

Technological University Dublin
2026

Annual Quality Report
Technological University Dublin
Reporting Period 2024-2025

Technological University Dublin

2026

Annual Quality Report TU Dublin
PART A: INTERNAL QA SYSTEM
Reporting Period 2024-2025

PREFACE

The **Annual Quality Report (AQR)** (formerly AIQR) 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 have regard to 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 November of the preceding year. Once the call for submission has been made, QQI will provide access to 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.
- Provide reflections on what worked well, but also what may have been tried but did not work.

Report Structure

Part A: Internal QA System

Part A of the AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR that all links are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the AQR is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the AQR

Part A is to be completed only if there have been **material** changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new policies or procedures, or significant amendments to existing ones.

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

Part B of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR were progressed during the reporting period - these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on specific thematic areas or may invite the institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions 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](#)
- [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](#)

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

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 AQR for Technological University Dublin for the reporting period **1 September 2024 - 31 August 2025**. It is to be submitted by **Friday, 27 February 2026**. It is to be submitted by **Friday, 27 February 2026**.

The AQR has been approved by the Academic Quality Assurance and Enhancement Committee and is submitted by Dr Gráinne Hurley, Academic Quality Advisor. It is drafted primarily by the Quality Framework Team within Academic Affairs, with significant input from colleagues across TU Dublin.

Overview of TU Dublin

Deeply embedded in our region, TU Dublin has campuses in Dublin City Centre, in Grangegorman, Aungier Street and Bolton Street, and in Blanchardstown and in Tallaght, and, through our major infrastructural development plan, we are currently investing over €500 million in new, state-of-the-art, technology-enabled facilities to enhance our students' experience.

While TU Dublin is already a leader in STEM disciplines, the University also supports the largest cohort of students of business, media, culinary arts, and the creative and performing arts. We are passionate about life-long learning and, as the largest provider of part-time education, we make an important contribution to the economic life of Ireland, enabling capacity building for the future.

Our distinguished researchers and innovators are pioneers in science and technology discovery; they play active roles in informing policy and standards; and contribute to the creative life of Ireland. Our award-winning technology transfer and business incubation activity have delivered over 400 sustainable new businesses with an economic value of almost €700 million.

With an international outlook, we welcome students and staff from around the world while our strong international partnerships provide plenty of opportunities for student and staff exchange programmes; major cross-collaboration research projects; and employment opportunities. We are immensely proud of our global network of over 100,000 graduates.

Additional overview information is available at: [About the University | TU Dublin Internal QA Framework](#)

1.1 Governance and Management of Quality

Overarching Institution Quality Policy

TU Dublin was established on 1st January 2019. Since inception, a key priority for TU Dublin is in the development and implementation of the Quality Framework.

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

- That all QA-QE processes are aligned with the mission and values of TU Dublin
- Separation of roles and responsibilities in strategy formulations, development of implementation plans and related approval processes
- Protection of the integrity of academic processes and standards
- Protection of research integrity
- That any inherent risks are identified and realistic options for their mitigation formulated
- That outcomes of both internal and external review and evaluations are considered and where necessary, quality is enhanced
- Deployment of adequate staffing and resources to the management of QA and QE processes
- Alignment with the European Standards and Guidelines for Quality Assurance in Higher Education
- Alignment with the Quality and Qualifications Ireland core statutory guidelines, sector specific guidance and specific topic guidance
- TU Dublin will maintain a culture where quality is embedded in the teaching, learning and research community (including professional services) coupled with a commitment to quality improvement and quality enhancement. This will encompass:
 - Clear descriptions of specific QA-QE processes
 - Designation of roles and responsibilities
 - Identification of KPIs, collection of related data, and evaluation of effectiveness of policies and procedures
 - Devolution and segregation of decision-making.

Work continued in the academic year 2024/25 on university-wide policies, procedures and regulations. TU Dublin's Academic Affairs' website [Academic Affairs | Academic Policies | TU Dublin](#) includes a search engine that has been designed to provide staff and students access to Quality Framework and Academic Affairs documents, including policies, procedures, forms and terms of reference. Each document has a regularly updated 'Approval Status' and 'Implementation Status'.

Governing Body

[Governance | TU Dublin](#)

The Governing Body of Technological University Dublin has been established in accordance with the provisions of the Technological Universities Act 2018 and its functions are as identified in the Act. As a result of an amendment of the Technological Universities Act 2018 by the HEA Act 2022, the composition and size of the University's Governing Body and, following a comprehensive selection process, the new TU Dublin Governing Body has been formed.

Governing Body's membership is comprised of elected staff of the University, Students' Union representatives, external members appointed by Governing Body, external members nominated by the Minister for Further and Higher Education, Research, Innovation and Science, and the TU Dublin President. It will continue to play a central role in overseeing the University's activities and guiding TU Dublin's progress as it grows.

Academic Council and its Sub-Committees

[Academic Governance | TU Dublin](#)

In 2019, a Foundation Academic Council with 135 members was established. The role of this Academic Council was to strike a balance between overseeing the operation of the quality assurance policies and processes and to oversee the development of new TU Dublin policies and processes.

In December 2019, the first meeting of the newly constituted TU Dublin Academic Council took place. The new membership of Academic Council comprised two ex officio posts: the President (as Chair) and the University Registrar. All other members were appointed through the submission of an 'expression of interest' process followed by election.

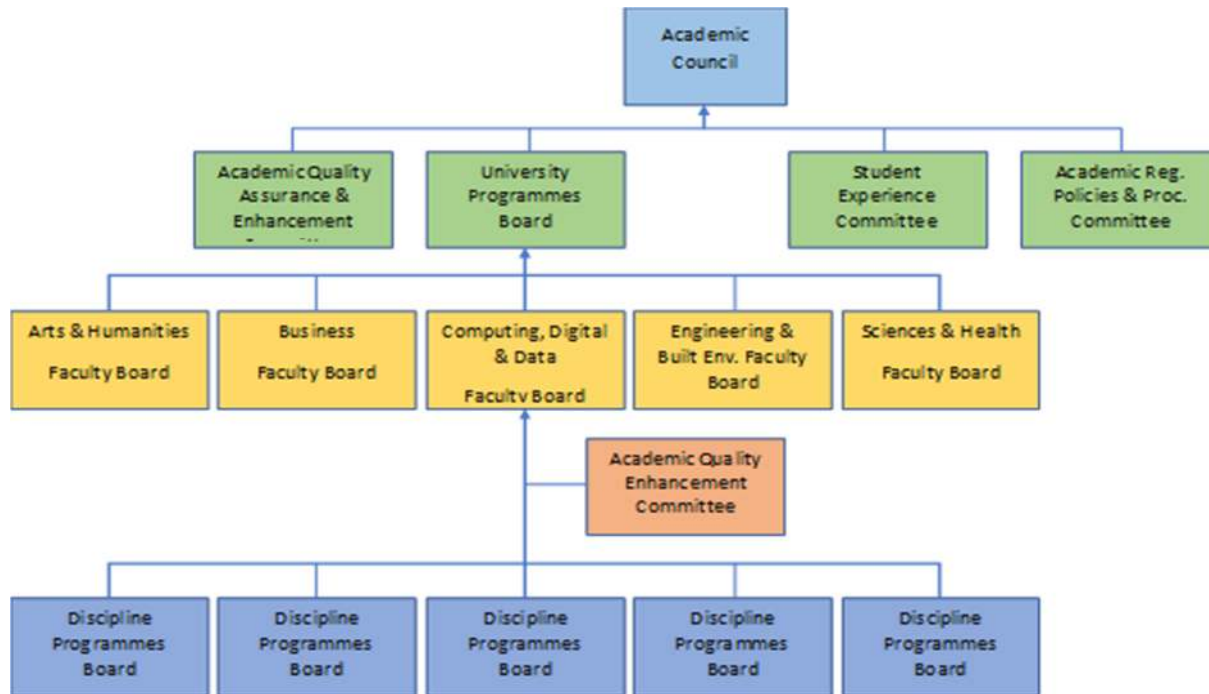
In November 2020, Academic Council established three new sub-committees:

- Academic Quality Assurance & Enhancement Committee
- Academic Regulations, Policies & Procedures Oversight Committee (ARPOC)
- University Programmes Board.

In 2022, Academic Council established the Student Experience Committee (this Committee first met in October 2023).

As part of the new organisation design, five academic faculties and their associated Schools were established in January 2023, including: Faculty of Arts and Humanities; Faculty of Business; Faculty of Computing, Digital and Data; Faculty of Engineering and Built Environment, and Faculty of Sciences and Health. Each faculty has a Faculty Board, a sub-committee of the University Programmes Board, with responsibility for supporting and monitoring the implementation of academic policies, the education model and Quality Framework across the schools, disciplines and programmes.

In October 2021, the following further ex officio members of Academic Council were approved by Academic Council: Head of Academic Affairs, Vice President of Research and Innovation, Vice President of Partnership. Following a review process of Academic Council and Committees' Terms of Reference, the five Faculty Deans became ex officio members. The Head of Academic Affairs was formally appointed as Chair of Academic Quality Assurance & Enhancement Committee and of Academic Regulations, Policies & Procedures Oversight Committee. Terms of Reference, schedules of meetings, membership details, approved minutes and update from meetings are available through the Staff Intranet.



Notes:

1. Discipline Programme Boards report to the relevant Faculty Board. Each Faculty Board has an Academic Quality Enhancement Committee with a specific remit for Quality Enhancement in Teaching, Learning and Assessment.

The Discipline Programmes Boards identified above have been fully implemented in the Faculty of Computing Digital and Data and partially implemented in Faculty of Arts and Humanities. The full implementation across all faculties, originally scheduled for 2024/25 has been deferred to in order to put in place the requisite student representation.

1.2 Linked Providers, Collaborative and Transnational Provision

The academic oversight of linked, collaborative and transnational provision falls within the remit of TU Dublin University Programmes Board. Procedures for eight types of collaborative provision are approved, including: national collaborative provision, linked provision, provision leading to Joint, Dual and Multiple Awards, Franchise Arrangements, Bespoke Provision, Contract for Services, Off-Campus Provision, Student Mobility Arrangements, and Articulation Arrangements. Details on these are available at: [Academic Quality Assurance and Enhancement | Collaborative Provision | TU Dublin](#)

The Vice-President for Partnership's office takes responsibility for the strategic oversight, due diligence and contractual arrangements for all TU Dublin's partnerships, including linked, collaborative and transnational provision.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Programme Development and Approval is the remit of each Faculty Board which reports into the University Programmes Board. There are detailed learning and teaching resources available to advise staff on the development of new programmes including the requirement to consult with the relevant key stakeholders. In June 2025, in order to streamline the programme approval process, the Programme Validation procedures were revised and approved after cross-university stakeholder, in an exercise facilitated by the Programme Enhancement Support and Guidance Steering Group. The revised document is available at the following link: [Programme-Validation-Process-Procedure-V2-\(Updated-following-AQAEC---June-2025\).pdf](#)

2.2 Admission, Progression, Recognition & Certification

Access

TU Dublin provides detailed information to a range of potential learners through its comprehensive website. In 2020 the Admissions Office across TU Dublin set up an interactive [CAO Hub](#) for applicants and guidance counsellors for its full-time undergraduate programmes.

Additional information is also provided to International Learners at the following link:

[International Student Hub | TU Dublin](#)

Separate webpages provide detailed information to prospective applicants to:

- Postgraduate Programmes [Postgraduate | TU Dublin](#)
- Part-time programmes [Part-Time | TU Dublin](#)
- Springboard+ [Study | Springboard+ | TU Dublin](#)
- Apprentices [Apprenticeships | TU Dublin](#)

The Alternative Pathways to Education website provides detailed guidance on the range of alternative entry routes to TU Dublin including:

- [The HEAR Scheme](#)
- [The DARE Scheme](#)
- [QQI FET Applicants](#)
- [TU Dublin Access Routes](#)
- [CAO Year 1 Deferral](#)

For a full list of entry routes, please refer to the following link:

[CAO Hub | Entry Routes | TU Dublin](#)

Scholarships

- [TU Dublin Foundation | All Scholarships](#)
- [Sports Scholarships](#)

Other

- [QQI Level 5/6 Award Holders](#)
- [Advanced Entry](#)
- [Direct Entry](#)
- [Mature Applicants](#)
- [Study Abroad and Erasmus+](#)
- [Recognition of Prior Learning | TU Dublin](#)
- [Apprenticeships](#)

TU Dublin has a long tradition of engagement with communities and widening access to education is a core part of our educational mission. TU Dublin also aims to ensure high quality student development and graduate success through innovative use of community-based learning in its programmes - for example:

- Building mutually beneficial partnerships with civil society, communities and other education sectors to create and exchange knowledge and develop pathways to learning
- Providing transformative learning opportunities for a diverse range of students and widening participation in higher education
- Impacting positively on Irish society, through engagement programmes addressing key societal issues and co-creating knowledge for better policy and practice

Additional information on university strategies for widening participation can be found at:

[About the University | Widening Participation | TU Dublin](#)

Advanced Entry and External Transfers

TU Dublin accepts transfer applications from students who have studied related programmes in other HEIs. Detailed guidance on the application procedures for these advanced entry applications to our full-time undergraduate programmes are described on our advanced entry procedures: [CAO Hub | Advanced Entry | TU Dublin](#)

Transfer, Progression and Re-Admission

When developing TU Dublin programmes, one of the considerations is the potential progression opportunities for students on completion of the programme. As part of its programme portfolio, TU Dublin provides a ladder of opportunities so that students who may commence on a programme of study at, for example, NFQ Level 6 have the opportunity to progress to programmes at NFQ Levels 7, 8 and 9 where appropriate. TU Dublin also provides a range of progression opportunities to facilitate students to undertake conversion programmes which enable students to progress to another field of study which is different from the field of study of their primary third level qualification.

Information on the processes involved when students are transferring, progressing or requesting re-admission into a full-time undergraduate programme is provided at [Returning Students | Transfer, Progression & Re-Admission | TU Dublin](#)

2.3 Procedures for Making Awards

The University Programmes Board is responsible for the oversight of procedures for making new awards. A TU Dublin procedure for Programme Validation is now approved and implemented [Academic Quality Assurance and Enhancement | TU Dublin](#)

The criteria for the approval of new programmes include ensuring that the programme development has been informed by the TU Dublin Strategic Plan, the University Education Model and other relevant policies and guidelines; ensuring that the aims, objectives and learning outcomes of the programme are well-founded, clearly formulated and aligned to the appropriate level on the National Framework of Qualifications and that assessment is aligned to the learning outcomes so that it is clear that candidates can demonstrate that they have acquired the required standard of knowledge, skill and competence before an award is made. The process for the approval of new programmes and associated awards advises academic staff to consult with guidance on good practice as well as approved TU Dublin policies. The Learning, Teaching & Assessment Team provides guidance on developing learning outcomes and assessment methods [Learning, Teaching & Assessment | LTA Resources | TU Dublin](#)

Validation Panels seek to confirm that programme and module learning outcomes are written appropriately and reflect the NFQ award level. Panels also seek to ensure that there is constructive alignment between programme learning outcomes, module learning outcomes and assessment methods. These assurances are captured within the Report of the Validation Panel which can be found at this link: [Academic Affairs | Academic Policies | TU Dublin](#). All major award programmes in TU Dublin have at least one external examiner whose role is to ensure that the results achieved by the student are appropriate, judged by their assessment performance. They shall have regard to the appropriateness of the programme learning outcomes and the module learning outcomes for the level of the programme/award to be attained, and the appropriateness of assessment methods used in measuring those learning outcomes.

