during the Programmatic Review process.

The schedule of CPD events for the reporting period 2024/2025 was as follows:

Masterclasses/Invited speakers 2024/2025

19 th October 2024	Academic Integrity Masterclass - Professor Mary Davis, Oxford Brookes
28 th November 2024	Launch of 'You can UDL it!' Keynote by Professor Tom Tobin

Support for Programmatic Review

Date	Event	Participants
22 nd January 2025	Assessment Workshop	Staff in Department of Life and Health Sciences
29 th January 2025	Introduction to the Moodle VLE	Students - Part-time Professional Practice
14 th March 2025	Module Design - Programmatic Review	Academic staff in School of Business and Humanities
28 th March 2025	Module Design - Programmatic Review	Academic staff in School of Business and Humanities
2 nd May 2025	Module Design - Programmatic Review	Academic staff in School of Business and Humanities
6 th May 2025	Module Design - Programmatic Review	Academic staff in School of Informatics and Creative Arts
13 th May 2025	Assessment and Feedback Workshop	Academic staff in School of Informatics and Creative Arts
16 th June 2025	Writing Programme Learning Outcomes (PLOs)	Programme directors in School of Informatics and Creative Arts

Other Events

6 th September 2024	Introduction to Learning and Teaching	New academic staff Induction
6 th September 2024	Introduction to Moodle - new academic staff	New academic staff Induction
14 th November 2024	Panopto workshop	Academic staff
14 th November 2024	Panopto workshop	Academic staff
4 th December 2024	Workshop - Introducing Moodle to students	Programme directors in part-time programmes in the School of Health and Science
15 th January 2025	Panopto workshop	Academic staff
16 th January 2025	Panopto workshop	Academic staff
20 th March 2025	UDL & Accessibility Alignment	Academic staff

Supports and Resources for Learners

The Student Support Hub, which was developed as part of the 'Gateway to Success' project, funded under the Higher Education Authority (HEA)'s 2018 Innovation and Transformation Fund ([Gateway to Success Project](#)), continues to be a key resource in providing support for students. The Hub is a virtual one-stop-shop for academic support and support for health and wellbeing, with all student support functions represented on the Hub. The Hub is available on the Moodle Dashboard and is visible on logging into Moodle. Launched in January 2021 and was shortlisted for the 2022 Education Awards in the 'Best Use of Educational Technology/ICT Initiative' category, the Hub has now been in operation for four academic years. Ongoing evaluations and usage statistics indicate a high level of use and positive feedback from students.

Staff from the support services involved continue to endeavour to raise awareness of the Hub through information campaigns for students and staff. These include activities and general collaborative promotions such as information sessions at First Year Induction, 'roadshows' in all the main buildings, promoting the hub with Programme Directors and First-year Convenors and the Students' Union, use of digital signage throughout the campus, and service-specific efforts.

HEA/National Forum Strategic Alignment of Teaching and Learning Enhancement (SATLE) Fund

SATLE is a non-competitive fund from the National Forum for the Enhancement of Teaching and Learning and co-ordinated and supported locally by CELT. In September 2024, DkIT was awarded €114,500. The funding has supported a continuation of the multi-strand DkIT project 'Programme design for a time of change' that focused on academic integrity, digital transformation and inclusive learning at the programme level with an emphasis on supporting upcoming programmatic reviews. Building directly on the 'Assessment for All: Designing Assessment for Inclusion' project funded under SATLE 2022, the project places a greater focus on enhancement at the programme/department level to ensure a coherent, consistent and coordinated student experience both horizontally and vertically across stages and programmes. This project aimed to run until the end of 2025.

Strategically, we have also sought to align this work with other key initiatives, including PATH 4 and N-TUTORR, thus ensuring that they are mutually informing and complementary so as to maximise impact. In particular, there was considerable overlap between SATLE and N-TUTORR themes. This has helped to ensure that the work supported by both funding streams informed the approach to upcoming programmatic reviews scheduled to take place in 2025 and 2026.

