

Technological University Dublin

2021

Annual Quality Report (Institution)
Reporting Period 2019-2020

Annual Quality Report (Institution)
PART A: INTERNAL QA SYSTEM
Reporting Period 2019-2020

Internal QA Framework

1.1 Governance and Management of Quality

Overarching Institution Quality Policy

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

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

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

In the interim whilst the new Quality Framework is being developed and new Organisational Design Process is being undertaken, the Quality Assurance Policies, Procedures and Practices of its three legacy organisations will continue to apply in the respective campuses. The implementation of these policies, procedures and practices is managed by the respective registrar

on each campus. In addition, in this interim period, the University's Academic Council will strike a balance between minimising risk to core quality assurance and awarding functions in the founding institutes, while at the same time designing and implementing a fully integrated and unitary quality assurance framework within an agreed timeframe and enhancing the TU Dublin student experience.

Quality assurance decision-making fora

Academic Council

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

In November 2020, Academic Council established 3 new sub-committees:

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

Reporting to the University Programmes Board are the six Academic Boards:

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

These six Boards were formed from the legacy Academic Councils of Tallaght and Blanchardstown and City Campus College Boards. They are maintaining their existing committee structure. In the case of City Campus, the Academic and Quality Assurance committees also continues to operate for interim.

The TU Dublin Graduate Research School Board also now reports directly to the University Programmes Board.

1.2 Linked Providers, Collaborative and Transnational Provision

The oversight of Linked, Collaborative and Transnational Provision falls within the remit of TU Dublin University Programme Board. All new proposals for such programme provision are considered by this committee utilising in the below interim campus procedures whilst draft TU Dublin procedures for Linked / Collaborative and Transnational Provision are being finalised.

In City Campus the established Linked and Collaborative Provider Committee, chaired by the Head of Academic Affairs in the interim continues to oversees the implementation of the quality assurance procedures for Linked and Collaborative Providers. A Finance, Legal and Due Diligence Sub-Committee, chaired by the Chief Operations Officer reports into the Linked and Collaborative Provider Committee.

The detailed procedures for collaborative providers are contained in Chapter 13: Collaborative Provision and Chapter 14: Linked Providers in the City Campus's Handbook for Quality Enhancement available at:

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

In Tallaght Campus, a supplement to the Quality Assurance Procedures Manual 2017 describes the procedures and requirements for developing collaborative programmes, transnational programmes and joint awards. It also provides procedures and guidelines for programmes delivered through blended, distance and/or e-learning. Available at:

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

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Programme Development and Approval is the remit of each Academic Board which report 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. The new Programme Development and Approval procedures have been circulated for consultation across the University. These procedures outline the expected criteria for new programmes, time lines for approval, including the approval of an initial outline proposal prior to full programme development, the development of detailed programme documentation and the establishment of validation panels by Faculty Programme Boards to review the documentation and subsequent approval of the validation panels' reports. Further details are available at:

<https://www.tudublin.ie/intranet/qeconsultation/academic-quality-framework/>

The interim procedures on each campus are available as follows:

Blanchardstown 2MP01 Design, validation and accreditation of new academic courses <https://www.itb.ie/AboutITB/QualityAssurancePolicies/qap.asp>

Chapters 1-3 of the City Campus Handbook for Academic Quality Enhancement for programme development and approval. These are available at <http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/>.

Tallaght Campus Academic Quality Assurance & Enhancement Manual' available at <http://www.ittallaght.ie/quality-assurance-enhancement>

TU Dublin has signed a Memorandum of Understanding with SOLAS which sets out a framework for the programme development for traditional craft apprenticeship programmes delivered in Collaboration with SOLAS.

2.2 Admission, Progression, Recognition & Certification Guide

[Ref: QQI Core QAG Section 2.3.2 – *Learner admission, progression and recognition*; ESG 1.4; QQI Policy Restatement on Access, Transfer and Progression (2015)].

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. <https://www.tudublin.ie/cao/>. Additional information is also provided to International Learners at <https://www.tudublin.ie/study/international-students/>.