2.4 Teaching, Learning and Assessment

TU Dublin has procedures in place to assure the quality of teaching and learning. These procedures include a Student Feedback process, which consists of individual module feedback

questionnaires submitted at the end of each semester and programme feedback questionnaires submitted at the end of each academic year. A new TU Dublin integrated Programme and Module Feedback Survey has been developed, and a unitary survey has been issued to all TU Dublin students annually since 2021.

The Annual Programme Monitoring processes facilitates Programme Committees / Course Boards to reflect on programme delivery and the student experience and make regular enhancements. There are also detailed academic policies and procedures for Programme Review, School Review and Faculty Review which all focus on the quality of teaching, learning and assessment in the University.

The University is committed to the implementation of systems, policies and procedures towards upholding the highest standards of academic integrity in all its educational and training provisions. The development and implementation of effective guidelines and protocols involve implementation of a range of measures and tools for informing, prevention, detection and process driven investigation and penalty for such breaches when they occur, including observance of the new legal provision that criminalise contract cheating in all forms. There is considered implementation and preference for preventive education, i.e., development and adoption of methods for designing out, deterrence and discouragement of academic misconduct over the detection and punishment approach. This approach has informed the development of the TU Dublin Assessment Regulations for Taught Programmes and to bestow responsibility on the University to ensure that both students and staff are well informed of and fully understand what constitute potential breaches of academic integrity, and subsequently their personal responsibilities towards elimination of the potential for learners to accede to related pitfalls.

The External Examiner Policy and the TU Dublin Assessment Regulations for Taught Programmes document the external examiner process that is in operation across TU Dublin. External Examiners shall have regard to the need for equity in assessment, the level of award, the objectives and nature of the programme, and the appropriate national and international standards which prevail in the discipline.

3.0 Learner Resources and Support

Several supports and resources are in place in the University. The TU Dublin website provides detailed guidance on all aspects of University Life to Learners. The Student Website: <https://www.tudublin.ie/for-students/> is structured to be easily navigable by students, so they can easily find the details they need. It includes sections for:

- Libraries: [Library | TU Dublin](#)
- Student Life including Sports and Societies: [Sport, Societies & Volunteering | TU Dublin](#)
- Study Facilities including the Academic Writing & Learning Centre: [Academic Writing & Learning Centre | TU Dublin](#) and the Maths Learning Support Centre: [Mathematics Learning Centre | TU Dublin](#)
- Career Guidance: [Career Development Centre | TU Dublin](#)
- Student Services and Support: [Student Services & Support | TU Dublin](#)
- Safety, Health and Welfare: [Safety, Health and Welfare | TU Dublin](#)
- Student Health Centres: [Student Health Centres | TU Dublin](#)
- Student Counselling: [Student Wellbeing | Counselling Service | TU Dublin](#)
- Students with Disabilities: The Disability Support service aims to ensure that students with disabilities do not experience any educational disadvantage and can fully participate in educational opportunities. Learning support officers provide services to almost 2000 students in conjunction with occupational health and technical advisors: [Student Wellbeing | Disability Support Service | TU Dublin](#)
- Returning Students: [Returning Students | TU Dublin](#)
- For New Students [Welcome to TU Dublin | TU Dublin](#), provides information on getting started in TU Dublin, studying on-line, student life and covers key issues of importance to students including, the registrations process, Financial Assistance, the Academic Calendar, Active Consent, Starting Their Studies, Peer Mentoring and Student Life.

4.0 QA of Research Activities and Programmes

The University regulations under which postgraduate research programmes are delivered are overseen by the TU Dublin Graduate Research School Board and are as set out in the Graduate Research regulations, available at: [GRS-1st-edition-March-2024.pdf](#)

The University's Research Programmes are reviewed through the Programme Review process, which was revised in June 2025 and is available at the following link: [Programme-Review-Process-Procedure-V2-\(Updated-following-AQAEC---June-2025\).pdf/](#). The quality of the University's research is evaluated as part of the School and Faculty Reviews. These processes are available at [Academic Quality Assurance and Enhancement | TU Dublin](#)

5.0 Staff Recruitment, Development and Support

The University has developed a comprehensive, unitary set of HR Policies, Procedures, Guides and Forms that supersede previous campus-centric policies and procedures. These include policies on Recruitment, People Development, Employee Relations and Leave & Benefits. These are available at: [Human Resources | Policies, Procedures, Guides & Forms | TU Dublin](#)

In addition, the University's Learning, Teaching and Assessment Team provides a number of tailored staff development programmes specifically for teaching staff. Details on these programmes are available at [Learning, Teaching & Assessment | TU Dublin](#). At the same weblink, information is available on the resources that the Learning, Teaching and Assessment Team provides to staff to assist them in developing their teaching practice.

6.0 Information and Data Management

The University has a range of policies that govern the collection, analysis and use of information about programmes and other activities. These policies include Data Protection and Record Management Policies available at the following links: [Data Protection Policy | TU Dublin](#) and [Governance and Compliance | Records Management | TU Dublin](#)

As part of its quality assurance and quality enhancement procedures, relevant supporting data are collected and analysed. This data includes student admission, progression and performance data as well as data provided by students as part of their evaluation of programmes and modules. Details on how data is used are contained in the Annual Monitoring/Programme Enhancement, Programme Review, School Review and Faculty Review processes available at

[Academic Quality Assurance and Enhancement | Quality Assurance and Enhancement Processes | TU Dublin](#)

7.0 Public Information and Communication

The University's Admissions website and prospectuses provide clear, accurate and up-to-date information on programmes to prospective students (see [Study | TU Dublin](#)). The template used for the provision of information was designed in consultation with students. Extracts from the University's Programme and Module Catalogue provide further details to students and the public on the academic content of programmes and modules. The data provided by students through the national Student Survey has been made available to the public via the HEA website: [The Results | Student Survey](#)

It is University policy to publish on the Internet the minutes of Governing Body [Governance | Governance | Minutes of Meetings | TU Dublin](#) and, on the Staff Intranet, the minutes of Academic Council [Staff Intranet | Academic Council | TU Dublin](#) and its sub-committees.

Reports from Programme Validations and Reviews, School, Faculty and Professional Services Reviews, including responses to reports, are published on the website at the following link: [Academic Quality Assurance and Enhancement | Reports and Responses | TU Dublin](#)

8.0 Monitoring and Periodic Review

Procedures for the annual enhancement of programmes, programme, School and Faculty Review, with a strong emphasis on self-evaluation and monitoring, have been approved and are available at [Academic Quality Assurance and Enhancement | Quality Assurance and Enhancement Processes | TU Dublin](#) A process for the Quality Review of Professional Services was approved in June 2024 and is available at the following link: [Quality-Review-of-Professional-Services-Version-1.pdf](#) A TU Dublin External Examiner Policy was approved in June 2023 and is available at the following link: [External-Examiner-Policy-V1.pdf](#)

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	36
Awarding bodies	0
QA bodies	0

1. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BE in Structural Engineering ME in Sustainable Infrastructure BE in Civil Engineering https://www.engineersireland.ie/Professionals/Membership/Become-a-member/Accredited-third-level-courses/Find-accredited-programme/
Date of accreditation or last review	28/04/2021
Date of next review	28/04/2026

2. Type of arrangement	PRSB
Name of body:	CORU
Programme titles and links to publications	BA in Social Care www.coru.ie (Listing of Social Care programmes not yet available on line)
Date of accreditation or last review	27/07/2021
Date of next review	27/07/2026

3. Type of arrangement	PRSB
Name of body:	Qualifications Advisory Board for the Early Learning and Care sector (QAB)

Programme titles and links to publications	BA in Early Childhood Education https://www.gov.ie/en/organisation-information/c2e6b-qualifications-advisory-board-qab-for-the-early-learning-and-care-elc-sector/#list-of-approved-programmes-with-adherence-to-the-professional-award-criteria-and-guidelines
Date of accreditation or last review	26/05/2021
Date of next review	26/05/2026

4. Type of arrangement	PRSB
Name of body:	North South Education and Training Standards for Youth Work (NSETS)
Programme titles and links to publications	BA (Hons) Community Development and Youth Work https://www.youth.ie/programmes/projects-initiatives/nsets/endorsement/
Date of accreditation or last review	27/03/2020
Date of next review	27/03/2025

5. Type of arrangement	PRSB
Name of body:	Qualifications Advisory Board for the Early Learning and Care Sector (QAB)
Programme titles and links to publications	BA (Hons) in Early Childhood Education and Care https://www.gov.ie/en/organisation-information/c2e6b-qualifications-advisory-board-qab-for-the-early-learning-and-care-elc-sector/
Date of accreditation or last review	30/06/2021
Date of next review	30/06/2026

6. Type of arrangement	PRSB
Name of body:	Chartered Institute of Technology
Programme titles and links to publications	BSc (Hons) in Architectural Technology
Date of accreditation or last review	03/01/2022
Date of next review	03/01/2027

7. Type of arrangement	PRSB
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Name of body:	Transport Planning Society (TPS) (affiliated with the Chartered Institute of Highways and Transportation (CIHT))
Programme titles and links to publications	MSc in Sustainable Transport and Mobility
Date of accreditation or last review	15/11/2021
Date of next review	15/11/2026

8. Type of arrangement	PRSB
Name of body:	Society of Chartered Surveyors Ireland
Programme titles and links to publications	BSc (Hons) in Construction Management
Date of accreditation or last review	19/05/2022
Date of next review	19/05/2027

9. Type of arrangement	PRSB
Name of body:	Institution of Engineering Designers
Programme titles and links to publications	Bachelor of Science (Honours) in Product Design
Date of accreditation or last review	15/12/2022
Date of next review	15/12/2027

10. Type of arrangement	PRSB
Name of body:	Royal Institute of the Architects of Ireland (RIAI)
Programme titles and links to publications	Bachelor of Architecture (Honours)
Date of accreditation or last review	07/06/2023
Date of next review	07/06/2028

11. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	The following Level Seven Bachelor of Engineering Technology programmes: Building Engineering, Civil Engineering, Electrical Services Engineering, Electronic and Communications Engineering, Automation Engineering, Engineering Reliability Management, Mechanical Engineering

Date of accreditation or last review	21/06/2023
Date of next review	21/06/2027

12. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	Bachelor of Engineering Technology in Electrical and Control Engineering
Date of accreditation or last review	21/06/2023
Date of next review	21/06/2025

13. Type of arrangement	PRSB
Name of body:	Optical Registrations Board of CORU
Programme titles and links to publications	Bachelor of Science in Ophthalmic Dispensing
Date of accreditation or last review	01/12/2022
Date of next review	01/12/2027

14. Type of arrangement	PRSB
Name of body:	Royal Society of Chemistry
Programme titles and links to publications	BSc (Hons) in Analytical Chemistry (Environmental, Forensic and Pharmaceutical) BSc (Hons) in Chemical Sciences with Medicinal Chemistry
Date of accreditation or last review	17/12/2024
Date of next review	17/12/2029

15. Type of arrangement	PRSB
Name of body:	Institute of Physics
Programme titles and links to publications	Accredited status: BSc (Hons) in Physics Technology BSc (Hons) in Physics with Energy and Environment BSc (Hons) in Physics with Medical Physics and Bioengineering BSc (Hons) in Physics with Data Science BSc (Hons) in Science

	with Nanotechnology Recognised status: BSc in Industrial and Environmental Physics BSc in Clinical Measurement Science
Date of accreditation or last review	20/12/2024
Date of next review	20/12/2029

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	2
Joint/double/multiple awards	10
Collaborative programmes	72
Franchise programmes	3
Linked providers (DABs only)	0

1. Collaborative provision	Collaborative programme
Name of body (/bodies):	Krisolis Ltd
Programme titles and links to publications	CPD Certificate in Foundations of AI
Date of last review	30/10/2020
Date of next review	

2. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	Mälardalen University MDH- Sweden
Programme titles and links to publications	BSc in Computer Science (International)
Date of last review	05/02/2021
Date of next review	

3. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	University College Dublin

Programme titles and links to publications	Professional Diploma in Transversal Skills
Date of last review	17/07/2020
Date of next review	

4. Collaborative provision	Collaborative programme
Name of body (/bodies):	Harleymill Limited (T/A Professional Accountancy Training)
Programme titles and links to publications	Diploma in Fintech, Risk and Compliance (Minor Award, Level 7, 40 credits) Diploma in AML (Anti-Money Laundering) in a Fintech Environment (Minor Award. Level 8, 40 ECT
Date of last review	01/01/2021
Date of next review	

5. Collaborative provision	Collaborative programme
Name of body (/bodies):	SGS Ireland
Programme titles and links to publications	CPD Certificate in Implementing Regulatory Requirements for Medical Devices
Date of last review	03/02/2022
Date of next review	03/02/2024

6. Collaborative provision	Collaborative programme
Name of body (/bodies):	Association of Key Account Management
Programme titles and links to publications	Postgraduate Certificate in Key Account Management
Date of last review	25/02/2022
Date of next review	25/02/2025

7. Collaborative provision	Collaborative programme
Name of body (/bodies):	Technological University of the Shannon
Programme titles and links to publications	Certificate in Access to Apprenticeship
Date of last review	21/04/2022
Date of next review	31/12/2025

8. Collaborative provision	Collaborative programme
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Name of body (/bodies):	HomeBond Technical Services Ltd
Programme titles and links to publications	CPD Certificate in Building Regulations
Date of last review	12/05/2017
Date of next review	12/05/2022

9. Collaborative provision	Collaborative programme
Name of body (/bodies):	Irish Exporters Ltd
Programme titles and links to publications	Certificate in International Trade
Date of last review	08/08/2022
Date of next review	08/07/2027

10. Collaborative provision	Collaborative programme
Name of body (/bodies):	Screen Ireland
Programme titles and links to publications	Certificate in Passport to Production
Date of last review	08/08/2022
Date of next review	08/08/2027

11. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	Ramon Lull University Barcelona, Spain: Zuyd University of Applied Sciences, the Netherlands
Programme titles and links to publications	Master of Science in Leading Hospitality Innovation
Date of last review	01/07/2023
Date of next review	01/05/2026

12. Collaborative provision	Collaborative programme
Name of body (/bodies):	United Nations Institute for Training and Research (UNITAR)
Programme titles and links to publications	Postgraduate Certificate in Global Sustainability Leadership and Entrepreneurship
Date of last review	01/03/2023
Date of next review	01/03/2027

13. Collaborative provision	Collaborative programme
Name of body (/bodies):	Royal Hibernian Academy

Programme titles and links to publications	Diploma in Painting and Drawing
Date of last review	27/06/2023
Date of next review	31/03/2027

14. Collaborative provision	Linked provider
Name of body (/bodies):	Cambridge Education Group (Agreement not yet signed)
Programme titles and links to publications	Diploma in International Foundation Studies - Special Purpose Award (Level 6) Diploma in International Foundation Studies - Special Purpose Award (Level 8)
Date of last review	27/06/2023
Date of next review	31/03/2028

15. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	Hanyang University, Republic of Korea
Programme titles and links to publications	Bachelor of Science//Bachelor of Science (Honours) in Computer Science
Date of last review	16/05/2023
Date of next review	31/03/2028