Programme Design in a Time of Change Project Streams

Stream	Education for Sustainable Development and UDL	Using digital technologies to enhance assessment	Promoting a culture of Academic Integrity
Co-ordinated By	CELT, Inclusive Learning and Teaching Working Group	E-Learning Unit, CELT	Registrar's Office and CELT
Activities			
Training and professional development	<ul style="list-style-type: none"> • Seminars, workshops and resource development focused on UDL and other aspects of inclusive Learning and Teaching. • Development of guidelines to support lecturers and programme teams, with a focus on Programmatic Review. • Launch of 'You can UDL it!' publication and keynote. This is a collection of stories of how colleagues and students in DkIT are implementing UDL principles in practice • You can UDL it! Applying Universal Design for Learning Contents Introduction at DkIT - National Resource Hub 	<ul style="list-style-type: none"> • Seminars, workshops. • Piloting assessment tools. • Development of guidelines to support lecturers and programme teams, with a focus on Programmatic Review. • Vevox rollout for interactive teaching through polling and Q&A. Following a successful pilot funded by SATLE, N-TUTORR funding has allowed us extend the licence for a further two years. • Digital Accessibility. 	<ul style="list-style-type: none"> • Academic Integrity Masterclass • Seminars, workshops and resource development • Development of guidelines to support lecturers and programme teams, with a focus on Programmatic Review. • Additional support for students. • Development of guidelines for students. • Guidelines incorporating appropriate use of Artificial Intelligence. • Workshop - Designing Assessment in the context of AI (including addressing Academic Integrity issues).
Open Resources Project	<ul style="list-style-type: none"> • Work has continued on developing Open Educational Resources for the Scholarship of Learning and Teaching (DOERs in SoTL). This is a collaboration between DkIT, TUS, SETU and Maynooth University that aims to address 		

	both institutional and individual barriers in order to build capacity and develop an OER/P-enabled pedagogy.
Local Enhancement Projects (LEPs)	<ul style="list-style-type: none"> • 10 small-scale enhancement projects were supported (up to €5,000), each of which addressed one or more of the SATLE themes. Funding was awarded in Semester 2 2024, with projects continuing to be implemented into the academic year 2024-25. • In Semester 2 2024-25, following another institute-wide funding call for LEP proposals, a further 18 projects were funded. These continued into the academic year 2025-26.

In relation to the LEPS, there was a notable focus by the majority of LEPs on the theme of Inclusive Learning and Teaching. Apart from this being a theme in the programmatic review process, it appears that this aspect has increasingly become an integral part of staff approaches to their learning and teaching practice, reflected also in the large number of staff who have completed Universal Design Digital badges in recent years (33 in 2024-25).

SATLE Pathfinder Project

In December 2024, funding of €12,500 was received under the SATLE Pathfinder fund. This fund was designed to support exploratory projects to investigate appropriate innovations which may frame future strategies and projects in relation to teaching and learning in higher education. In funding these projects, the HEA envisaged that their outputs would inform discussions about the future strategy for national teaching and learning policy in higher education.

CELT is collaborating in this project with the Centre for Teaching and Learning (CTL) in Maynooth University. The project is titled “Meeting our students where they are: HE responses to evolving student needs - What works and why? “. This is a 6-month desk-based research project in which the two institutions have combined their funding to investigate system-level responses to meeting the evolving needs of our student cohorts. This project aims to be completed in 2025-26 with a final report issued in Semester 2 2025-26.

Collaboration with George Brown College, Ontario (Canada)

During Semester 2 2024-25, with the support of funding from the HEA, DkIT and George Brown College, Ontario agreed a collaborative project that includes a learning and teaching strand and a research strand. The learning and teaching element is focused on Artificial Intelligence, Academic Integrity and Assessment design. It involves both institutions sharing best practice, policies and resources and organising shared masterclasses with a view to examining the opportunities and

challenges in each of the three key areas. This project will continue through the academic year 2025-26. This project will provide valuable learning for both institutions in these key areas.

2.3 National Recognition of Prior Learning (RPL) Project in Higher Education

This national collaborative initiative (<https://www.priorlearning.ie/>) between the Institutes of Technology, the Universities and Technological University (TU) Dublin concluded in the reporting period 2024/2025. It sought to build a consistent and coherent approach to RPL within and across the nineteen publicly funded higher education institutions. Funded under the Irish Government's Human Capital Initiative (HCI) Pillar 3 (Innovation and Agility) (<https://www.gov.ie/en/press-release/4b006-minister-harris-announces-22-innovative-projects-to-be-funded-under-human-capital-initiative/>), the project enabled DkIT to enhance RPL policy, procedure and practice and build capacity across the institution in RPL practice.