Separate webpages provide detailed information to prospective applicants to:

Postgraduate Programmes <https://www.tudublin.ie/study/postgraduate/>,

Part-time <https://www.tudublin.ie/study/part-time/>

Springboard+ <https://www.tudublin.ie/study/springboard/>,

Apprentices <https://www.tudublin.ie/study/apprenticeships/>

The Alternative Pathways to Education website:

<https://www.tudublin.ie/study/undergraduate/how-to-apply/entry-pathways/> provides detailed guidance on the range of alternative entry routes to TU Dublin including:

Access Routes

- HEAR - Higher Education Access Route Scheme
- DARE - Disability Access Route to Education Scheme
- QQI Access TU Dublin
- Access TU Dublin
- Access Foundation Programme
- Deferrals (from CAO offer only)

Scholarships

- Academic
- Sports

Other

- QQI Level 5/6 Award Holders
- Advanced Entry
- Recognition of Prior Learning
- Access to Apprenticeship
- Springboard+
- International/Non EU
- Mature Student Applicants
- Maths Competency Test

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

<https://www.tudublin.ie/explore/about-the-university/widening-participation/>

Transfer

TU Dublin accepts transfer applications from students who have studied related programmes in other HEI's. Detailed guidance on the application procedures for these advanced entry applications to our full-time undergraduate programmes are described on our advanced entry website: <https://www.tudublin.ie/study/undergraduate/how-to-apply/entry-pathways/advanced-entry/>

Progression

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 Level's 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. Details of the range of full-time and part-time opportunities at TU Dublin is available at: <https://www.tudublin.ie/study/>

2.3 Procedures for Making Awards Guide

[Ref: QQI Sector-specific QAG for Designated Awarding Bodies, Section 6].

The University Programmes Board is responsible for the procedures for making new awards. The Quality Framework Team are developing new procedures for making awards. In the Interim period the following campus procedures apply. The criteria for the approval of new programmes in each campus includes ensuring that the aims, objectives and learning outcomes of the programme well-founded and 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.

In Blanchardstown campus the 2MP01 Design, validation and accreditation of new academic courses is available at: <https://www.itb.ie/AboutITB/QualityAssurancePolicies/qap.asp>

In City Campus the procedures to be followed are available in Chapters 1 – 3 in the Handbook for Quality Enhancement available at:

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

In Tallaght campus the procedures to be followed are available in the Academic Quality Assurance & Enhancement Manual' available at <http://www.ittallaght.ie/quality-assurance-enhancement>. Additional guidance on developing learning outcomes and assessment methods is provided through the Learning, Teaching and Technology Centre. <https://www.dit.ie/aadlt/lrtc/>

2.4 Teaching, Learning and Assessment

Guide:

[Ref: **Teaching and Learning:** QQI Core QAG Section 2.5 – *Teaching and Learning*; ESG 1.3; **Assessment:** QQI Core QAG Section 2.6 – *Assessment of Learners*; ESG 1.3]

TU Dublin has procedures in each campus 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 is currently been developed and a unitary survey will be issued to all TU Dublin students from May 2021.

There is an Annual Programme / Course Monitoring processes which facilitates programme committees / Course Boards to reflect on programme delivery and the student experience and make regular enhancements. There are also detailed procedures for Programme Review, School Review and College 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 predominantly detection and punishment approach. This approach is being used to inform the development of the new assessment regulations 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. See: [TU Dublin Case Study 5 on: Academic Integrity – Towards Effective Guidelines and Protocols for embedding Academic Integrity; Epigeum Online Resource.](#)

The Assessment regulations and Marks and Standards document detailed the external examiner process that is in operation across TU Dublin. All major award programmes in TU Dublin have at least one external examiner who's role is to ensure that the results achieved by the student are appropriate, judged by their assessment performance. 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.

Further details are available at:

1. <http://www.itb.ie/AboutITB/QualityAssurancePolicies/qap.asp>
2. <https://www.dit.ie/qualityassuranceandacademicprogrammerecords/student-assessment-regulations/general/>
3. <http://www.it-tallaght.ie/quality-assurance-enhancement>

3.0 Learner Resources and Support

Guide:

[Ref: QQI Core QAG 2.7 – *Supports for Learners*; ESG 1.6; QQI Code of Practice for Provision of Programmes of Education and Training to International Learners; QQI Statutory Topic-specific QA Guidelines for Providers of Blended Learning Programmes]

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: <https://www.tudublin.ie/library/>

Student Life including Sports and Societies: <https://www.tudublin.ie/for-students/student-life/>

Study Facilities including the Academic Writing Centre: <https://www.dit.ie/awc/>, and the Maths Learning Support Centre <https://www.dit.ie/mlsc/>

Career Guidance: <https://www.tudublin.ie/for-students/career-development-centre/>

Student Services Support: <https://www.tudublin.ie/for-students/student-services-and-support/>

Health and Safety: <https://www.tudublin.ie/for-students/health-and-safety/>

Student Health Centres: <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/student-health-centres/>

Detailed guidance on using the E-learning resources of the University is available at: <https://www.tudublin.ie/for-students/e-learning-resources/>

Separate Guidance is tailored for Returning Students and New Students:

<https://www.tudublin.ie/for-students/starting-at-tu-dublin/> which 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

Guide:

[Ref: QQI Topic-specific QAG for Providers of Research Degree Programmes; Ireland's Framework of Good Practice for Research Degree Programmes (2019); HEA National Framework for Doctoral Education, The 'Salzburg' Principles, The 'Salzburg II' Recommendations; National Policy Statement on Ensuring Research Integrity in Ireland]

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:

<https://www.tudublin.ie/research/postgraduate-research/graduate-research-school/graduate-research-school-regulations--forms/>.