16. Collaborative provision	Franchise programme
Name of body (/bodies):	Pharos University in Alexandria, Egypt (Agreement awaiting signature)
Programme titles and links to publications	Bachelor of Science (Honours) in Business and Management
Date of last review	27/09/2022
Date of next review	31/03/2027

17. Collaborative provision	Collaborative programme
Name of body (/bodies):	SGS Ireland
Programme titles and links to publications	Certificate in Generation of Data for Technical Documentation (Medical Device Regulations) (Special Purpose Award) Certificate in Generating Data for

	Technical Documentation (In Vitro Diagnostic Regulations) (Special Purpose Award)
Date of last review	10/05/2024
Date of next review	10/05/2029

18. Collaborative provision	Collaborative programme
Name of body (/bodies):	British and Irish Institute of Modern Music
Programme titles and links to publications	Bachelor of Arts (Honours) in Commercial Modern Music
Date of last review	14/05/2025
Date of next review	14/05/2030

19. Collaborative provision	Collaborative programme
Name of body (/bodies):	City of Dublin FET College Ballyfermot; City of Dublin FET College Rathmines; Blackrock Further Education Institute
Programme titles and links to publications	Bachelor of Arts (Honours) in Politics, Society and Media
Date of last review	01/05/2025
Date of next review	01/05/2030

20. Collaborative provision	Collaborative programme
Name of body (/bodies):	TU Dublin as lead partner, SETU and MTU as collaborative partners (as well as SOLAS and IBEC)
Programme titles and links to publications	Higher Certificate in Science in Laboratory Technician Studies Bachelor of Science in Laboratory Analyst Studies
Date of last review	10/12/2024
Date of next review	10/12/2029

21. Collaborative provision	Collaborative programme
Name of body (/bodies):	Get ReSkilled
Programme titles and links to publications	Certificate in e-(Bio) PharmaChem with Facility Design (Special Purpose Award, Springboard-funded)
Date of last review	03/04/2024
Date of next review	03/04/2029

22. Collaborative provision	Collaborative programme
Name of body (/bodies):	Royal College of Physicians Ireland
Programme titles and links to publications	Certificate in Science in Pathological Dissection Practice (Skin) (Special Purpose Award) Certificate in Science in Pathological Dissection Practice (Breast) (Special Purpose Award) Certificate in Science in Pathological Dissection Practice (Gynaecological) (Special Purpose Award) Certificate in Science in Pathological Dissection Practice (Gastrointestinal Tract) (Special Purpose Award)
Date of last review	09/05/2025
Date of next review	09/05/2030

23. Collaborative provision	Collaborative programme
Name of body (/bodies):	Digital Skillnet (Work Juggle)
Programme titles and links to publications	Certificate in Career Design (Women ReBOOT) (Special Purpose Award)
Date of last review	25/11/2024
Date of next review	26/11/2029

24. Collaborative provision	Collaborative programme
Name of body (/bodies):	Workday
Programme titles and links to publications	Certificate in Creating Successful Products (Special Purpose Award)
Date of last review	03/07/2024
Date of next review	03/07/2029

25. Collaborative provision	Collaborative programme
Name of body (/bodies):	Career Decisions
Programme titles and links to publications	Certificate in Career Coaching (Special Purpose Award)
Date of last review	06/12/2024
Date of next review	06/12/2029

26. Collaborative provision	Joint/double/multiple award

Name of body (/bodies):	Beijing University of Chemical Technology
Programme titles and links to publications	Bachelor of Science (Honours) in Computer Science
Date of last review	20/05/2025
Date of next review	20/05/2030

27. Collaborative provision	Collaborative programme
Name of body (/bodies):	Technology Ireland Digital Skillnet
Programme titles and links to publications	Micro-credential in AI for Business Strategy and Innovation
Date of last review	13/05/2025
Date of next review	13/05/2030

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	9
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1. Articulation agreement	Articulation agreement
Name of body (/bodies):	Beijing University of Chemical Technology
Programme titles and links to publications	Bachelor of Science (Honours) in Computer Science
Date of agreement/arrangement or last review	01/06/2023
Date of next review	01/06/2028
Detail of the agreement	3+1+1 arrangement.

**Annual Quality Report
(Technological University Dublin)
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 Cinnte 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

1.1.1 The University Education Model

The University Education Model is a central component of the TU Dublin Strategic Intent, which itself is informed by the UN Sustainable Development Goals (SDGs), specifically, SDG 4 - Quality Education. Embedding the University Education Model into our practice, processes and culture empowers TU Dublin to cater for the largest number of diverse learners, producing the most sought after, digitally literate, graduates, key targets of the Strategic Intent. Primarily under the People Pillar of the Strategic Intent, but with impacts under Planet and Partnership, the UEM enables a new and enhanced educational experience to meet the needs of the learners for the next generation.

In 2025, the University Education Model (UEM) team continued to focus on advancing UEM awareness across the entire university, supporting the embedding of UEM-aligned practices into programmes at all levels, and, integrating the UEM as ‘business as usual’ across TU Dublin. Collaborative efforts with university-wide partners continued to strengthen the pedagogical, operational and governance foundations established since the design of the UEM began in 2021. Specific outputs of the UEM team from the reporting period include:

- **Enhanced public engagement and digital resources:** All UEM design and development material is now publicly available as open access, under a Creative Commons 4.0 licence, through the TU Dublin Arrow repository [Group Reports | Reports | Technological University Dublin](#). This comprises 26 documents and embedded resources. This digital portal for UEM resources, includes learning materials, assessment guidelines, and programme-specific case studies.
- **UEM scholarship and dissemination:** The UEM team have published three peer-reviewed papers and presented at national and international conferences showcasing various aspects and research underpinning the UEM design, development and initial implementation. All scholarly dissemination pieces are available as open access publications through Arrow and PURE.
- **Strategic partnerships and National engagement:** The UEM Team have acted as invited experts supporting other HEIs in their development of similar university-wide educational frameworks; including, the Maynooth University Leadership and Education Framework (LEAF) and the Charles Darwin University - EdUplift, a university-wide initiative to improve student learning outcomes by strengthening course and assessment quality.

- **Learner Assembly:** Building on the first TU Dublin Learner Assembly that had the UEM as the theme; regular, structured learner engagement forums have now been established in TU Dublin. Under the auspices of Student Services and Wellbeing, the focus over the reporting period has been scaling-up and diversifying learner participation, as well as refining the Learner Assembly organisational and logistical processes.
- **Embedding UEM in Faculty and School Practices:** The UEM team actively contributed to over 20 programme review and validation events over the reporting period. Targeted discussion during these events ensured the deep integration of the UEM into these programmes. Follow-on support was facilitated for these, and other programmes, delivered by the UEM team.
- **Governance Oversight:** The UEM team has actively contributed to governance responsibilities throughout the university, including oversight of the Learner Experience Transformation Board.
- **Contribution to the Enhanced Programme Review and Validation process:** UEM Team members played active roles in shaping the enhanced Programme Review and Validation process, leveraging previous work of the UEM-led *Academic Review Process* (ARP). An enhanced Programme Self-Evaluation Report (PSER) will be piloted with selected programmes over the 25/26 Academic Year.
- **Cross-University collaboration:** Collaborative support continued for the education related strategic objectives, including coordinating the embedding of the Sustainability, Digital and EDI policies into the enhanced programmatic review and validation processes. This aligned UEM objectives with university-wide initiatives to ensure a deep integration of key education related initiatives into the university quality framework.

Objectives for the Next Reporting Period (2026):

To build on the achievements of the UEM to date, the focus in 2026 will shift toward mainstreaming UEM implementation through the enhanced programme review and validation processes, continuous improvement through targeted support of programme teams in preparation for review and validation, and, monitoring and reporting of the model's impacts. Specific planned activities include:

- **Ongoing UEM implementation support, monitoring and final reporting:** Track progress in embedding UEM Fundamentals across all Faculties and Schools through the

Programme Review and Validation processes. Facilitate workshops as needed to ensure continued alignment.

- **Continued support for Programme-level curriculum and learning design:** Continue to assist Faculty and Schools in enhancing curriculum designs, with a focus on integrating the UEM into programme and module design.
- **Enhancing strategic partnerships and (inter)national engagement:** Strengthen collaborations with national and international partners, leveraging the connections made through UEM dissemination and consultancy to date.

1.1.2 TU Dublin Student Records Management System

A comprehensive Student Record Management System (SRMS) is a key information technology infrastructural requirement for any modern university. It is the place where we record information on the students in our care, their academic performance and their achievements.

When founded in 2019, TU Dublin inherited three standalone SRMS's, one from each of the founding Institutes (now university campuses) based on Banner v8.4 or 8.5. Each was underpinned by its own local academic regulations which differ across the three campuses. In addition, the Banner v8 software is no longer supported by the vendor and the systems were running on end-of-life hardware, adding to the necessity for this project. A key strategic initiative is ongoing to unify these disparate IT systems and create a unitary, modern, cloud-based SRMS with enhanced capability to meet present and future needs of TU Dublin.

Linked to this were two other strategic initiatives for the development of unitary Academic Regulations, and the development of a University Education Model which ran in parallel. The outputs from these initiatives serve to underpin the design and configuration of the new SRMS and the differentiation of TU Dublin from other providers.

In 2022-23, supported by our business partners in EduCampus, DXC and Ellucian, we commenced the configuration design of the 'out-of-the-box' Banner v9 system. This included in addition to Banner v9 the deployment of additional software modules to enhance the student experience, namely CRM Recruit, CRM Advise and Ellucian Experience; improving the staff experience will be Banner Document Management, Ellucian Workflow, and Evisions Argos. Combined, these modules will transform the student experience, providing digital-first solutions that will afford the student greater agency in managing their education experience with more immediate access to information and services.

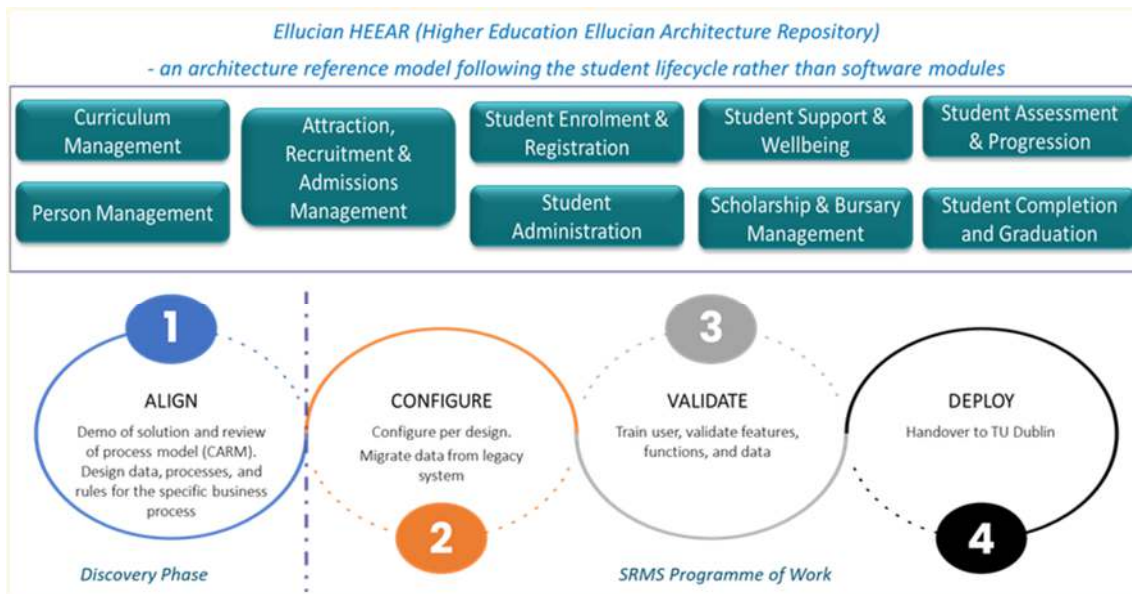
Integration of the SRMS with other essential systems had also to be considered. The full functionality of legacy systems to support business needs relied upon 135 third party

integrations and/or customizations. A significant effort was required to evaluate and rationalize these integrations, identify those that must be carried forward and those that could be retired. This has now been reduced to 22 priority items and integration designs have been completed and deployed.



Progress during the reporting period 1 September 2024 - 31 August 2025

The design and configuration of the SRMS has followed the Ellucian HEEAR Model (Higher Education Ellucian Architecture Repository) - Ellucians' best practice approach for implementation. The student lifecycle is broken down into discrete stages from Curriculum Management to Student Graduation.



Guided by Ellucian experts and informed by TU Dublin subject matter experts and Banner users, each component has been configured and tested to meet the business needs of the university. Within this report period, all capabilities of the SRMS have been configured except for Assessment & Progression which has a critical dependency upon autumn 2025 supplemental examinations being completed before this module can be completed.

CRM Recruit went live in November 2024 and has resulted in more efficient and timely processing of student applications. Over the year, 9,229 unique applications with fees paid have been processed via CRM Recruit representing a tuition deposit fee income of ca.€9 million.

This progress has not been without its challenges. At each stage in the process is the need to extract legacy data from the three disparate legacy systems, transform this data into a common format, validate it and then upload it to the new unified system. Consolidation of the data and its subsequent validation has taken more time than anticipated owing to unexpected conflicts between the original datasets and gaps in the information required for the unified SRMS.

While the effort to build, configure and test the SRMS with sample clean data has proceeded reasonably well, operationalizing the system for business as usual is proving to be challenging. It is only at the end of configuration that the 'real world' legacy datasets can be uploaded to the system and expose any data quality issues. Currently, efforts are underway to resolve those issues

1.1.3. Development of Unitary Assessment Regulations

The implementation of a comprehensive and coherent set of assessment regulations is fundamental to ensuring the integrity, equity, and transparency of student assessment towards the achievement of designated award standards of academic programmes in Technological University Dublin (TU Dublin). The TU Dublin Unitary Assessment Regulations for Taught Programmes were approved by Academic Council on June 24, 2025. The regulations were subsequently scheduled for implementation for all new and continuing students registering in the Academic Year 2025-26. The regulations reflect TU Dublin's commitment to ensuring consistency, fairness, and clarity in how academic achievement is evaluated and recognised across our diverse and continuously evolving academic programmes. They facilitate a seamless experience for students, enabling a cohesive academic journey, regardless of their programme of study or TU Dublin campus location. They also embody transparent communication of assessment criteria, policies, and procedures that are critical to supporting student success and fostering trust between TU Dublin and its stakeholders.

1.1.4 Quality Perspectives in the University Strategic Plan 2024-2028 and HEA Performance Agreement

Quality is embedded in the TU Dublin Strategic Plan 2024-28 and in the TU Dublin Performance Agreement with the HEA. The Performance Framework is structured around four vertical pillars: Teaching & Learning; Research & Innovation, Access & Participation; and Engagement, and several transversal themes, that include Student Success; Equality, Diversity and Inclusion; and Institutional Leadership and Culture. TU Dublin established six priority objectives. A detailed Institutional Self-Evaluation Report was submitted to the HEA in September 2025, which outlined TU Dublin's performance across the four pillars and transversal areas of impact. Key achievements during the period were:

Performance Objective 1 - *Teaching & Learning*. TU Dublin succeeded in growing total student enrolments by 3%, while simultaneously enhancing the student learning experience and improving total progression rates.

Performance Objective 2 - *Education for Sustainability*. TU Dublin made a significant leap forward in embedding sustainability across its academic and operational landscape. The institution exceeded its targets for all four key performance indicators (KPIs) related to

sustainability education and gained recognition as the first Centre for Sustainability Across the Curriculum in Europe.