An update on the planned actions in the Area for the reporting period can be found in section "1.2 Update on Planned QA Objectives identified in Previous AQR". Planned actions for the upcoming reporting period can be found in section "3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period".

2.4 Enhancements arising from Institutional Review (CINNTE Review)

No progress was made on implementing the action plan that resulted from the Institutional Review that took place at DkIT in 2018. This work is ongoing and will continue into the next reporting period.

An update on the planned actions in the Area for the reporting period can be found in section "1.2 Update on Planned QA Objectives identified in Previous AQR". Planned actions for the upcoming reporting period can be found in section "3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period".

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

This section describes quality assurance and enhancement activities for the upcoming reporting period 2025/2026 which are aligned to the institute's strategic objectives). The section should be read in conjunction with 1.2: Update on Planned QA Objectives identified in Previous AQR. Actions/activities not completed in reporting period 2024/2025 are carried over to the next reporting period 2024/2025.

<p style="text-align: center;">Relevant objectives</p> <p><i>Note: Include reference to the relevant section of the preceding AQR, where applicable</i></p>	<p style="text-align: center;">Planned actions and indicators</p> <p><i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.</i></p> <p><i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i></p>
<p>Policies and Procedures</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Develop quality assurance Guidelines for the Preparation, Drafting and Transmission of Examination Papers and Solutions. (Recommendation from an external investigator following an examination paper breach). • Responsibility: Registrar's Office.
<p>Teaching and Learning</p> <p>Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Build capacity in assessment design to promote Academic Integrity. Registrar's Office, Centre for Excellence in Learning and Teaching (CELT). • Responsibility: Registrar's Office, Centre for Excellence in Learning and Teaching (CELT).
<p>Teaching and Learning</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Update DkIT policies and procedures as appropriate to give due consideration to the QQI Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Learning Programmes (which will be published by QQI in 2023/2024 following sector consultation). • Responsibility: Registrar's Office, Centre for Excellence in Learning and Teaching (CELT).

<p>Teaching and Learning Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Build capacity in programmatic approaches to assessment (generally and directly to support Schools with Programmatic Review). • Responsibility: Registrar’s Office, Centre for Excellence in Learning and Teaching (CELT), Schools.
<p>Teaching and Learning Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Support programme teams across Schools to embed Universal Design for Learning (UDL). • Responsibility: Centre for Excellence in Learning and Teaching (CELT)
<p>Teaching and Learning Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Build capacity in assessment design in the context of developments in Generative Artificial Intelligence (GenAI). • Responsibility: Centre for Excellence in Learning and Teaching (CELT).
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • Develop a plan to support staff and students to navigate and respond to the impact on Generative Artificial Intelligence in ethical ways. • Responsibility: Centre for Excellence in Learning and Teaching (CELT).
<p>Teaching and Learning Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Review and update Learning, Teaching and Assessment Strategy. • Responsibility: Centre for Excellence in Learning and Teaching (CELT), Teaching and Learning Subcommittee of Academic Council.
<p>Teaching and Learning Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Review and update Student Voice Policy • Responsibility: Centre for Excellence in Learning and Teaching (CELT), Teaching and Learning Subcommittee of Academic Council.
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • Review and update Student Success Strategy

	<ul style="list-style-type: none"> • Responsibility: Centre for Excellence in Learning and Teaching (CELT), Registrar's Office, Student Services, Teaching and Learning Subcommittee of Academic Council.
<p>Academic Integrity Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Continue to plan, implement and enhance Academic Integrity initiatives at Institute level for students and staff, specifically to develop an Academic Integrity Action Plan. • Responsibility: Registrar's Office, Centre for Excellence in Learning and Teaching (CELT), Library.
<p>Academic Integrity Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Update Academic Integrity Policy and Procedures to include Contract Cheating (and other new types of Academic Misconduct that may arise). • Responsibility: Registrar's Office, Centre for Excellence in Learning and Teaching (CELT), Library.
<p>Academic Integrity Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Develop an Institute Register for Academic Misconduct (mixed model between Schools and Registrar's Office currently in operation). • Review and ensure that new forms of academic misconduct (e.g., Contract Cheating) are recorded as appropriate. • Responsibility: Registrar's Office.
<p>Research and Graduate Studies Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Diversify and increase research and innovation funding (ongoing action). • Responsibility: Research and Graduate Studies Office, Research Centre and Group Directors.
<p>Research and Graduate Studies Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Revisit and review the context and intent of the collaborative partnership/relationship between DCU and DKIT. There was general consensus from both collaborative partners that this needs to take place as a matter of urgency. • Responsibility: Registrar's Office, Research and Graduate Studies Office.