These regulations are currently been updated and a new draft circulated for consultation.

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

In Blanchardstown campus the process is outlined in the policies at <https://www.itb.ie/AboutITB/QualityAssurancePolicies/gap.asp> and in Tallaght Campus in the Quality Manual available at <http://www.ittallaght.ie/quality-assurance-enhancement>

5.0 Staff Recruitment, Development and Support

Guide:

[Ref: QQI Core QAG 2.4 – *Staff Recruitment, Management and Development*; ESG 1.5; National Forum for the Enhancement of Teaching and Learning in Higher Education, National Professional Development Framework for All Staff Who Teach in Higher Education]

The University has developed a comprehensive, unitary set of HR Policies and Procedures that supersede previous campus-centric policies and procedures. These include Policies on Recruitment, Staff Training and Development, Promotion, Pay and Health and Wellbeing. These are available at: <https://www.dit.ie/hr/>

These HR Policies and Procedures have been supplemented with a range of new policies and procedures which were agreed with the social partners to support staff since the onset of Covid 19. These policies include agile working principles in the towards a new way of working policy, an agile working agreement, COVID-19 Response Plans and Training. These new policies are available at <https://www.tudublin.ie/intranet/covid19/>

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

6.0 Information and Data Management

Guide:

[Ref: QQI Core QAG 2.8 – *Information and Data Management*; ESG 1.7]

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: <https://www.tudublin.ie/explore/gdpr/data-protection-policy/>

As part of its quality assurance procedures relevant data is collected and analysed. This data includes student admission, progression and performance data as well data provided by students as part of their evaluation of programmes and modules. Details on how data is used are contained in the Annual Monitoring, Programme Review, School Review, College Review and Unit Review Chapters contained in the City Campus Handbook for Academic Quality Enhancement: <http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/>, the Tallaght Campus Quality manual available at: <http://www.it-tallaght.ie/quality-assurance-enhancement> and the Blanchardstown Quality Policies available at: <http://www.itb.ie/AboutITB/QualityAssurancePolicies/qap.asp>

7.0 Public Information and Communication Guide

[Ref: QQI Core QAG 9 – *Public Information and Communication*; ESG 1.8;]

The University's Admissions website and prospectuses provide clear, accurate and up to date information on programmes to prospective students. <https://www.tudublin.ie/study/> The template used for the provision of information was designed in consultation with students. In addition, the University's Programme and Module Catalogue provides further details on the academic content of programmes and modules.

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

In addition, it is University policy to publish on the Internet the minutes of Governing Body <https://www.tudublin.ie/explore/about-the-university/governance/> and Academic Council <https://www.tudublin.ie/intranet/academic-council/> and the reports from Programme Validations and Programme, School, College and Unit Reviews at: <http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/>
<https://www.itb.ie/AboutITB/QualityAssuranceReports/gar.asp>

8.0 Monitoring and Periodic Review

Guide:

[Ref: QQI Core QAG 2.1 - *Governance and Management of Quality*, 2.2 – *Documented Approach to Quality Assurance*, 2.10.3 – *Expert panellists, examiners and authenticators*, 2.11 – *Self-Evaluation, Monitoring and Review*; ESG 1.1]

The draft TU Dublin processes which have been circulated for consultation, include a strong emphasis on self-evaluation and monitoring. In particular this is included in the Annual Programme Enhancement Process, Programmes Review, School Review, Faculty Review and Professional Services Review procedures.

This builds on the role for self-evaluation and monitoring which is included in each of the Interim Campus specific procedures currently in operation and are as detailed in the City Campus Handbook for Academic Quality Enhancement available at:

<http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/>, the Tallaght Campus Quality manual available at: <http://www.it-tallaght.ie/quality-assurance-enhancement> and the Blanchardstown Quality Policies available at:

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

These policies also outlines how external reviewers are appointed to each of the University's Validation and Review Panel and the City Campus General Assessment Regulations, Tallaght Campus, Marks and Standards Document and Blanchardstown Assessment policy outline the policies followed when recruiting external examiners.