Performance Objective 3 - *Research & Innovation*. Research enrolments (L9 and L10) grew and a wide range of new supports for the R&I community were put in place, including, for example: a new process for ethics approval; a Research Engagement Framework and supports; a Research Impact Framework and supports; and an Open Research Support unit team; implementation of the Pure CRIS system (the research information system); the implementation of a new pre-/post- award process in Pure; and implementation of a Research Overheads Dispersal Procedure.

Performance Objective 4 - *Access & Participation*. TU Dublin performed very well in *maintaining our leadership in supporting equitable access, participation and success in higher education*. It performed higher than the national average on a number of metrics and met or exceeded the targets set out in the National Access Plan.

Performance Objective 5 - *Engagement - Knowledge Transfer*. Several critical developments in 2025 highlight the strength and maturity of the TU Dublin commercialisation ecosystem: 11 new license agreements; 3 new spin-outs; a notable increase in engagement with TU Dublin Innovation Clinics, reflecting growing awareness and interest among researchers; and a significant improvement in the success rate of Enterprise Ireland (EI) Commercialisation Fund (CF) feasibility applications.

Performance Objective 6 - *Equality, Diversity, Inclusion & Belonging*. The results of the TU Dublin Staff Survey show progress in the development of an equitable and inclusive culture in the university, with a 3% improvement and a score that is above the university norm. In July 2025, TU Dublin was officially awarded the University of Sanctuary accreditation. TU Dublin's Institutional Athena Swan Bronze Award renewal application is on track.

The University's *Self Evaluation Report* demonstrates TU Dublin's progress against its performance objectives for 2024/25 and its contribution to national objectives for Higher Education. Performance objectives and metrics are benchmarked against national norms, and with reference to national objectives and targets for higher education.

1.1.5 Physical and Infrastructural Developments

The completion and handover of 2 new buildings and progression to near completion of a third in the reporting period, underpinning the University's strategic priorities in improving the student and staff experience. The three buildings are:

- Áras Geal building (part of the governments third level PPP bundle 1) on the Blanchardstown campus, which provides 4080m² of new general teaching spaces, IT labs, and informal learning spaces. The building was completed and open for use in January 2025. The facility will further enable TU Dublin to meet the need for worker upskilling in the West Dublin region and deliver a teaching facility that will support the changing needs of our learners.
- The North House on the Tallaght campus, which provide 5200m² of general teaching spaces as well as specialist labs for engineering, culinary arts and apprenticeship. This building was completed in Spring 2025 and subsequently fitted out for service commencement by the University in September 2025. Also delivered as part of central Government third level PPP bundle, this very significant capital investment project will further reinforce the commitment of TU Dublin to the South Dublin region. It will facilitate collaboration between students, staff and members of local organisations in modern facilities that promote research and student learning, while also directly addressing the needs of industry and organisations in the region.
- The Academic Hub and Library on the Grangegorman campus, which is expected to be completed during 2026. This will be 12,600m², including the incorporation of the historic North House building. In addition to the campus library, facilities will include a café, exhibition space, seminar rooms and student support services.

1.1.6 CINNTE Review Action Plan and Progress Reporting

This section builds on the progress reported in the AQR Reporting Periods 2022-23 and 2023-24. The Institutional Action Plan developed to address the CINNTE Review Panel's recommendations, as detailed in the Panel's report, has been fully integrated into the University Quality Enhancement Plan (UQEP). The UQEP also incorporates actions identified through the evaluative processes undertaken during the development of the Institute Self-Evaluation Report (ISER).

In total, the University Quality Enhancement Plan comprises 46 actions, including 30 actions specifically designed to address the recommendations of the CINNTE Review Report and a further 16 actions arising from the ISER. Of these 46 actions, 33 were completed by the end of

the reporting period, 12 were ongoing, and 1 had not yet commenced. Notably, of the 30 actions aligned with the CINNTE Review Report recommendations, 25 have now been completed.

During the current reporting period, TU Dublin made significant progress in implementing actions specifically designed to address the recommendations of the CINNTE Institutional Review Report (2022). Key areas of progress include:

1. Implementation of the Equality, Diversity and Inclusion (EDI) Strategy and associated action plans, including:
 - a. Athena Swan
 - b. Ending sexual violence and harassment
 - c. Race equity
 - d. Disability and other agreed EDI-related actions
2. Clear communication of programme governance and responsibilities, achieved through the TU Dublin website and intranet, and through the provision of targeted resources to staff and students outlining programme management structures and levels of responsibility.

1.1.7 Coalition for Advancing Research Assessment (CoARA)

Technological University Dublin (TU Dublin) continued to advance its commitment to reforming research assessment during the reporting period through significant progress on the implementation of the [University's CoARA Action Plan](#), published in September 2024. TU Dublin was the first Irish university to publish a CoARA Action Plan, following its endorsement of the [CoARA Agreement](#) in April 2023. The Action Plan was co-authored by Lindsay Dowling, Open Research Support Unit Lead and Dr. Mary Deasy, Head of Research & Innovation for Research Support Unit Lead and Dr. Mary Deasy, Head of Research & Innovation for Engagement & Impact, and formally approved by the University Executive Team.

Delivery of the Action Plan is a shared responsibility between the Open Research Support Unit, the Research Impact and Engagement Office, and Library Services, reflecting the institution's commitment to embedding responsible and transparent research assessment practices across all research-supporting units.

The Action Plan outlines a three-year institutional strategy structured across five interconnected strands - Establish, Implement, Monitor, Revise, and Experiment - designed to align TU Dublin's research assessment processes with CoARA principles. This framework supports a shift away from reliance on narrow quantitative indicators towards the recognition of a broader range of research outputs, open research practices, and diverse contributions to scholarship and society.


Progress Delivered in 2025

Substantive progress has been made against the 25 actions identified in the plan, including the following achievements:

- Establishment of a Responsible Research Assessment Working Group, ensuring coordinated oversight of reform activities.
- Completion of a Landscape Analysis to benchmark current institutional practices and identify priority areas for reform.
- Active engagement with the CoARA National Chapter, with TU Dublin represented by Lindsay Dowling, ensuring alignment with national developments. TU Dublin also contributes actively to the wider CoARA community through participation in three international CoARA Working Groups: Evaluating Social Sciences and Humanities (SSH) Research Globally; Responsible Metrics and Indicators; and (3) Ethics and Research Integrity Policy in Responsible Research Assessment for Data and Artificial Intelligence (ERIP).
- Development of Data Stewardship Services, following the recruitment of a Data Stewardship Coordinator within the Open Research Support Unit to strengthen data governance and responsible data practices.
- Expansion of researcher training programmes, particularly in the areas of scholarly profiling, narrative CVs, responsible metrics, and open methodologies, supporting cultural and behavioural change across the research community.
- Participation as the National Coordinator for OSTrails, a Horizon-funded pilot involving Ireland's five technological universities. This initiative supports enhanced tracking and recognition of varied research activities through interoperable systems and structured knowledge graphs.
- Ongoing collaboration with the National Open Access Monitor and OpenAIRE to ensure accuracy, transparency, and completeness of institutional research reporting data.

These coordinated actions contribute to the development of a more equitable, transparent, and inclusive research assessment environment at TU Dublin, supporting continual improvement as outlined in the Action Plan's commitment to maintaining a "living document" approach.

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status 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.
1	Adoption of Unitary Assessment Regulations	The TU Dublin Unitary Assessment Regulations for Taught Programmes were approved by Academic Council on June 24, 2025. The regulations were subsequently scheduled for implementation for all new and continuing students registering in the Academic Year 2025-26.
2	Adoption of enhanced programme validation and programme review process integrating university strategic objectives	Development is in piloting stage involving up to 15 programmes that have been scheduled for review
3	Undertake a holistic and objective assessment of the programme portfolio considering the anticipated competence and skills needs of wider society and the university's target profile.	<p>The university has initiated internal stakeholder exploration towards enhancing our differentiation in the competitive higher education landscape. Focus is on practice-based education, employer engagement, and supporting staff-student and student peer-engagements.</p> 

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Body	24 September 2024 16 October 2024 27 November 2024 18 December 2024 19 February 2025 26 March 2025 14 May 2025 25 June 2025 27 August 2025
Academic Council	2 October 2024 4 December 2024 26 February 2025 7 May 2025 24 June 2025
University Programmes Board	8 October 2024 10 December 2024 11 February 2025 8 April 2025 20 May 2025 26 June 2025
Academic Quality Assurance & Enhancement Committee	24 September 2024 26 November 2024 28 January 2025 18 March 2025 13 May 2025 20 June 2025
Academic Regulations, Policies and Procedures Oversight Committee	23 October 2024 22 January 2025

	12 March 2025 30 April 2025 11 June 2025
Student Experience Committee	30 September 2024 11 November 2024 4 February 2025 24 March 2025 26 May 2025

1.3.2 QA Leadership and Management Structural Developments

The Academic Council, chaired by the President TU Dublin is charged with establishing and maintaining the academic standards and enhancing the quality of the student experience. Stemming from resignation of Professor David Fitzpatrick, the inaugural President of TU Dublin, in April 2024, the Governing Body appointed Professor John Doran, Dean of the Faculty of Sciences and Health, as interim President. Subsequently, Dr Deirdre Lillis was appointed President of TU Dublin in January 2025. In December 2024, Dr Ciarán O'Leary was appointed as Assistant Head of Academic Affairs with responsibility for the Learning, Teaching and Assessment team. In February 2025, a new CFO was appointed following a rigorous and open recruitment process. In April 2025, a new Dean of the Faculty of Engineering and Built Environment, a Government and Community Advocacy Lead and Head of the University Secretariat were appointed.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

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
MSc in Data Analytics/ MSc in Data Analytics with Precision Diagnostics/ MSc in Data Analytics for Sport (validation)	10/09/24 (report approved October 2024)	All programme validation and review reports and responses are available at: Academic Quality Assurance and Enhancement Reports and Responses TU Dublin
Pg Dip in Science in the Advanced Practice of Clinical Eyecare (validation)	28/05/2024 (report approved October 2024)	
MSc in Brewing & Distilling/MSc in Brewing & Distilling - (Add-on) (Validation)	02/07/2024 (report approved October 2024)	
Certificate in Business in Food Entrepreneurship (validation)	08/07/2024 (report approved by Chairs action October 2024)	
Higher Certificate in Arts in Culinary Arts (validation)	09/07/2024 (report approved by Chairs action October 2024)	
MEng/BSc Eng in Electrical and Electronic Engineering (Integrated Masters) (validation)	11/06/2024 (report approved December 2024)	
BA (Hons) in Screen Industry Practice (validation)	09/07/2024 (report approved December 2024)	

BSc (Hons) in Computing in Digital Forensics and Cyber Security - (review)	11/06/2024 (Review approval at AQAEC September 2024)	
BSc (Hons) in Computing (Information Technology) - (review)	11/06/2024 (Review approval at AQAEC September 2024)	
BSc in Computing in Secure Networking and Cloud Technologies - (review)	11/06/2024 - (Review approval at AQAEC September 2024)	
MSc in Computing with Development Operations -(review)	14/05/2024 -(Review approval at AQAEC November 2024)	
MSc in Software Solution Architecture - (review)	14/05/2024 - (Review approval at AQAEC November 2024)	
Master of Science in Geospatial Engineering and Data Management/ Postgraduate Certificate in Science in Geospatial Engineering - (validation)	28/11/2024 (report approved February 2025)	
MSc. in Management - (validation)	16/12/2024 (report approved February 2025)	
Higher Certificate in Science in Laboratory Technician Studies (TU055) & Bachelor of Science in Laboratory Analyst Studies (TU093) - (review)	19/12/2025 (review <u>report</u> approved AQAEC May 2025)	
Bachelor of Architecture (Honours) - (review)	31/03/2025 (review approved AQAEC June 2025)	
Bachelor of Science in Auctioneering, Valuation and Estate Agency - (review)	21/05/2025 (review approved AQAEC June 2025)	
Bachelor of Science (Honours) Computing (General Entry) - 10 programmes (review)	23/05/2025	

	(review approved AQAEC June 2025)	
Bachelor of Science in Biosciences (TU751) & Bachelor of Science (Honours) in Biomolecular Science (TU886) - (review)	13/04/2025 (report approved AQAEC June 2025)	
Joint Bachelor of Science in Computer Science - (validation)	12/12/2024 (report approved April 2025)	
B.sc (Hons) Fashion & Retail Business - (validation)	09/12/2024 (report approved April 2025)	
PG Cert. in Sustainability Reporting & Assurance - (validation)	26/02/2025 (report approved April 2025)	
MSc in Cybersecurity Management - (validation)	20/03/2025 (report approved April 2025)	
M.Sc. in Sustainable Cloud Computing - (validation)	04/03/2025 (report approved April 2025)	
Higher Certificate in Science in Geospatial Surveying - (validation)	28/02/2025 (report approved May 2025)	
BA in Digital Marketing - (validation)	09/04/2025 (report approved May 2025)	
B.Sc. in Business Information Systems - (validation)	10/02/2025 (report approved by chairs action June 2025)	
Bachelor of Science (Honours) in Biomedical Design - (validation)	16/05/2025 (report approved June 2025)	
Bachelor of Science in Construction Site Management - (validation)	07/04/2025 (report approved June 2025)	
Bachelor of Arts (Honours) in Politics, Society & Media - (validation)	20/05/2025 (report approved June 2025)	

MSc in International Strategic Accountancy - (validation)	No date listed (report approved June 2025)	
PG Cert in Business in Leadership for not-for-profit sector - (validation)	20/05/2025 (report approved June 2025)	

1.4.2 Expert Review Teams/Panels³ involved in IQA

(i) Expert Review Team/Panel Size and Related Processes

Number of review/ evaluation processes	33	0	0	1	23	10	
<i>of those:</i>							
On-site processes							
Desk reviews							
Virtual processes							
Average panel size for each process type*	6						

* excluding secretary if not a full panel member

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

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	33	14	19		33						
Secretary	33	13	20		33						

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

Academic/Discipline Specific	39	13	26		39						
Student Representative	0										
QA	31	12	19		31						
Teaching & Learning	17	7	10		17						
External Industry /Third Mission	53	35	18			45	5	3		43	10

2.0 IQA System – Enhancement and Impacts

Supports and Resources for Learners

Teaching, Learning and Assessment

The accredited academic development programmes offered by the Learning, Teaching and Assessment (LTA) Team in Academic Affairs consist of a Postgraduate Certificate, Master of Science and a suite of Continuing Professional Development Certificates. During the 2024-25 academic year, an extensive review process was undertaken of these programmes that resulted in an innovative, integrated design for the LTA programmes that will be offered into the future. The programmes are now arranged into a stackable suite of micro-credentials enabling staff to accumulate credits over an extended period of time, leading to the award of Postgraduate Diploma in Higher Education Practice or Master of Arts in Higher Education Practice. The programmes are built on a foundation provided by the Postgraduate Certificate, with two versions of that programme provided - one for early career academic staff and one for more established academic staff. The programme design process involved extensive engagement with academic staff and management across the University.

The University has undertaken a review of the approach to Programme Review, with the objective of building dedicated supports for programme teams to drive deeper engagement with the enhancement of teaching, learning and assessment practices. The review commenced with an analysis of the panel reports from programme reviews undertaken in the past five years which was followed by a survey of all programme review panel members from the same period. All schools were invited to submit input into the review process. Drawing upon the feedback received, amendments have been made to some of the documentation used for programme review and a pilot process has been put in place for 2025-26 through which support workshops and materials will be developed and evaluated. Academic Council has also approved amendments to the programme review process arising from the review that has been undertaken.