<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Agree a senior management meeting schedule with DCU to cover the duration of the relationship. • Responsibility: Registrar's Office, Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Prioritise the addition of one FTE Grade V administrator into the Graduate Studies Office. • Responsibility: Executive Board, Registrar's Office, Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Devise and Implement "Research Access Policy" to ensure appropriate access to research facilities for all researchers with ongoing review. • Responsibility: Registrar's Office, Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Establish a postgraduate researcher alumni society. • Responsibility: Registrar's Office, Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Develop of a risk mitigation strategy in relation to postgraduate research studies completion by students. • Responsibility: Registrar's Office, Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Ensure that DkIT GRPB and DkIT GRSB schedule of meetings is published on the DkIT website (part of a wider issue relating to the management of documentation associated with the DkIT Quality System). • Responsibility: Registrar's Office, Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Develop a student and staff handbooks specific to postgraduate research provision. • Responsibility: Registrar's Office, Research and Graduate Studies Office.

<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Ensure DkIT registered postgraduate research students receiving a DCU award are connected to the DCU-DKIT postgraduate researcher community. • Responsibility: Registrar's Office, Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Create a centralised postgraduate researcher space. (from PGR Quality Review 2021/2022) • Responsibility: Registrar's Office, Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Devise and implement detailed guidelines concerning the role of Independent Panel Members in line with DCU policy. • Responsibility: Registrar's Office, Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Monitor the effectiveness of Independent Panel Members and ensure policy is fit for purpose. • Responsibility: Registrar's Office, Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Develop and expand institute policies governing research in line with national and European legislation and policy. • Responsibility: Research Sub-committee, Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Increase the critical mass within the institute's research centres in terms of career researchers (i.e., Postdoctoral and Research Fellows) • Responsibility: Academic Schools, Research Centres, Research and Graduate Studies Office.

<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Establish three research institutes across the campus aligned to the research centres and groups • Responsibility: Research and Graduate Studies Office, Academic Schools.
<p>Research and Graduate Studies</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Devise an all-Institute strategic research funding strategy annually • Responsibility: Research and Graduate Studies Office.
<p>Research and Graduate Studies</p> <p>Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Strategically align with national research centres. • Responsibility: Research and Graduate Studies Office.
<p>Professional Support Unit (Student Services)</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Update the Student Support strategy in line with the new Institute Strategic Plan. • Responsibility: Professional Support Unit (Student Services).
<p>Professional Support Unit (Student Services)</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Develop marketing and communications plan. • Responsibility: Professional Support Unit (Student Services).
<p>Professional Support Unit (Student Services)</p> <p>Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Implement innovative collaboration with students and academic staff to support greater student engagement. • Responsibility: Professional Support Unit (Student Services).

<p>Professional Support Unit (Student Services) Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> Follow up on recommendations advised in the Accessibility and Sensory Audits and implement improvements where possible. Responsibility: Professional Support Unit (Disability).
<p>Professional Support Unit (Student Services) Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> Maintain and update physical facilities to facilitate student accessibility and a quality student experience with the implementation of accessibility audits and the continued development of Universal Design for Learning (UDL). Responsibility: Professional Support Unit (Disability).
<p>Professional Support Unit (Student Services) Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> Develop Disability Policy. Responsibility: Professional Support Unit (Disability).
<p>Professional Support Unit (Student Services) Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> Develop Reasonable Accommodations and support for Disability Service students on placement where placement is part of their programme in collaboration with Careers and Employability Centre. Responsibility: Professional Support Unit (Disability).
<p>Professional Support Unit (Student Services) Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> Update to the Reasonable Accommodations in Examinations Policy once DAWN network finalises national update. Responsibility: Professional Support Unit (Disability).
<p>Professional Support Unit (Student Services) Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> Progression of the Autism Friendly Campus Action Plan. Responsibility: Professional Support Unit (Disability).