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

<https://www.it->

[tallaght.ie/contentFiles/Documents/Registrar's%20Office/marks%20%26%20standards/Marks_Standards_Student_Assessment_01Jan2019.pdf](https://www.it-tallaght.ie/contentFiles/Documents/Registrar's%20Office/marks%20%26%20standards/Marks_Standards_Student_Assessment_01Jan2019.pdf) and

<https://www.itb.ie/aboutitb/qualityassurancepolicies/3AS06%20Academic%20programme%20assessment%20policy%20and%20procedure%20-26th%20September%202019.pdf>

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	34
Awarding bodies	0
QA bodies	0

New Accreditations in 2019/20

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Association for Nutrition (AfN) in UK https://www.associationfornutrition.org/
Programme titles and links to publications	BSc in Human Nutrition and Dietetics
Date of accreditation or last review	
Date of next review	

2. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	British Computer Society
Programme titles and links to publications	MSc in Computer Science (Data Science)
Date of accreditation or last review	
Date of next review	

3. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Institute of Building (CIOB)
Programme titles and links to publications	BSc (Ord) Construction Site Management
Date of accreditation or last review	
Date of next review	

4. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	Bachelor of Engineering Technology in Electrical Services Engineering (part-time) Master of Engineering in Sustainable Electrical Energy Systems (full-time and part-time)
Date of accreditation or last review	
Date of next review	

5. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Energy Institute
Programme titles and links to publications	Bachelor of Science (Honours) in Electrical Services & Energy Management (advanced entry, part-time) Bachelor of Science (Honours) in Electrical Services & Energy Management (ab initio)
Date of accreditation or last review	
Date of next review	

6. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Honorable Society of the King's Inns
Programme titles and links to publications	LLB Law with a Language
Date of accreditation or last review	
Date of next review	

7. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CORU
Programme titles and links to publications	Bachelor of Arts (Honours) in Social Care Work and the Bachelor of Arts (embedded award) in Social Care Work. https://www.tudublin.ie/study/undergraduate/courses/applied-social-care-tu997/?courseLocation=tallaght&keywords=social%20care
Date of accreditation or last review	30th September 2020
Date of next review	2025

8. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Property Services Regulatory Authority
Programme titles and links to publications	Higher Certificate in Real Estate (Valuation, Sale and Management Higher Certificate in Business in Real Estate, Valuation, Sale & Management Level 6 (120 ECTS) - Registration Opens March 2021 IPAV https://www.ipav.ie/education/courses/higher-certificate-business-real-estate-valuation-sale-management-level-6-120-ects
Date of accreditation or last review	2019
Date of next review	2021

9. Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Chartered Society of Forensics Sciences - UK
Programme Tiles and Links to Publications	TA315 DNA and Forensic Analysis - Level 7 <u>TA_SADNF_D</u> TA326 DNA and Forensic Analysis - Level 8 <u>TA_SADNF_B</u>
Date of Accreditation or Last Review	20 th April 2019
Next Review Year	2022

9.2 Collaborative Provision

Type of arrangement	Total number
Joint research degrees	1
Joint/double/multiple awards	11
Collaborative programmes	61
Franchise programmes	3
Linked providers (DABs only)	-

1. Collaborative provision (Type of collaborative provision)	Collaborative Programme
Name of body (/bodies):	Krisolis Ltd
Programme titles and links to publications	CPD Certificate in Foundations of Artificial Intelligence
Date of last review	Approved November 2020
Date of next review	Academic Year 2025/26

2. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body (/bodies):	University College Dublin
Programme titles and links to publications	Professional Diploma in Transversal Skills
Date of last review	Approved November 2020
Date of next review	Academic Year 2025/26

3. Collaborative provision (Type of collaborative provision)	Joint Programme
Name of body (/bodies):	Cork Institute of Technology now Munster Technological University
Programme titles and links to publications	Higher Certificate in Logistics (Apprenticeship)
Date of last review	Programme Validated: May 2018 for delivery in TU Dublin. Delivery in Munster Technological University commenced September 2019
Date of next review	Academic Year 2022/23

4 Collaborative provision (Type of collaborative provision)	Collaborative Programme
Name of body (/bodies):	Institute of Professional Auctioneers & Valuers
Programme titles and links to publications	Higher Certificate in Real Estate (Valuation, Sale and Management) Higher Certificate in Business in Real Estate, Valuation, Sale & Management Level 6 (120 ECTS) - Registration Opens March 2021 IPAV
Date of last review	Programme Validated: 2018
Date of next review	Academic Year 2022/2023