At the request of the President of TU Dublin, the LTA Team in collaboration with Communications and Marketing held a workshop for management across the University to examine how TU Dublin's approach to education differentiates itself in the competitive higher education landscape, especially in the Dublin region. The workshop focussed primarily on TU Dublin's approach to practice-based education, the depth of employer engagement and staff-student relationships represent the University's strongest differentiators. The workshop surfaced real-world exemplars of these across all our faculties, campuses, and other areas of operations. Over 60 colleagues participated in the workshop and, together, surfaced more than 200 exemplars of good practice.

The Annual Learning, Teaching and Assessment Showcase was scheduled to take place on 23 January 2025 with a keynote presentation to be delivered by Dr Sabine Hoidn from the University of St. Gallen on the topic of Student-Centred Teaching for Deeper Learning and Engagement.

Unfortunately, due to a red weather warning caused by Storm Éowyn, the showcase was postponed, though the keynote went ahead as an online event. There was substantial engagement with the online keynote which stimulated much discussion in relation to TU Dublin's student-centred practices and the enactment of the TU Dublin Education Model. The postponed showcase went ahead in May 2025, with presentations taking place from across the University on a variety of topics - highlighting the range of diversity of innovative educational practices in the University.

The LTA team delivered a lengthy series of webinars for staff over the 2024-25 academic year. In the period leading up to the end of the academic year, the LTA team partnered with the Digital Education team and the Virtual Learning Environment team to provide a series of 45 webinars designed to help academic staff prepare for the next academic year. Webinar topics included Encouraging Creativity in the Classroom, Intelligent Agents in Brightspace, Exploring Best Practice in Rubric Design, Writing Effective Learning Outcomes and ScreenPal Interactivity and Quizzing.

In addition to online engagement through webinars, the LTA team put in place a series of campus visits under the banner of "Cup of Teaching". Six campus visits were held in semester 2 of 2024-25, one on each of TU Dublin's campuses (with two held in Grangegorman). At these sessions, staff were invited to meet with the LTA team and others from Sustainability Education, Digital Education and the University Education Model team to discuss any aspect of their teaching and learning practice and the supports and opportunities that are available to them for enhancing their practice.

The LTA team is now represented on the Academic Quality Enhancement Committees of the Faculties in TU Dublin, providing LTA with an additional opportunity to engage locally with staff in relation to teaching, learning and assessment practices. The LTA team also launched its LinkedIn presence and accumulated approximately 1100 followers, providing a channel to engage with staff within and beyond the University.

The Postgraduate Certificate in University Learning and Teaching graduated forty staff in 2024-25. The Master of Science in Education graduated 10 further staff. Thirty-four participants completed the Continuing Professional Development Certificate programmes in Curriculum Development, Supervising Undergraduate Projects, Universal Design for Learning, and Assessment and Feedback. Over 150 staff signed up for a mini-course offered by the LTA Team on Generative Artificial Intelligence drawing upon an open course designed by TCD, UL and DCU. Ninety-seven participants

applied for and received the National Forum's Digital Badge in Gen AI for Teaching and Learning, following their participation in the mini-course.

The LTA Team offered a series of Conversations about Learning and Teaching events to encourage and support engagement with the scholarship of teaching and learning. The LTA Team is involved in a range of research projects seeking to advance professional practice in the field of teaching and learning and has begun exploring the options for the development of a professional doctorate in education for staff.

Library Services (<https://www.tudublin.ie/library>)

Library Services provides student-centred services that enrich and support learning. Library Services supports the development of digital literacy and evaluation skills, which are essential components of global citizenship, while also contributing to lifelong learning. Our library collections provide access to leading academic research to support the University's learning, teaching, and research activities, while our library spaces (physical and virtual) provide an opportunity for flexible learning and support. Experienced library staff provide expert academic support to learners at all stages throughout their academic journey. In partnering with academics and other academic and professional supports, Library Services provides an inclusive service to all students.

TU Dublin has five libraries located at Grangegorman, Aungier Street, Blanchardstown, Bolton Street, and Tallaght. In addition to housing the University's print collections, these libraries provide a variety of spaces for individual and collaborative study and support a range of learning styles. Our libraries provide a range of spaces to support the diverse needs of learners, including individual study spaces, group study rooms, sensory-friendly furniture and lighting, and presentation practice rooms.

Construction of the Academic Hub and Library at the heart of the Grangegorman campus is well underway, with expected completion in 2026. Designed by award-winning architects, the Academic Hub and Library will be visually unique, incorporating the existing North House building, which dates from 1854, into a new, modern structure that will wrap around the historical site - complementing and enhancing it. Students will enjoy bright, state-of-the-art facilities designed to promote and enhance their learning experience. The building will be a hub for academic services, housing the Academic Writing & Learning Centre, Career Development Centre, Disability Support Services, Maths Learning Centre, the Learning, Teaching & Assessment unit, and the multi-disciplinary library for the Grangegorman campus.

The Online Library provides 24/7 access to thousands of online academic resources, including those available through our participation as full members of the [Irish Research eLibrary \(IReL\) consortium](#).

Our membership provides access to quality peer-reviewed research publications, licensed e-resources, Open Access publishing agreements, and open science infrastructure. Library Services also manages Arrow, the institutional repository, which provides open access to the research output of the University, reaching 17 million downloads to date.

Library Services offers an increasingly integrated and standardised service for library users on all TU Dublin campuses. Students and other library users can easily visit and borrow from any of the University's five libraries on its three campuses and avail of standardised content discovery, regardless of where their programmes are based. TU Dublin students are increasingly benefiting from standardised and enhanced library collections, too, available from any campus or remotely.

In January 2024, a Library Manager for Teaching & Learning was appointed, with responsibility for leading a dedicated Library Services Teaching & Learning team to develop and deliver teaching and learning support for the University's undergraduate and taught postgraduate programmes. Each faculty has a dedicated Faculty Liaison Librarian who delivers Digital & Information Literacy classes and resources to support students and staff. This team's work supports the University's initiatives in relation to Academic Integrity, GenAI Literacies, and aligns closely with the University's Digital Education Policy and Digital Capability Frameworks. Library Services participated in the development of both policies and frameworks. The team also strives to ensure its practices align with the University Education Model.

Support for postgraduate research students and the University's researchers is provided by Library Services' Research Services team. The Research Services team plays a key role in enabling TU Dublin's researchers to communicate their findings effectively by providing research and scholarly communications support and services. This team enables the implementation of the University's strategy to achieve an Open Science environment. The team supports literature searching and reviews, as well as systematic literature reviews. Library Services works closely with the University's Research & Innovation team via the Open Research Support Unit, providing shared services and a holistic service supporting the transition to an open research environment.

Library Services' support for students begins even before enrolment, with a Leaving Cert Study Programme offered free of charge to any students preparing for the Leaving Certificate Examinations who wish to avail of it. This programme offers Leaving Certificate students access to study spaces in any of TU Dublin's five libraries from May to June each year. The Leaving Certificate programme helps potential TU Dublin students to familiarise themselves with academic libraries with a view to reducing library anxiety among participants. This programme aligns with TU Dublin's strategic initiatives to encourage future student enrolment and lifelong learning.

The [Library Services Collection Development Policy](#) published in December 2024, outlines the principles guiding the acquisition of materials that support teaching and learning. Our Faculty Liaison Librarians and Collections team collaborate closely with faculties to ensure that collection development aligns with the learning and research needs of the University's programmes. Our collection development also supports the professional development of teaching staff, ensuring they have access to the resources needed to enhance their practice.

Library Services is a digitally enabled service, embedding the benefits and efficiencies offered by digital technologies and automation across all Library Services departments, and supported by a dedicated Digital Services team. We aim to build on the wide range of technologies already utilised within Library Services and become Ireland's most digitally developed library service over the next decade, using technologies to enhance all aspects of our services and teaching and learning.

Library Services strives to foster a heartfelt love of learning and to be at the centre of academic and community life in the University. Library Services is the gateway to the global knowledge base for students, staff, and researchers. We support, partner, and play a key role in the learning, teaching, research, and engagement activities of TU Dublin. Through Space, People, and Resources, we deliver services that are innovative, supportive, trusted, open, unique, diverse, equitable, accessible to all, creative, and evolving to align with the mission and goals of the University, our stakeholders, and our wider community.

Summary of Student Survey 2024/25

The TU Dublin Programme Evaluation Survey was available online for 3 weeks in March 2025. The survey was issued to all registered undergraduate and postgraduate students studying on programmes leading to major awards with 3 or more registered students. The survey was issued earlier than in previous years, with a view to increasing response rates. Response rates did not increase and were inline with previous years. A total of 3339 students (ca. 15.5% of registered students in TU Dublin) completed the survey. This total comprised of 2885 undergraduate students and 454 postgraduate students. In general, the aggregate responses for each question were comparable but slightly higher than the responses from last year. From the survey ratings and commentary, the results generally reflected a positive student experience.

The key themes and trends, as shown in Table 3, which emerged from the analysis of both the quantitative and qualitative data were also in line with previous years findings. The Student Feedback action plan was updated to continue to address the key issues arising.

Key Themes from Data Analysis

Theme	Findings
Equality, Diversity and Inclusion	<p>It was clear from the results that the vast majority of students in TU Dublin feel included and welcome</p> <p>It was also clear that in general the curriculum presents diverse perspectives.</p> <p>There are small numbers based in each cohort who state that they have felt excluded based on their background or identity, and this issue is being explored further with colleagues in the EDI Office.</p>
Facilities and Services	<p>Whilst there were marginal improvements in scores received in relation to faculties and services, which may be reflective of the additional investment made in social seating in some campuses. It is clear from the results that further consideration across all campuses needs to be given to improving facilities and services.</p> <p>It is also clear that there is scope to improve some of the Canteen Services. In particular, from the free text comments, it is clear that there are issues with restricted opening hours, especially for part-time students commuting straight from work in the evenings.</p>
Engagement and Workload	<p>In line with previous years, the majority of students reported to either to be keeping up with their studies or being slightly behind but making progress. Small pockets of students reported to be significantly behind.</p> <p>An analysis of reasons for withdrawal clearly shows that of those who have considered withdrawing, the primary reason was that they felt they are significantly behind. Issues of heavy workload and 'bunching' of assessments, which were highlighted in free text comments may be contributing to this.</p>

	<p>Approximately one third of full-time students and a quarter of part-time students stated they had no difficulty attending/accessing classes. For others, the main impediments to attendance are transport issues and costs. To facilitate those with difficulties attending, students have asked for greater empathy and flexibility and the provision of online classes or recordings.</p>
Quality of Teaching	<p>Overall students perceive the quality of teaching to be high and appreciate the knowledge, support and understanding that academic staff have provided.</p> <p>There is scope to enhance the variety of teaching methods and undertake more interactive teaching approaches. Free text comments specifically mention difficulties in concentrating when powerpoint slides are being read to them.</p> <p>There is also scope to enhance support provided, with many students stating that the support provided wasn't really sufficient and requesting more individualized support and more feedback and guidance on completion of assessments.</p> <p>Students requested more tutorials or 'Questions and Answer' sessions or increased accessibility to staff to discuss queries. High numbers of free text comments stated that there was a value in staff individually reaching out and checking in with them, to ensure they are understanding the material.</p> <p>Students also requested more recorded lecture material and online notes.</p>
Access to Resources and Technology	<p>There is scope to enhance the provision of notes and resources and enhance their accessibility, in particular there were significant number of requests to improve access to past examination papers and sample solutions.</p>

	<p>There is also scope to improve the instructions and training provided to students so they are more easily able to access notes and other resources</p> <p>There is also scope to improve the instructions for using technologies and software that students need to use to complete their programmes of study.</p>
<p>Relevance to Industry and Employment</p>	<p>In general, students feel that the programme will prepare them for future careers but feel that there should be more information on career opportunities arising from the programme.</p> <p>There is still scope to use more real world examples and problems.</p> <p>Students highly value the laboratories and practical components of their programmes, but in general would like to have more practical activities / assessments included on their programmes.</p> <p>There is a need to increase the number of optional module choices that students have so they can tailor programmes towards their own specific career interests.</p>
<p>Work Placement</p>	<p>Work placement is valued by students and the vast majority of students who participated in work / clinical placement felt it was interesting, beneficial or enjoyable.</p> <p>There are some areas of difficulty where students are required to undertake a significant period of unpaid placement.</p> <p>There are some areas where students encountered difficulties with sourcing an appropriate placement.</p> <p>Difficulties were also experienced by some students who had to undertake a number of other assignments whilst</p>

	<p>on work placement, consideration could be given by those programmes to these requirements.</p>
Assessments and Feedback	<p>Students value the clear communication of static timetables and assessment schedules.</p> <p>Students would like assessments to be spread across the year and for there to be a gap between the submission of assessment and commencement of examinations</p> <p>Students in general would like more variety in assessment and more CA type assessment and less written examinations.</p> <p>Students would also like more timely, detailed and individualized feedback.</p> <p>The majority of Students would prefer if Semester 1 examinations could take place before Christmas, however there are strong numbers of students, particularly part-time students who would prefer these examinations to take place after Christmas. For some students they felt that as they already have a large assessment workload before Christmas, this assessment load would need to be reconsidered prior to moving examinations before Christmas.</p>
Sustainability	<p>In general, the scores for sustainability improved marginally this year, however they are still lower than the target for most Undergraduate programme categories and just at the acceptable target for Postgraduate programmes.</p>
Overall Recommendation	<p>The number of students who would recommend their programme to another person has increased marginally this year. Whilst this is positive, consideration still needs to be given to improving students' overall perception of</p>

	their programme of study and their experience in TU Dublin.
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Staff Recruitment, Development and Support

The University has a number of policies and procedures which provide a framework for the recruitment, selection and appointment of staff. There is a considerable amount of work being undertaken to review, streamline and develop these as part of a 'Lean Review' which is expected to complete in Q2 2026. There are also local and national Industrial Relations agreements in place which ensure appropriate and consistent selection criteria. A link to our current Recruitment, Selection and Appointment Policy and Procedure and Conflict of Interest policy is included below.

The University also has an Equality and Diversity Policy (together with an equality and diversity infrastructure which includes a sub-committee of the Governing Body and a staff Council). As well as providing a structure for reviewing the staff (and student) experience through an equality, diversity and inclusion lens, the Policy requires that all internal staff on Selection Boards maintain a "Licence to Recruit" (link below). This requires attendance at a special training programme, which includes specific unconscious bias training. The Dignity and Respect at Work Policy provides further mechanisms through which a supportive environment for staff is maintained. The University's Grievance Procedure ensures that any disputes are managed in a fair and equitable manner.

Additional management development training is provided to line managers through the People Development team, supporting them in developing the skills to manage and communicate with their staff and create a supportive environment at local level. There is also a team of People Business Partners aligned to different areas of the University to ensure appropriate HR support for line managers.

There is a Performance Management and Development Scheme (see link below) available to all staff, together with provision of a wide range of internal development programmes; access to external development, provision for fee waiver in accessing our own accredited programmes; fee support for some staff to access other providers' programmes; and various progression routes to support career development.