<p>Professional Support Unit (Student Services) Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Establish Alumni Steering Group (chaired by a member of the Executive Board with representation from Student Services). • Responsibility: Professional Support Unit (Careers and Employability).
<p>Professional Support Unit (Student Services) Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Support students registered with the Disability Service with their specific careers queries. • Responsibility: Professional Support Unit (Careers and Employability).
<p>Professional Support Unit (Student Services) Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Increase rates of completion of outcome measures for Counselling Service evaluation. • Responsibility: Professional Support Unit (Student Counselling).
<p>Professional Support Unit (Student Services) Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Review location and opening hours of Student Health Unit (SHU). • Responsibility: Professional Support Unit (Student Health Unit).
<p>Professional Support Unit (Student Services) Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Implement improvements following SAF process review • Responsibility: Professional Support Unit (Student Services).
<p>Professional Support Unit (Student Services) Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Install multi-purpose floor in DkIT Sports with sports capital funding. • Responsibility: Professional Support Unit (Sports and Societies).

<p>Professional Support Unit (Student Services) Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> • Improve both the indoor and outdoor facilities in DkIT so that we can continue to meet the growing needs of the students. • Devise a plan to develop outdoor sporting facilities and identify potential funding streams • Responsibility: Professional Support Unit (Sports and Societies).
<p>Professional Support Unit (Student Services)</p>	<ul style="list-style-type: none"> • Update the Student Support strategy in line with the new Institute Strategic Plan. • Responsibility: Student Services
<p>Professional Support Unit (Student Services)</p>	<ul style="list-style-type: none"> • Improve data collection across all post-entry support services to enable evidence-based planning and reporting. • Responsibility: Student Services
<p>Professional Support Unit (Student Services)</p>	<ul style="list-style-type: none"> • Health Service to include BMI, smoking status, and alcohol use alongside vital signs during initial assessments, to support a more holistic approach to student health and early intervention - aid MECC approach • Mental Health Nurse Advisor to expand group work opportunities and digital technology • Responsibility: Health Unit
<p>Professional Support Unit (Student Services)</p>	<ul style="list-style-type: none"> • Continue to embed Togetherall, NiteLine, and Spunout as recognised aspects of the Counselling Service. • Focus on signposting the function of services and strengths/benefits rather than branding. • Responsibility: Student Counselling Service
<p>Professional Support Unit (Student Services)</p>	<ul style="list-style-type: none"> • In line with MHSP framework and NSRF, complete a suicide postvention policy as part of the student death protocol. • Responsibility: Student Counselling Service
<p>Professional Support Unit (Student Services)</p>	<ul style="list-style-type: none"> • Complete The JED Foundation program, and become an international JED Campus, with ongoing resources and support. This includes supporting academic staff with their fitness to study policy. • Responsibility: Student Counselling Service
<p>Professional Support Unit (Student Services)</p>	<ul style="list-style-type: none"> • Install a door to the Student Support office space, ensuring GDPR compliance and creating a private, welcoming, and safe environment to enhance student engagement • Responsibility: Executive Board/Space Allocation

<p>Professional Support Unit (Student Services)</p>	<ul style="list-style-type: none"> Establish form-filling booths in Student Support Office to assist students with limited digital access Responsibility: Executive Board
<p>Equality, Diversity and Inclusion (EDI) Ongoing action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> Implement the Athena Swan action plan. Responsibility: Head of School of Engineering and Vice-President for EDI in conjunction with the EDI Officer, Athena Swan Coordinator.
<p>Recognised Prior Learning (RPL) Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> Review Recognised Prior Learning (RPL) Policy and Procedures. Responsibility: Registrar's Office.
<p>Recognised Prior Learning (RPL) Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> Document and record RPL applications in a structured, standard format to allow for the development of an RPL precedence database. Manual system implemented with incorporation into the Institute's CRM system to be investigated and progressed. Responsibility: Registrar's Office (RPL Lead, HEA HCI Pillar 3 Project).
<p>Recognised Prior Learning (RPL) Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> Provide professional development and supports. Responsibility: Registrar's Office (RPL Lead, HEA HCI Pillar 3 Project).
<p>Recognised Prior Learning (RPL) Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)</p>	<ul style="list-style-type: none"> Engage with enterprise and employers to explore the potential for RPL for access and progression in areas of skills needs. Responsibility: Registrar's Office (RPL Lead, HEA HCI Pillar 3 Project).