9.3 Articulation Agreements

Articulation agreements - Total number	9
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1. Articulation agreement:	
Name of body (/bodies):	Nanjing Tech University, China
Programme titles and links to publications	Bachelor of Engineering in Civil Engineering
Date of agreement/arrangement or last review	May 2020
Date of next review	
Detail of the agreement	Students who complete 3 years of relevant study in Nanjing Tech University and meet the English Proficiency requirements may progress to year 4 on the BE in Civil Engineering in TU Dublin

2 Articulation agreement:	
Name of body (/bodies):	Colleges Ontario Colleges (Sheridan College, St. Lawrence College) Ontario, Canada
Programme titles and links to publications	BA Hons in Advertising and Marketing Communications
Date of agreement/arrangement or last review	Ongoing articulation
Date of next review	Ongoing articulation
Detail of the agreement	Students in Colleges Ontario courses in Advertising/Marketing who complete a three year Advanced Diploma are eligible for direct entry to year 4 of the BA Hons in Advertising and Marketing Communications, or BBus Hons in Marketing Management, or BA Hons in Digital Marketing Technologies

3. Articulation agreement:	
Name of body (/bodies):	NBCC New Brunswick Community College, New Brunswick, Canada
Programme titles and links to publications	BBus in Marketing
Date of agreement/arrangement or last review	December 2018
Date of next review	Agreement has not commenced with any students partaking yet
Detail of the agreement	Students in NBCC courses in Advertising/Marketing/Digital Marketing who complete a two year Certificate are eligible for direct entry to year 3 of the BA (or Hons) in Advertising and Marketing Communications, or BBus (or Hons) in Marketing Management, or BA (or Hons) in Digital Marketing Technologies

PART B: INTERNAL QA SYSTEM

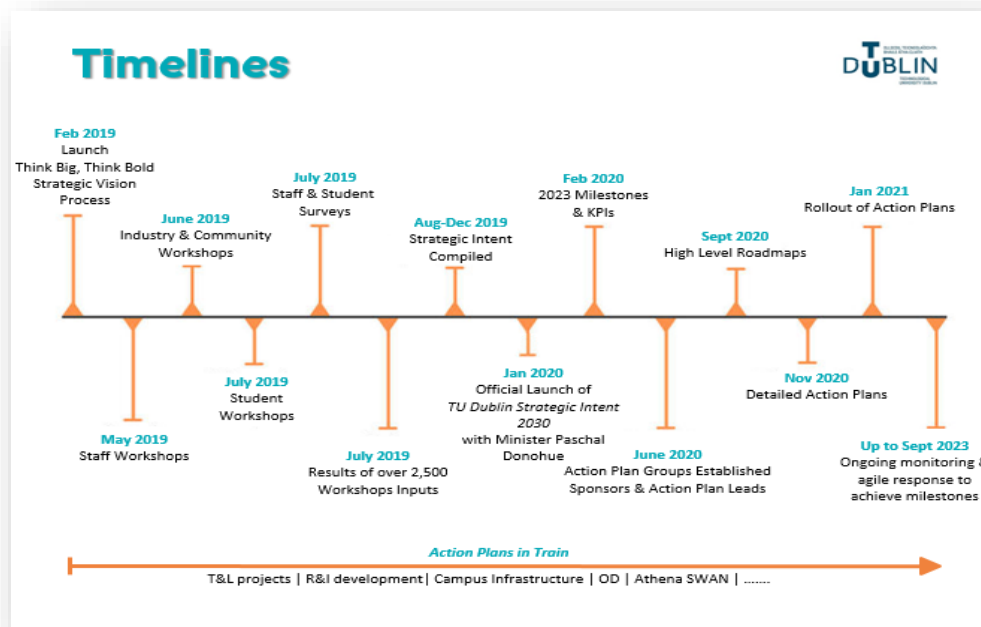
1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

TU Dublin Strategic Planning Process

TU Dublin was formally established on the 1st of January 2019, under the Technological Universities Act 2018 (TU Act). Designation as a technological university was a substantial achievement providing us with the opportunity to make significant contributions as a new type of university within the Irish higher education landscape. In line with the University's mission and the functions of a technological university set out in the TU Act, a process to develop the University's first strategic development plan commenced in 2019. Given the foundational nature of this plan, a focus was placed on preparing a three year plan within a longer, visionary, ten year timeframe. The **TU Dublin Strategic Intent 2030¹** was created over a 12 month development period and was formally launched in January 2020.