Fundamental to the provision of a supportive environment for staff is our industrial and employee relations framework. The University strives to work in partnership with our social partners and there is

considerable management investment towards this, including by the President and the rest of the senior leadership team. The University is very appreciative of the time and efforts of those staff from across the faculties and services to maintain and develop this aspect of organisational life.

TU Dublin is a member of national fora which facilitate consultation and negotiation on matters relevant to industrial relations at a sectoral level in the TUs, and support, where appropriate, communication on national policy development that may impact the sector.

In addition, the University has an established Employee Engagement team and also a Wellbeing Group, which keep the employee experience under constant review, identifying potential improvements to existing provision and developing proposals for additional provision to ensure a supportive environment to allow staff to carry out their work effectively. An annual staff engagement survey is undertaken which informs their activity.

The internal communications team form a vital part of ensuring a supportive environment for staff, raising awareness of different initiatives and the various forms of support available to staff, keeping staff abreast of important news and events as well as helping to share and celebrate success.

<https://www.tudublin.ie/media/website/for-staff/human-resources/Recruitment,-Selection-and-Appointment--Policy-14.08.23.pdf>

[EDI-Policy-2024.pdf](#)

<https://www.tudublin.ie/media/website/for-staff/human-resources/Licence-to-recruit-23.08.23.pdf>

<https://www.tudublin.ie/media/website/for-staff/human-resources/documents/Conflict-of-Interest-Policy-HRP035.pdf>

<https://www.tudublin.ie/media/website/for-staff/human-resources/Dignity--Respect-at-Work-HRP003.pdf>

[Microsoft Word - IR Framework for Academics.doc](#)

[Grievance-Procedures-HRP005.pdf](#)

[People Development | Performance Management & Development System | TU Dublin](#)

Programme Co-ordinator Support

In TU Dublin Programme Co-ordinators have a key role in implementing the quality enhancement procedures at programme level. Amongst their responsibilities are co-ordinating programme team meetings, undertaking annual programme monitoring and quality enhancement reports, obtaining and responding to student feedback to enhance the student experience, updating curriculum design for the programme and preparing for programme review.

To support this new role, an annual induction programme was introduced in October 2024 with follow up events in December 2025 and January 2025 to further explore key topics on Student Feedback and managing programme team meetings. This induction focused on the Role of Programme Co-ordinator, the requirements of the University's Quality Framework, developing a Quality Culture at programme level and the University supports available. The training explored how programme team meetings can be used not only to ensure compliance with the quality framework requirements but as a useful forum to engage colleagues in meaningful dialogue around learning, teaching and assessment to develop a shared programme philosophy and to enhance the Learning, Teaching and Assessment strategy for the programme.

Other Parties Involved in Education and Training

Strategic Partnerships Unit

Overview

Now in its second full year of operation, the Strategic Partnerships Unit continued to advance its three core functions: cultivating long-term external partnerships in the academic, industry, and societal domains; strengthening internal engagement and awareness of TU Dublin's partnership capabilities; and developing systems to support robust, data-driven decision-making. The 2024-2025 academic year marked a significant step forward, highlighted by the creation and rollout of a centralised Partnership Relationship Management (PRM) system and the expansion of key collaborations across the university.

Development of the Partnership Relationship Management System

A primary focus for the year was the design and implementation of TU Dublin's first Partnership Relationship Management (PRM) system. Until now, partnership information was dispersed across multiple units, with documentation stored in a mix of digital and hard-copy formats. The PRM system consolidates this information into a single, university-wide platform that allows users to track agreement lifecycles, monitor alignment with strategic goals, review partnership activity, and evaluate KPIs.

Dashboards were developed for each faculty, alongside an overarching university dashboard. Throughout early 2025, the unit met with Heads of School to present the system, gather feedback, and refine the structure to ensure relevance across disciplines. Enhancements—such as the inclusion of work placements and institutional relationship tracking—were incorporated based on this feedback. A

dedicated intranet webform was also created to collect missing partnership data, supporting continuous improvement of the centralised database.

Academic Partnerships

TU Dublin continues to maintain a diverse global academic partnership portfolio, with bilateral agreements across 22 countries. China, Ireland, France, and India represent the largest clusters of collaboration, followed by Canada, South Korea, and the United Kingdom. These partnerships span multiple agreement types, including joint and dual degrees, franchises, articulation pathways, bespoke programmes, and apprenticeships. Many partnerships originate within a single School or Faculty and subsequently expand into multi-faculty collaborations, reflecting the growing strategic maturity of TU Dublin's global engagement.

TU Dublin's participation in key international networks—such as EUt+, EUA, and SGroup—continues to strengthen its global presence. The university also benefits from strong relationships with international embassies, which frequently facilitate partnership introductions and support mobility initiatives. During 2024-2025, the unit coordinated over 10 institutional visits from partners in Canada, the USA, and China, as well as a visit from the Moroccan Ambassador, ensuring meaningful engagement and alignment with academic priorities.

Industry Partnerships

Industry collaborations have continued to broaden in both scope and depth. Several partners now work with TU Dublin across programme development, community engagement, research, and equipment donations. The unit contributed to two successful funding applications this year:

- A Growth Hub bursary supporting a trans-Atlantic entrepreneurship project with Algonquin College;
- A Sport Ireland-funded physical activity programme for the Traveller community, developed with Active South Dublin and TU Dublin academics.

The annual Workday Graduation event remains a highlight of industry engagement. In 2024, it welcomed 150 graduates, families, faculty, and Workday representatives, celebrating achievement across five programmes and showcasing the value of sustained collaboration grounded in workforce development.

Societal Engagement Partnerships

The unit worked closely with the Head of Societal Engagement and Sustainability team on a range of projects. The signing of an MOU with Vision Ireland was marked by a joint launch event celebrating the Wayfinding Centre, a landmark facility supporting individuals with accessibility needs in navigating public transport. TU Dublin continued its active role on the Active South Dublin committee, supporting

the county's mission to increase physical activity participation. The university also renewed connections with An Goirtín, engaging in Conversation Café events and exploring a new Students Learning with Communities+ project.

Conclusion

The 2024-2025 academic year delivered significant advancement in partnership development, internal coordination, and data infrastructure. Through targeted collaborations and a strengthened systems approach, TU Dublin continues to expand its reach, enhance its impact, and deepen its alignment with strategic institutional goals. The achievements of this year underscore the power of collaborative engagement in driving innovation, broadening opportunity, and delivering meaningful value for students, partners, and communities.

Equality, Diversity and Inclusion

In this year, the University to build on its work in previous years, further embedding EDI into the work of the university.

Throughout Academic Year (AY) 24/25 TU Dublin developed its University Strategy for Equality, Diversity, and Inclusion 2025 - 2028. Following a university wide consultation, five areas of focused were selected - Gendered inequalities, Inequalities based on race and ethnicity, Inequalities experienced by persons with disability, Ending Gender Based Violence (including Sexual Violence and Harassment), and Intersectionality. Through seven change pathways, from teaching and learning to risk management, the University will ensure EDI is considered in throughout our work, not as a separate activity, but integral to all our work. The Strategy was approved by Governing Body in May 2025, and will launch in AY 25/26.

In this Academic Year, an Athena Swan Self-Assessment Team was established, to work on the application for the renewal of TU Dublin's Bronze Award. The team, which has 15 members, gender balanced, reviewed the 2022-2025 Action Plan; conducted an all-staff survey and focus groups and consultation with selected staff groups; and reviewed of staff and student gender data; policy review and gap analysis in order to prepare the application. 95% of actions from the 2022-2025 Action Plan in progress or completed. The SAT will continue to work in Academic Year 25/26, with an application date of December 2025.

Following last year's establishment of a University of Sanctuary Steering Group, the University created and submitted a University of Sanctuary application, and received designation as a University of Sanctuary in July 2025.

This year, the University also developed its Sexual and Gender Based Violence Policy, which is linked to the National Framework for Ending Sexual Violence in Higher Education. The policy is now complete, subject to governance process, which will begin in AY 25/26.

The University also committed to create a Disability Action Plan in AY 25/26, and this work began this year, with a Disability Task Group, a subgroup of the Workplace Wellbeing Committee, set up, which includes staff from EDI, Employee Engagement, People Development, Health and Safety and Disability Support Services, as well as staff members with disabilities. The group conducted a review of existing policies and processes, assessed best practice, and carried out a survey for staff with disabilities to ask about disclosure and reasonable accommodations and supports. Using this, a proposal was submitted to UET in June 2025, to approve next steps. Following this, a Disability Action Plan will be developed through the Disability Task Group, which will cover all sections of the university.

Following approval in the previous academic year, the EDI Council was formed and held its first meetings. In May 2025, Yvonne Galligan, the Director of EDI retired from her role, after a long career in academia, though she remains in TU Dublin as an Emerita Professor. Interim line management arrangements are being put in place until the role is replaced.

Integrating Sustainability into all programmes

TU Dublin has continued its commitment to 'Creating a Better World, Together' as stated in its Strategic Intent 2030 with publication of the second phase through publication of Strategic Plan 2024 - 2028. Within the 'Planet' pillar, developing responsible global citizens through staff education and training, embedding sustainability into all programmes and increasing sustainability literacy have been identified as areas of strong strategic focus with clearly identified targets and timelines.

Academic Council approved the adoption of three overarching graduate attributes: People (digitally capable, life-long learners), Planet (sustainability focused, global citizens) and Partnership (collaborative, real world problem solvers). The Planet graduate attribute is linked to the university strategic intent, UN SDGs and EU sustainability competency framework GreenComp. These graduate attributes will be considered during programme reviews that take place as part of the university academic review process. The graduate attributes are also underpinned and supported by other policies such as the Digital Education policy, EDI policy, and the University Education Model. As part of this process, in 2025 Academic Council approved a Sustainability Education Policy to further support the delivery of the Graduate Attributes.

In the academic year 2024/25, there has been continued progress towards delivering the strategic intent of increasing staff capacity and sustainability literacy and embedding sustainability learning outcomes in every programme in the University. The embedding of sustainability in programmes is supported by a quality enhancement approach via the Programme Reviews. The Sustainability Education team is working closely with Academic Affairs and the Learning Teaching and Assessment Unit to develop workshops to support programme teams as they prepare for Programme Review.

The primary focus of the Sustainability Education team has therefore been to work with Faculties, Academic Schools and programme teams to support them in their implementation of the Academic Framework and as they continue to embed sustainability in the curriculum. To this end, the following actions were completed by the Sustainability Education Team over the course of the 2024-25 academic year:

- 20 sustainability education presentations and workshops were delivered to TU Dublin school and programme teams with 460 no. staff attending. Content included learning and supports for embedding SDGs and sustainability competences in the curriculum.
- There were 1719 interactions with the online [Sustainability Education Toolkit](#) which contains resources for teaching staff to support embedding of sustainability in the curriculum.
- 14 [Students Learning with Communities + \(SLWC+\)](#) pilot collaborations took place during the 2024/2025 academic year. The pilot programme was supported by TU Dublin's Sustainability function, specifically by the Societal Engagement and Sustainability Education teams. Through the programme, TU Dublin students, educators and community partners worked together to examine an aspect of sustainability that matters to them. Partners included Ava Housing, SAOIRSE, Pocket Forests Ireland, Slane Men's Shed, local primary and secondary schools, AVISTA, and the Office of Public Works. The programme has now evolved into the new '[Sustainability Action Lab](#)' programme. Now a whole-of-University programme, Sustainability Action Lab integrates a co-creation approach to the identification of the themes and challenges being addressed with a specific focus on the UN Sustainable Development Goals (SDGs) and the GreenComp framework.
- In 2025, TU Dublin, in partnership with ATU, SETU and the National Forum of Teaching and Learning (T&L), once again delivered the [Education for Sustainability Digital Badge](#) to over 250 participants from the university and further education sector. 36 participants from TU Dublin were awarded the Digital Badge with further 10 being awarded a facilitator's digital badge. Over 90 staff in TU Dublin have now completed the badge.

- The TU Dublin CPD in Sustainability Education (10 ECTS) ran again in Semester 1, and 120 TU Dublin staff have now completed this CPD.
- 260 senior management staff members completed Climate Action Leadership Training, which addresses embedding sustainability in the curriculum, as well as operational issues such as energy efficiency.
- 6000 incoming new students in September 2024 completed an engaging sustainability session during Orientation, and 400 completed sustainability workshops such as Climate Fresk or the SDG Escape Room during extended induction.
- TU Dublin received funding from AASHE / Microsoft to run an immersive two-day workshop for 25 academic staff. This workshop was also open to staff from ATU with whom we partner on the Digital Badge for ESD.

TU Dublin have also acted as a leader in Sustainability Education, including the following events and honours:

- In May 2025, TU Dublin awarded the highly prestigious Gold accreditation from the Association for the Advancement of Sustainability in Higher Education (AASHE) through its global Sustainability Tracking, Assessment and Rating System (STARS®). This places TU Dublin as Europe's highest-ranked university and 17th globally in a field of nearly 600 participating institutions worldwide.
- In October 2024, TU Dublin hosted a national Student Climate Summit hosting 80 students from nine HEIs.
- Technological University Dublin (TU Dublin) has been awarded the highest level of recognition by the International University Sports Federation (FISU), achieving Platinum certification in its Healthy Campus programme.
- In March 2025, TU Dublin was formally awarded with Silver accreditation by the National Transport Authority's (NTA) Smarter Travel Mark.

Membership of the European University of Technology

The period 01 Sept 2024 and 31 Aug 2025 represented the second year out of a four-year funding period for EUt+ Accelerate by Erasmus+ of the European Commission in the current phase (2). It also covers a period of significant professionalisation of reporting processes involving evidence gathering, demonstrating levels of completion aligned with our Grant Agreement and factual outcomes and impact all in preparation for our mid-term review with the European Commission for the period to 31 Oct 2025. This achievement strengthens EUt+'s role as a policy influencer at the European level, contributing to debates on the role of Europe in technology and the need to embed European Values into technological education. For example, EUt+ has been asked to supply input for the European degree, careers, QA in European alliances for the EC and other communications. The III Forum of European University Alliances (2025) quoted EUt+ in the conclusion with a clear increase of ambition for the European degree.

On our work concerning Societies and Transition that TU Dublin leads on, we have designed and operationalised our EUt+ FIT framework that turns Environmental Social and Governance (ESG) principles into action, creating a measurable, inclusive, and resilient framework that drives real-world transformation across teaching, research, and campus life within EUt+. On Education, EUt+ reports 659 students on mobility across the alliance mainly across engineering and computing programmes. Over 22000 ECTS were exchanged and automatically recognised after mobility. Common curricula cluster evolution toward joint programmes creates opportunities for staff to work in Europeanized environments and helps students access smoother mobilities. There are now 9 common curricula clusters in place and TU Dublin participates in 7 including a number of joint programme initiatives.

On research, at the third forum of European Universities in June 2025, EUt+ was cited as the first example among European Universities for common affiliation on research outputs. This includes the institution affiliation and the affiliation of EUt+. In this period we reported 122 documents with a common affiliation of EUt+. On research 4 new institutes are established, interlinked, and fully operational under the common framework. 2 new institutes are created and partial implementation of shared governance and procedures. All members systematically employ the common affiliation across publications, contracts, and visibility tools, ensuring full institutional and systemic integration.

We are an active member of multiple FOREU4ALL interalliance groups of European University Alliances, co-leading on the one for Diversity and Inclusion.

We launched the third Languages for Staff programme in Spring 2025 that has been a hugely successful initiative.