Institutional Review (CINNTE Review)

Action carried forward from previous reporting period (See AQR Part B, 1.2: Update on Planned QA Objectives identified in Previous AQR)

- Review Institutional Review Action plan and identify priorities as appropriate.
- **Responsibility:** Registrar's Office with other functional areas as appropriate.

3.2 Reviews planned for Upcoming Reporting Periods

This section provides a composite update on new and continuing objectives arising from reviews for the next reporting period 2025/2026. The unit of review may be a Department/School or Professional Support Unit or School. See Section 1.4.2 Overview of Periodic Reviews.

3.2.1 Reviews planned for Next Reporting Period

The review schedule for reviews for the upcoming reporting period (2025/2026) is as follows:

Unit to be reviewed	Date of planned review	Date of last review
Programmatic Review: <ul style="list-style-type: none"> School of Business and Humanities 	Semester 2 2025/2026	2018/2029 (programme validations were extended by one year by DkIT Academic Council)
Programmatic Review: <ul style="list-style-type: none"> School of Informatics and Creative Arts 	Semester 2 2025/2026	2018/2029 (programme validations were extended by one year by DkIT Academic Council)

3.2.2 Reviews planned beyond Next Reporting Period

The schedule for reviews beyond the upcoming reporting period (2025/2026) is as follows:

Year	2026/2027
Areas/Units	<ul style="list-style-type: none"> To be determined.

Year	2027/2028
Areas/Units	<ul style="list-style-type: none"> To be determined.

Year	2028/2029
Areas/Units	<ul style="list-style-type: none">• To be determined.

Year	2029/2030
Areas/Units	<ul style="list-style-type: none">• To be determined.

4.0 Additional Themes and Case Studies

This section provides a case study undertaken by DkIT during the reporting period 2024/2025.

CASE STUDY 1

Title: *You Can UDL it! Applying Universal Design for Learning at DkIT*

Theme: Teaching, Learning and Assessment

Keywords (2-3 words): Inclusive Teaching and Learning, Universal Design for Learning (UDL)

Short Abstract:

The DkIT strategic plan commits ‘*To provide accessible and inclusive approaches to Learning, Teaching and Assessment which ensures that all students can flourish and achieve their potential.*’ Inclusion is crucial to promote student success given the increasing diversity of the student body and has been a focus for enhancement work at DkIT for a number of years. It was identified as a strategic theme for programmatic review and, as part of that process, all programmes were required to embed Universal Design for Learning (UDL). Considerable capacity building work was undertaken to support this, including an institute-wide National Forum Strategic Alignment of Teaching and Learning Enhancement (SATLE) project ‘Inclusive Learning, Teaching and Assessment - Programme focused approaches.’

There was a very positive response across DkIT to UDL training and professional development in UDL. In particular, many colleagues requested practical examples of how to apply the UDL principles in specific context. In response, *You Can UDL it! Applying Universal Design for Learning at DkIT*’ was developed as a practice-focused resource as part of the SATLE funded Inclusive Learning, Teaching and assessment project. The resource showcases 12 stories of the transformative power of UDL as contributors share their UDL journeys across a diverse range of disciplines and contexts. Each story offers an insight into the innovative, manageable and meaningful ways contributors have applied UDL principles to meet the needs of all their learners, providing a valuable resource for all who wish to consider this approach. The collection serves as repository of practice ideas, and as a trigger to support and inspire others to embark on their own UDL journeys

The collection was launched on the 28th of November 2024 by international UDL expert, Professor Tom Tobin ([You can UDL it! Applying Universal Design for Learning Contents Introduction at DkIT](#)) and is available on the National Forum’s resource hub [You can UDL it! Applying Universal Design for Learning at DkIT](#).

The collection helps to bring to life and contextualise many the key principles of UDL and has been a very valuable resource to support capacity building and preparation for programmatic review. Available in electronic and printed formats, it continues to be a valuable resource both within DkIT and beyond, to the extent that a number of its contributors and editors being invited to share their practice at events in other institutions.