In addition to detailed analysis of external drivers and internal capabilities, a significant consultation process was undertaken in the creation of the plan with the aim of maximising stakeholder engagement. The interactive and collaborative planning sessions invited contributions from over 2,500 stakeholders including staff and students, alumni, community and industry. It also included feedback through surveys of staff and students. Stakeholders were tasked to **Think Big – Think Bold** and to consider future strategy through the lens of the **UN Sustainable Development Goals (SDGs)** so we can contribute to making the world a better place in which to live. The strategic planning process is mapped in the chart below.



¹ <https://www.tudublin.ie/explore/about-the-university/strategicplan/>

In compiling the input from 2,500 stakeholders, some clear areas of focus and shared concerns emerged. We crafted the ambitious vision to *Create a Better World, Together* shaping our plan through three interrelated themes – *People, Planet and Partnership* <https://www.tudublin.ie/explore/about-the-university/strategicplan/2030/>. Our ambitions are outlined below.

- **PEOPLE** – Fostering Individual Talents in an Ever Changing World
- **PLANET** – A Powerhouse for Living & Breathing Sustainability
- **PARTNERSHIP** – Delivering Shared Impact.

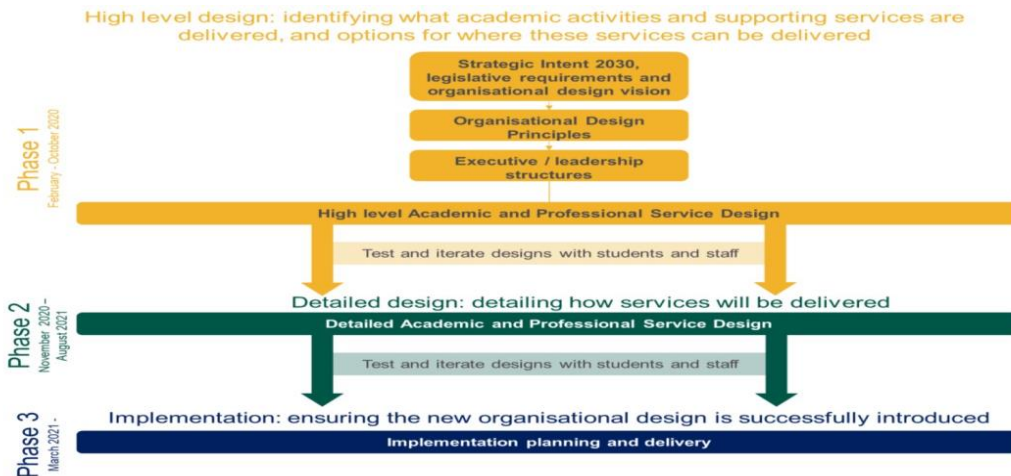
To achieve our TU Dublin Strategic Intent 2030 a three year Strategic Plan to 2023 has been developed and the implementation framework adopted to ensure its delivery is summarised below. Key TU Dublin objectives, have also been mapped to the National System Performance Framework.

Organisational Design

In January 2020, TU Dublin appointed Crowe/PA Consulting Team to support the development of its Organisational Design Strategy and Implementation Plan². The scope of work included:

- Development and delivery of an organisation design strategy for TU Dublin which ensures the new University will have the capacity to deliver its strategic plan in an efficient and effective manner.
- Making recommendations on the end state academic and professional services structures, (size and scope), to TU Dublin following consultation with internal and external stakeholders as appropriate. Consider areas of duplication and recommend changes to eliminate such duplication.
- Identification of consultation processes to be developed in conjunction with TU Dublin.
- Making recommendations on the academic and professional services operational relationships across the University Campuses.
- Development of an implementation plan and delivery on the preferred organisational structures of this plan.
- Identifying the change management programme required to achieve the end state structures in a timely manner.
- Provide ongoing advice and support in relation to the OD strategy and implementation plan.