652 students participated in entrepreneurship and innovation activities. 24 spin-offs/startups supported through joint EUt+ incubation and showcase activities.

Quality Guidelines for EUt+ European Programmes are circulated. The EUt+ QA methodology is running, including both project and Alliance-oriented QA systems. 2 external experts were included in our first annual review on 31 October 2024, and this will continue for mid-term review on 31 October 2025. EUt+ Standards and Guidelines for Harmonization was presented at the 2025 EQAF (European Quality Assurance Forum). A common European Student Card was rolled out with over 200 students using it. A DigComp questionnaire was circulated among students and staff of partners to understand digital competencies. issued.

Co-branding was visible across most campuses, supported by trained staff, with dedicated campaigns. 7/9 members report 80-90% parity in co-branding. On global partnerships seven MoUs were agreed that include industry internships and training (SABIC), lifelong learning in international diplomacy (UNITAR), research in microchips/electronics (Melexis, Sensata), deep-tech venture pipeline (Commercialization Reactor/ESA).

TU Dublin continues as an active member of the Irish Forum of European University Initiatives, meeting every two months.

2.1 Initiatives within the Institution related to Academic Integrity

The University established an Academic Integrity Policy Group to advise on best practice approaches to support the University's Assessment Regulations. The policy group published on-line [procedures](#) to report and support investigations into suspected breaches of academic integrity which have been commenced.

Training events for academic staff and students on these new procedures were conducted throughout the year and resources were catalogued on the university [academic integrity webpage](#) to support staff and students further. Additionally, a number of university-sponsored learning and teaching events promoted greater awareness of academic integrity amongst academic staff as part of their continuing professional development. The university's [library services](#) published guidance to students on Academic Integrity and the [N-TUTORR](#) project released support materials on academic integrity to demonstrate further the university's commitment to the pursuit of the highest academic standards amongst its learning communities.

As part of its commitment to preventive education the Academic Integrity Policy Group published for staff and students [guidelines for the responsible use of generative AI](#). It also published a revised student declaration piece for inclusion with individual and group work for all continuous assessment work undertaken by them that attests to their compliance with university guidelines on the appropriate and ethical use of artificial intelligence, and of their adherence to the highest standards of academic integrity in their submitted coursework.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation. If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1.	Implementation of the University Assessment Regulations	<p>Towards the end of the current reporting period (June 2025), Academic Council approved the new, and first unitary, assessment regulations for the University, as per the objective stated in the 2025 AQR. Academic Affairs had led the development of those regulations over the course of 3 years, through a comprehensive and consultative process.</p> <p>The planned actions for the next reporting period, is to implement those regulations across the University and ensure that the new Student Record Management System appropriate supports the regulations. While Academic Affairs will support this process, the responsibility for this action is assigned to the Chief Recovery Officer.</p>
2.	Implementation of the Enhanced Programme Review Process	<p>Since the establishment of the University in 2019, Academic Council has approved a range of new academic policies that are applied consistently across all campuses and programmes. In addition, there have been several external changes that impact on programmes and learning, teaching and assessment approaches, and the University has set priorities and strategic objectives that may also impact on programme design and delivery, such as those related to sustainability and digital education. Academic Affairs has enhanced the programme review process to integrate all these drivers into one seamless process. Furthermore, the review</p>

		<p>process is scaffolded with resources and workshops to support programme team from the start to the end of the process. This process will be piloted with the upcoming reporting period.</p>
3.	Preparatory Work for Transition of Craft Apprenticeship	<p>With the planned transition of craft apprenticeship education from Solas (as the provider) and QQI (as the awarding body) to Higher Education Institutes and the Further Education Sector, as the primary provider and awarding bodies, work will be undertaken in the upcoming reporting period to prepare for this significant change. This will be led by the Head of Apprenticeship & Further Education and supported by Academic Affairs.</p>

3.2 Reviews planned for Upcoming Reporting Periods

Unit to be reviewed	Date of planned review	Date of last review
Foundations in Artificial Intelligence (with Krisolis)	2026	
Master of Science in Education	2 nd Oct 2025	
Postgraduate Certificate in University Learning & Teaching	2 nd Oct 2025	
Bachelor of Arts (Honours) in Drama (Performance)	20 th Oct 2025	
Master of Science in Creative Digital Media (Creative Digital Media and UX)	2026	
Bachelor of Arts (Honours) in International Business & Languages	2026	
Bachelor of Arts (Honours) in Fine Art	2026	
Bachelor of Arts (Honours) in Interior Design	2026	
Bachelor of Arts (Honours) in Creative Industries and Visual Culture	2026	
Bachelor of Laws (Honours) (LLB)	2026	
Bachelor of Laws (LLB) with a Language	2026	
Bachelor of Science (Hons) in Architectural Technology	2026	2019
Master of Science in Sustainable Development	2026	
Master of Science in Spatial Planning	2026	
Bachelor of Science in Process Instrumentation and Automation	2026	
Bachelor of Engineering Technology in Military Aviation Technology (in collaboration with Irish Air Corps)	2026	2017
Higher Certificate in Power Plant Technology (in collaboration with ESB)	2026	2017

Higher Certificate in Business in Real Estate (Valuation, Sale and Management) (in collaboration with IPAV)	2026	2019
Bachelor of Science in Clinical Measurement Science (TU868), <i>renamed Bachelor of Science in Clinical Measurement Physiology wef 1st September 2026</i>	11 th November 2025	
Bachelor of Science in Ophthalmic Dispensing (TU761) <i>renamed Bachelor of Science Dispensing Optician wef 1st September 2026</i>	15 th January 2026	
Bachelor of Science (Honours) in Biomedical & Molecular Diagnostics (TU886)	April 2026 (TBC)	
Bachelor of Science (Honours) in Medical Science (TU867) & Higher Diploma in Medical Science (TU088/TU888)	April 2026 (TBC)	
CPD in e-(Bio)Pharma Chem (TU5309), <i>renamed Certificate in Science in e-(Bio)Pharma Chem (Level 7) wef 1st September 2026</i> & CPD in e-Validation (TU5310), <i>renamed Certificate in Science in e-Validation (Level 7) wef 1st September 2026</i> & Bachelor of Science in Manufacture of Medicinal Products (TU5310)	2026	
Bachelor of Science in Pharmaceutical Science (TU763) & Bachelor of Science (Hons) in Pharmaceutical Science (TU876)	2026	
Master of Science in Environmental Health and Safety (TU260)	2026	

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Master of Science in Applied Data Science and Analytics	2026	
Master of Science in Applied Cyber Security	2026	
Bachelor of Science (Honours) in Computer Science	2026	
Bachelor of Science (Honours) in Computer Science (Infrastructure)	2026	
Bachelor of Science (Honours) in Computer Science (International)	2026	
Master of Science in Computer Science and related postgraduate programmes	2026	
Bachelor of Science (Honours) in Mathematics and Statistics (with options in Mathematics and Statistics, Mathematics and Statistics for Data Science)	2026	
Bachelor of Science (Hons) Mathematics & Statistics for Data Science.	2026	
Clinical Coding (with HPO)	2026/27	
Dual Degree (with Oulu University of Applied Sciences, Finland)	2026/27	
Postgraduate Certificate in Applied Statistics	2027	
CPD Diploma in Data Analysis for Professionals	2027	
Bachelor of Science in DNA & Forensic Analysis (TU752) & Bachelor of Science (Honours) in DNA & Forensic Analysis (TU864)	2027 (TBC)	

Higher Certificate in Science in Applied Biology (TU651) & Bachelor of Science in Bioanalysis (TU760) & Bachelor of Science (Honours) in Bioanalytical Science (TU887)	2027 (TBC)	
Bachelor of Science (Honours) in Human Nutrition & Dietetics (TU870)	2027 (TBC)	
Bachelor of Science (Honours) in Public Health Nutrition (TU872)	2027 (TBC)	
Master of Arts in Social Care Leadership and Management	2027 (TBC)	
Master of Arts in Mentoring, Management and Leadership in the Early Years	2027 (TBC)	
Postgraduate Certificate in Applied Statistics	2027	
PD Diploma in Data Analysis for Professionals	2027	

3.2.2 Reviews planned beyond Next Reporting Period

As part of the Student Experience Transformation Project (SET Project), there is a firm commitment to develop and implement an Enhanced Programme Validation and Review process, that ensures that academic programmes align to all policies and procedures approved by Academic Council. Foci will be towards enhancing our differentiation in areas of practice-based education, employer engagement, and the support we nurture and accord to learners in the student lifecycle. The Programme Enhancement Support and Guidance Steering Group developed a new Programme Self-Evaluation Form to refine and replace the current Programme Self-Evaluation Report. Preparations are at an advanced stage to run an enhanced Programme Review pilot which will trial this new form in the 2025/26 academic year for a limited number of programmes (up to 15 programmes have been scheduled). This pilot will be led by the Learning, Teaching and Assessment team who will offer programme teams due to undergo reviews, a series of workshops addressing different sections of the form. A dedicated website with support materials will also be developed to provide clear guidance.

4.0 Additional Themes and Case Studies

Case Study 1: Developing students-as-partners through the lens of TEDx event planning across Business and Management

Theme: Aligned to the national thematic area of Education for Sustainable Development (Dáil Éireann Debate, Thursday-18 December 2025)

Keywords: Business Education, Event Management, Students-as-partners, Sustainability, TEDx

Abstract

This case study discusses a student-as-partners (SaP) initiative based on planning and delivering a TEDx sustainability event in the context of a Business and Management programme in the School of Management, People and Organisations, TU Dublin from Sept 2024-March 2025. The case reflects on the quality enhancement lens for the work, analyses implementation of the event management practice, identifies strengths and lessons learnt, and offers critical analysis of impacts on the organising team of students and academics involved in a support role. The case examines the application of a SaP approach in business and management and reflects on the key decision-making process from the initial stages of scoping the initiative and forming roles within the SaP team, through to leading the event management process, and delivering on a successful TEDx outcome. A series of valuable insights from students are included to support their peers taking up the mantle of this event into the future.

Introduction and Case Context

Over the last decade in Irish higher education and beyond, student engagement in the design of their learning experiences has become more significant and widespread through institutional initiatives. This has manifested in students collaborating with staff in decision-making processes to exchange ideas for enhancing practice and enabling meaningful change where needed. The future of student engagement and student-staff partnership to enhance HE practice is arguably of primary importance in today's complex times, not only helping students and staff to navigate complexity (Cook-Sather, 2025) but also to reinfuse hope and creativity (Kane et al., 2025).

Research from Business Education suggests that involving students-as-partners in organizing and participating in TEDx events can be highly beneficial for their engagement, learning, and development (Lepervanche, 2018). This case study highlights an approach within the context of an undergraduate Business and Management programme where a self-selected team of students worked as partners in their

own learning and development through the full process of planning and delivering on a TEDx event within their final year of the programme. This case emphasises student agency, ownership, and responsibility in their studies. Working alongside staff from the programme, students had unique insights, experiences, and perspectives that contributed positively to the entire learning process of event management.

Fuelled by Ireland's strong economy in 2025, particularly its thriving tech sector and international business presence, business-related programmes, particularly those focused on technology and finance, remain highly popular among students. Bowers (2023) reported that the large umbrella term of business and management is why individuals opt to undertake a programme of study as it covers a variety of degrees and an even wider set of possible career opportunities. About one in every six applicants to universities who sought a place on a bachelor degree lists a business programme as their first choice. The broad choice in business literacy that the subject area encompasses also compounds its popularity, with education in business covering sectors such as retail, banking, insurance, management, accounting, human-resource management, entrepreneurship, finance, sales and marketing - all of which feature in the SaP approach taken in this TedX event. The initiative had a clear QE context through alignment with graduate attributes independent of subject disciplinary knowledge. TU Dublin's Graduate Attributes of digitally capable lifelong learners, sustainably-focused global citizens, collaborative real-world-problem-solvers were enacted by the students in this initiative through their sustained, self-motivated engagement with the TedX process, and digital skills, literacies, and competencies required for professional event planning. The theme of the event was *'The Legacy of Now'* so from the outset, the students were embracing the GA of envisioning sustainable futures.

Why undertake a SaP TedX Initiative in Business and Management?

Students and academics worked in collaboration, as partners, to improve learning experiences on the programme (Mercer-Mapstone et al., 2017), and as Healey et al. (2014, p.12) highlighted, it was "a relationship in which all involved - students, academics, professional services staff, senior managers, students' unions - were actively engaged in and stood to gain from the process of learning and working together." Bovill, Cook-Sather & Felten (2011) suggest that in order to be successful, partnership between students and staff should be based on three core principles: respect, reciprocity, and shared responsibility in learning. The case critically examines how these principles were lived in this initiative:

Respect: The students had a vision that it was not only a creative project but a professional opportunity to combine experience, enthusiasm, and education in service of something larger than themselves.

Reciprocity: The students' role as organizers and curators of the event content - supported by academics - with both contributing to the event's success. The benefits from being student-led throughout provided fresh perspectives, skills development and networking experiences for both sets of contributors.

Shared responsibility: Taking on the role of organisers for TEDxTUDublin provided the Business & Management students with an opportunity in gaining first-hand experience in specific business disciplines of management, marketing and finance. They were positioned to take responsibility for applying the theoretical knowledge from the programme into a real-world context. Key to this was navigating challenges to lead a wider team of fellow students and take ownership of decisions that they made.

Challenges and Solutions

Emerging as a key learning early on was student resilience, meeting problems head-on and addressing challenges as they arose. During the journey of planning to performance, the student team were faced with difficulties and issues which tested their adaptability and decision-making skills. From their previous learning experiences within the programme, through practicing making presentations (Heideman & Laury, 2021) and public speaking in group live consulting projects, the TEDx planning process enabled the students to continue to apply these skills in a practical sense, thus enabling their confidence in speaking to the wider team of student volunteers and guest speakers. Working together as a team for a sustained 5-month period allowed them to apply the skills of clear, professional communication. Deconstructing this learning point, the students agreed that they had underestimated the significance of these skills before beginning the initiative. They also identified the importance of the student team having both a shared passion for the sustainability theme of the initiative, alongside a respect for and interest in TEDx as a platform. One of the team had previously organised a TEDx event (TEDxGuclukolej) during secondary school which brought forward valuable insight into its structure, licensing process, and creative potential. For another, it was a completely new experience but having no prior knowledge of the TEDx community presented an exciting opportunity to gain hands-on experience in event management - one that the students believe would go far beyond anything a classroom-based project could offer. They were drawn to the student-led nature of the initiative from the outset, knowing that the industry-level responsibilities and real-world challenges would provide invaluable preparation for their future careers. They also recognised that this was a chance to apply many of the skills that they had already developed through the Business and Management programme in a meaningful, applied setting.

One of the most important phases in bringing TEDxTUDublin to life was assembling a strong, passionate, and capable student team. Identifying the right people to co-lead the initiative was essential to ensuring the project's success. When planning a large-scale outward-facing initiative like this it was important to ensure a strong layer of support for the students - by bringing in University Professional Services and School/Programme Management for contributions, when challenges inevitably emerged, having weekly meetings with all stakeholders to address them were definitely a morale-booster for the student team.

Conclusion - Post-Event Insights

The collaboration of various functions within the university played a crucial role in advancing the initiative. A wide range of individuals and units - ranging from senior university leadership to social media coordinators, technical support teams, and the sustainability unit - offered valuable assistance throughout the process. Moreover, the Student Union played a vital role in managing the financial infrastructure of the event. In addition to internal university support, funding and guidance was received from external partners such as Trailblazers.