A three-phase approach was developed by Crowe/PA and agreed with TU Dublin upon commencement of the project. The planned structure of work and intended outputs from the three phases are summarised in the schematic below. The agreed work encompasses the development of change

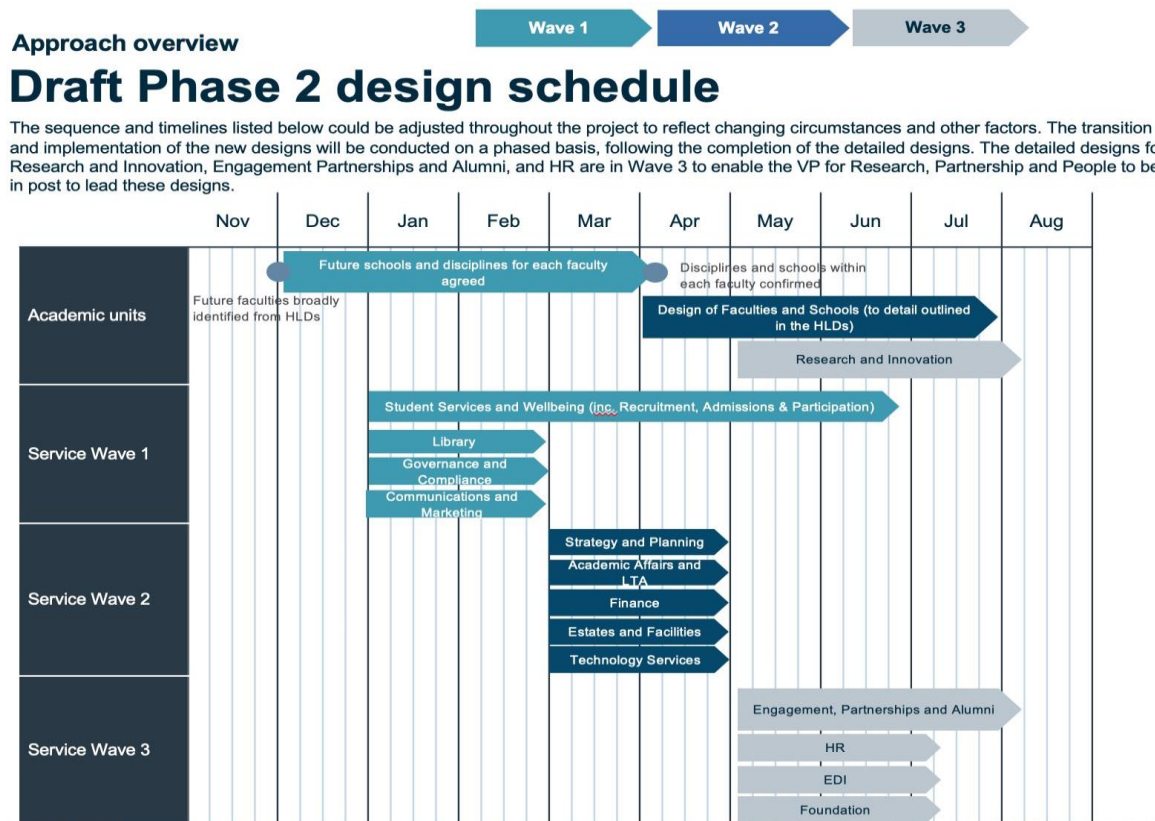


² Crowe-PA. 2020. Post Engagement Phase 1 - High Level Design, Final Report, November 2020. 70pp

Schematic Description of the Overall Approach to OD Strategy and Implementation

Phase 1 of the OD Strategy and Implementation Plan was successfully completed, and the Final Report and Supporting Appendices published. The recruitment process for the Executive Leadership Team identified in this phase is ongoing and due for completion by April 2021. The hallmark of the OD Strategy and Implementation process has been the collegial approach to the process, specifically the stakeholder inclusivity and extensive consultation. Outputs of the stages covered to-date are at: <https://www.tudublin.ie/intranet/organisation-design/>.

Phase 2 of the OD Strategy and Implementation Plan is ongoing per the schedule depicted in the schematic below³.



Schematic of the ongoing Phase 2 of OD Strategy and Implementation

Development of TU Dublin Quality Framework, including TU Dublin Academic Council

The work of the Quality Framework Project Team continued in the reporting period. A survey of all staff was conducted in March 2020, the purpose of which was to elicit staff perceptions of the effectiveness of the current quality frameworks and to gather comments and suggestions in relation to specific procedures and policies. All subsequent sections of the survey focused on different quality assurance and enhancement procedures, and included both quantitative questions and opportunities for staff to comment on specific aspects of the current quality frameworks and makes suggestions for future developments. The survey questions were structured under the following sections:

- Principles Underpinning Quality Framework
- Effectiveness of Quality Assurance Committees & Roles
- Understanding & Effectiveness of Quality Assurance Procedures
- Embedding of Quality Agenda – Communications & Staff Development

³ Crowe-PA. 2021. TU Dublin Organisational Design Project; Phase 2 - Detailed Design Approach Summary.