The SaP team wanted the TEDxTU Dublin theme to help influence students as they begin their own legacies, as they prepare to graduate from university and move into the world of work in different organisations/industries - this brought forth the theme 'The Legacy of Now' which they felt would inspire the audience, through the stories, experiences and direction from each speaker who are already shaping or living their own legacies (Appendix A). One month post-event, the videos were uploaded to the TEDx YouTube channel, and within that subsequent month had surpassed 430,000 views. This demonstrates not only strong local engagement but also significant international interest in the event.

The SaP team's ability to frame and creatively solve problems came to the fore - through making judgments, implementing potential solutions, and using interpersonal and communication skills effectively to work as part of the TedX team. It was a prime example of students applying theory to practice - from event planning to speaker selection and marketing, they gained invaluable hands-on experience, reflecting TU Dublin's commitment to practice-based learning. Students were actively involved in the design, delivery, and evaluation of their own education, moving beyond traditional student-as-consumer or passive-recipient models. This approach emphasizes collaboration and reciprocity between students and educators, recognizing and valuing students' expertise and lived experiences as valuable contributions to the learning process, and the shared responsibility can foster a sense of ownership and agency among students. The success of the inaugural TEDxTUDublin event exceeded expectations, generating enthusiasm amongst both students and academics to ensure that the event becomes an annual occurrence.

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Appendix A - Table shows the sequence of the TEDxTU Dublin talks and links:

Talk Title	Link to TEDx Talk
What can Ireland teach the world?	https://www.youtube.com/watch?v=o8LOIKtvIY4
The importance of finding the wrong career first	https://www.youtube.com/watch?v=uv6iW_Pg7lg&t=27s
The life-changing power of words	https://www.youtube.com/watch?v=BSVCQpW88gM%C2%A0
Redesigning Fashion through Interconnection	https://www.youtube.com/watch?v=7-k1EUhCREY
The dilemma between A-Z	https://www.youtube.com/watch?v=T9A9ehxN4Uc
How to Build Your Dream Life with AI?	https://www.youtube.com/watch?v=IICShkbBUXs

How to teach AI cause and effect (and why it matters)	https://www.youtube.com/watch?v=v8VLeK_5lxA
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Case Study 2: Using Rubrics and Step-by-Step Assignments as Assessments FOR Learning

Theme: Assessment for learning

Keywords: Feedback, rubrics, Assessment FOR Learning

Abstract

TU Dublin Culinary Arts students complete a systematic analysis of a cookbook through step-by-step submissions alongside workshops and feedback rounds, supported by dedicated rubrics, to facilitate critical thinking and reflection on their own learning, in an assessment FOR learning approach.

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Main

Programme: **BA (Hons) Culinary Arts, Year 3 Case Study**

The suite of “Gastronomy” modules, of which the BA (Hons) Culinary Arts student take one each year of their programme, investigates the social and cultural relationships around food through various disciplinary lenses. The modules aim not only to convey module-specific knowledge but to contribute to the students’ deeper understanding of their chosen profession and their place in it, and to hone their critical thinking and understanding of their own learning and growth.

To achieve these aims and to support the students in their learning development, I have designed assignments in the three modules (in years 2, 3 and 4) that are founded on the principle of assessment FOR learning. These are “step-by-step” assignments with built-in feedback rounds and workshop elements. An important tool to facilitate feedback to larger cohorts are **dedicated rubrics for each assignment**, which are available from the start of the module in a syllabus document and on the virtual learning environment, enabling the lecturer to give efficient feedback with additional individual comments.

The first assignment in Gastronomy 3: Food in Culture, Art and Media is the systematic analysis of a cookbook, following the Barbara Ketcham Wheaton method. Wheaton, curator of one of the worldwide biggest cookbook collection at the Harvard Schlesinger library, sought to make sense of the wealth of information offered by cookbooks and devised a five-step investigative approach, which allowed insights into individual cookbooks and comparisons across books and across eras. The approach looks first at the ingredients; then tools and techniques; the menu or meal as proposed in the book; the book as an object; and finally, the worldview of writer, cook, reader and eater.

The students are free to choose a cookbook according to their preferences, some parameters are set to aid manageability: no websites or video-based recipe collections; it cannot be their own recipe collection, nor should it be too big. They are encouraged to consider family recipe notebooks or similar manuscripts, if they exist.

We approach the assignment by discussing each step in a workshop, every other week. Students bring their cookbook to class and after an introduction, practice the relevant aspects, usually with the help of worksheets.

The workshops offer a chance to identify challenges or ask questions about the process. The submission for each step is due a fortnight later, requiring both notes (worksheet as appendix) and a brief report of ca. 400 words, which ought to provide both description and analysis of the material. This is also highlighted in the feedback students receive after each submission. A final conclusion of 200 words allows the student to sum up their insights and reflect on their learning.

Lessons Learned:

Wheaton's method is accessible with a path to rich insights while also honing a variety of skills. While she did not specify this, the various steps train different research tools and methods - the steps for "Ingredients" and "Tools and Techniques" are a form of content analysis, for instance. When discussing "The Menu/Meal/How to Serve" and the illustrations of the book, we draw on semiotic analysis which we study with regards to various media during the course. "The Book as an Object" dips into the study of material culture and media context, another core aspect to the course, while the "Worldview" analyses discourse.

Using a book of the students' choice makes the work more meaningful and aligns with constructivist learning principles, as students build on their existing knowledge and interests. Furthermore, the extended timeline of the assignment serves as a series of building blocks within an architecture of dialogic feedback (Yang & Carless, 2011), enabling students to engage in sustained project work over a longer period. Through this process students learn to take feedback on board **and apply it going forward**. Through the **feedback rounds, supported by a tailor-made rubric, there is a dialogue with each student**, helping them to

critically reflect on their work and learning. This actively improves learning by making it a continuous, collaborative journey between teacher and student, ensuring learning outcomes are met.

Case Study 3: Strengthening Retention Through School-Centre Coordination: The Student Success Champion Model

Theme: Student retention and engagement

Keywords: student success, retention, early intervention, cross-unit coordination, first-year experience

Abstract

This case study outlines the introduction of the Student Success Champion role within the Faculty of Computing Digital and Data following the establishment of the Computing Learning Centre (CLC) in May 2024. The CLC successfully engage students at risk of disengagement, however, challenges emerged in coordinating timely and consistent responses across multiple schools and campuses. The Student Success Champion model was introduced as a targeted, school-based intervention to address communication gaps, enable early student intervention, and strengthen retention supports for first- and second-year computing and mathematics students. This case study examines the context, challenges encountered, actions implemented, and early impacts of this initiative.

Introduction and Context

The Computing Learning Centre (CLC) was officially launched in May 2024 within the Faculty of Computing Digital and Data to enhance student engagement, academic support, and student sense of belonging, particularly for incoming first year students. One of the faculty's key objectives is to achieve and maintain an annual retention rate of at least 90% (a maximum non-retention rate of 10%) for full-time undergraduate first- and second-year students, as measured using the HEA's continued presence calculation method. To reach this target by 2028, the faculty aims to reduce non-retention rates by 10% annually across all schools and levels. The CLC is led by an Academic Lead and a Transitions Coordinator and operates across a faculty comprising four schools located on three separate campuses.

From its inception, the CLC worked directly with students, providing academic support, while also acting as a central point of contact for student support.

During its first year, the CLC demonstrated strong engagement with students, particularly those transitioning into higher education or experiencing early academic difficulty. However, limitations emerged in the CLC's ability to coordinate effectively with several academic staff across multiple schools and campus locations. These challenges emphasised the need for a structured interface between the CLC student supports and school level academics.

Challenges Identified

A key challenge related to communication between schools and the CLC. The CLC could identify students at risk of disengagement or withdrawal from results data but to gain a better understanding of this data meetings with academic was essential. In the first year there was often engagement with several academics from each school. Academic staff, including lecturers and year tutors, were managing significant teaching and administrative workloads, limiting their availability for meetings and coordination with the CLC, resulting in ad-hoc and infrequent meetings.

This posed risks to early intervention where delays in information sharing, unclear ownership of follow-up actions, and inconsistent engagement across schools reduced the effectiveness of retention measures, particularly during the critical first two years of study, for students, when withdrawal risk is highest. There was a clear need for a role embedded within each school that could coordinate retention activity and a maintaining close alignment and communication with the CLC and other academic support services.

Intervention: The Student Success Champion Model

In response, the CLC proposed the introduction of a Student Success Champion in each school as part of its Faculty Retention Plan. Each Champion would be allocated agreed workload hours and would work alongside Year Tutors for first- and second-year cohorts. The role was explicitly designed to support the implementation of faculty level retention strategies while remaining sensitive to local school contexts.

The Student Success Champions act as the primary liaison point between their School, the CLC team. They meet weekly with the CLC team which includes the Academic Lead and the Transitions Coordinator to discuss academic results, students who are at risk, students who are not engaging, and those requiring targeted or directed interventions. This regular, structured engagement ensures that information is shared promptly and that responsibilities for follow-up actions are clearly defined.

Key Actions and Data-Informed Practice

The Student Success Champion role is linked to several specific actions within the Faculty Retention Plan, each aligned with strategic objectives as follows:

Monitoring attendance and early intervention: Attendance data is monitored systematically. Where attendance falls below agreed thresholds, students are proactively contacted by the CLC for individual discussions, enabling early identification of emerging issues. There is full feedback to Student Success Champion, and hence the school ensuring that all stakeholders are included in the information loop.

Engagement with class representatives and class culture: Champions work with class representatives to identify barriers to engagement and to strengthen positive class culture, recognising the role of peer dynamics in student persistence.

Raising awareness of academic supports: Champions ensure that students are aware of, and can access, supports available through the CLC and Mathematics Learning Centre.

Targeted interventions for at-risk students: Using attendance, engagement data, and qualitative feedback, Champions collaborate with CLC supports to promote interventions aimed at re-engaging students.

This approach reflects a shift from reactive support to proactive, data-informed intervention, with responsibility shared across schools and central services.

Impacts and Emerging Outcomes

While still in the early stages of implementation, several positive impacts have already emerged.

Communication between the CLC and Schools has become more structured and consistent, ensuring all relevant stakeholders have the information needed and reducing delays in responding to student needs.

Academic staff report greater clarity regarding referral pathways and available supports for struggling students, while students benefit from timely and coordinated interventions.

An unintended but positive outcome has been the strengthening of a shared culture of responsibility for retention, with the Student Success Champions acting as catalysts for broader engagement with student success initiatives within their schools. The regular weekly meetings have also facilitated cross-school learning, enabling effective practices to be identified and shared within the faculty.

Conclusion and Key Learning

This case study demonstrates how the introduction of a clearly defined, school-based coordination role can significantly enhance the effectiveness of the CLC student support services. The Student Success Champion model addresses a critical gap between student-facing supports and academic structures, enabling earlier intervention, clearer communication, and stronger alignment with retention objectives. Key learning highlights the importance of dedicated time allocation, structured data use, and regular cross-unit engagement in supporting student persistence, particularly in large, multi-campus faculties.

Case Study 4: From Experience to Education: Aligning RPEL in the Screen Industry with academic education

Theme: Lifelong Learning & Education

Keywords: Recognition of Prior Experiential Learning

Screen Ireland is committed to developing future talent through a strategic focus on structured work-based learning. In line with this, the Bachelor of Arts (Honours) in Screen Industry Practice (TU171) was developed by the TU Dublin School of Media in partnership with Screen Ireland and supported by the TU Dublin Enterprise Academy, following extensive consultation with professionals across the Irish screen industries.

The programme enables experienced practitioners to achieve a Level 8 degree, with a substantial portion of credits awarded through Recognition of Prior Experiential Learning (RPEL). It is co-funded by the Government of Ireland and the European Union (via the European Social Fund), Screen Ireland and Creative Skillnet Member Companies.

Analysis and design of the programme

Programme development was guided by extensive stakeholder engagement, including consultations with industry bodies, screen industry members, and information sessions for prospective applicants. It was aided by the development of the innovative Competency Frameworks, devised by Screen Ireland with the Screen Guilds of Ireland and other stakeholders. The Frameworks outline a detailed matrix of skills and competencies required for each grade in each sector of the Screen Industries, allowing for the alignment of these competences with the National Framework of Qualifications. The School and the Enterprise

Academy recognised that such a comprehensive, rigorous, and transparent framework would be transformative for accrediting work-based learning and evaluating RPEL applications.

The decision to focus on a Level 8 qualification was shaped by a survey of Screen Guilds of Ireland members, which highlighted that many experienced practitioners entered the industry with lower formal qualifications. The School also noted a clear pattern: those with the longest service often had fewer accredited qualifications than newer entrants. At the same time, these established professionals are increasingly expected to supervise or mentor recent graduates who, on paper, hold higher awards. The new programme therefore aims to level the playing field by enabling industry practitioners to gain a recognised qualification that reflects their extensive experience.

A Fit-for-Purpose Curriculum

Designed for those in full-time employment, this 60-ECTS part-time programme is delivered over three semesters through a blend of in-person and online learning. The programme is built on the understanding that participants are already experienced professional learners who benefit from bridging their extensive experiential learning with the themes and skills typically taught in contemporary BA programmes. Modules therefore focus on helping students contextualise their prior professional experience while strengthening their critical, academic, and analytical skills. The programme is distinctive in welcoming learners with a wide range of backgrounds—from no formal qualifications to those already holding a Level 7 awards. Core modules include The Reflective Practitioner and Professional Learning, Research Methods, and Contemporary Themes in Screen Industry Practice, complemented by a suite of electives. Learners' work-based experience forms both the basis for entry and the foundation of the capstone Major Project, which situates their lifelong learning within broader professional and academic contexts.

A key feature of the programme is its emphasis on critical reflection and self-directed learning, offering participants the opportunity to formalise and gain recognition for work-based lifelong learning—particularly valuable for those who entered the industry before such pathways were available. The curriculum supports students in understanding their own learning journey and situating it within the wider historical, political, social, and economic developments that have shaped Ireland's creative industries over the course of their careers.

Supporting the Return to Learning

Many prospective applicants had little or no experience applying to higher education and needed additional support. Initial workshops were introduced to help them prepare a substantial portfolio of prior learning, but it soon became clear that a more structured and accessible approach was required. This led to the development of the 5-credit Level 6 Certificate in Portfolio Preparation for the Screen Industry, a

standalone accredited module that guides learners through the application process and provides an introductory experience of academic study. Built on a principle of translation rather than deficit, the module assumes learners already possess work-based learning at NFQ Level 7 or above but supports them in expressing that learning in academic terms and evidencing it, often through the Competency Frameworks, in ways meaningful to evaluators outside the screen industries. Participant feedback has been exceptionally positive.

Outcome and impact

The programme now boasts among its participants leading practitioners from across a wide range of departments in Irish TV and film. The first cohort will present their final major projects in June and are due to graduate in November 2026. Major project topics reflect the diversity of the cohort, but share a commitment to reflection, to challenging inequalities and encouraging better practices in the screen sector.

"The BA (Honours) in Screen Industry Practice at TU Dublin offers me an opportunity to refine and expand my own understanding of my creative process. I believe that combining this experience with structured study will strengthen my own practice but also allow me to contribute meaningfully to the future of Irish screen storytelling."

The next phase of the project will be to investigate whether other disciplines within the University could benefit from a similar model of RPEL for structured work-based learning.

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