- Stakeholder Feedback
- Annual Programme Monitoring

Following the survey, a number of focus groups took place to explore particular policies and processes in more detail, including annual programme enhancement, student feedback mechanisms and the role of the external examiner. The findings from the survey and the focus groups have informed the development of policies and processes.

The work of the Project Team has been dependent on progress on Organisational Design and so has not been completed within the reporting period. See section 3.1 on objectives for this current year

2020/21.

TU Dublin Academic Council

The new TU Dublin Academic Council was established in October 2019. Governing Body adopted guiding Principles for Academic Council, which informed the composition of the Council, including:

- Academic Council should have the minimum number of members to ensure it can work effectively
- There will be a strong stakeholder voice on the Council
- There will be significant student representation on the Academic Council

There are only two *ex officio* members of Academic Council (the President as Chair and the Registrar). All other members are appointed through the submission of an 'expression of interest' process followed by election. This process also applies to the Council's sub-committees.

Six sub-committees of Academic Council were identified at its inception, though did not meet within the reporting period:

- the Academic Quality Assurance and Enhancement Committee
- the University Programmes Board
- the Academic Regulations, Policies and Procedures Oversight Committee
- Student Experience Committee
- Research, Innovation and Entrepreneurship Committee
- Honorary Awards, Scholarships and Prizes Committee.

Graduate Research School Board, an existing committee that already had cross-campus membership, continued to meet, as did legacy committees including the six Academic Boards and Academic Quality Assurance Committee.

Physical Infrastructure Developments

Grangegorman

The aim to relocate many sites to Grangegorman for the start of the 2020/21 academic year was affected by the COVID-19 emergency and cessation of construction activity for certain periods.

The construction of the East and Central Quads commenced in March 2018. While work proceeded steadily through 2019 up to March 2020, it stopped due to COVID restrictions. Construction resumed in June 2020 with a view to completing in Q4 2020. The completion of

these Quads shall allow sites at Kevin Street, Cathal Brugha Street, Rathmines, Chatham Row and Mountjoy Square to be vacated.

Construction in Park House commenced in February 2019 to accommodate the new (temporary) library as several schools relocate to Grangegorman to other sites. It will also offer temporary workspace for academic staff, and will continue to accommodate central services which have been located there since 2018. While construction ceased in March 2020 it resumed in June 2020 with a view to completing later in 2020.

Rathdown House has been refurbished to accommodate dining facilities, student services, health & wellness centre.

Tallaght

One exciting development as part of this portfolio is the Sports Science, Health and Recreation Building and Sports Facility on our Tallaght campus. The 3,186m² multi-disciplinary construction work commenced at the end of August 2020. It comprises of teaching laboratories, fitness suite, laboratories, sports hall, lecture theatres and classrooms. A grass playing pitch will be developed along with landscaped pedestrian areas, new paved areas and covered bicycle-parking spaces. This fantastic new facility will provide the opportunity to increase student enrolments in the existing Sports Science and Health programmes

TU Dublin Cinnte Review

As noted in the 2018/19 AIQR, the QQI CINNTE Cyclical Review for Technological University Dublin commenced in 2019, with a main review visit (MRV) planned for October 2020. A key action was the establishment, to guide the process, of a steering group drawn from across our university, with Professor Brian Bowe appointed to chair this group in December 2019, and Mr Richard Gallery taking on a coordinating role. In order to work effectively towards meeting the objectives of the review process, a number of associated teams were established under the auspices of the steering group.

This included the Institutional Self Evaluation Report (ISER) team, who worked together, through a series of workshops and other discussions, to devise and refine a chapter structure for the ISER. Chapter leads were appointed to work on each chapter, and they in turn appointed sub-teams to assist them with the required documentation, and in conducting the consultative process associated with the themes represented in each chapter. This chapter structure was discussed with QQI at a meeting on 14 January 2020. The overall structure was considered appropriate, with QQI emphasising the need for a forward-looking document, and asking for a sub-section relating to the NFQ and TU Dublin awards.

Ensuring adequate consultation with both internal and external stakeholders is an important part of the review process, and has been foregrounded as a consideration for each ISER chapter lead. They have, in turn, developed individual consultation plans for each ISER chapter, the consultation for which commenced in Q2 2020. In the reporting period 2019-20 this principally consisted of surveys and on-line focus groups run as part of the associated development of our new Quality Framework. In addition, our Steering Group, at the suggestion of the Students' Union,

agreed that NSTeP should be invited to conduct an institutional evaluation on student engagement in decision making, which was planned to take place in Q4 2020.

In parallel to this, a team was established to produce the Institutional Profile required for the Cinnte review. Working on the basis of guidance from the Steering Group, this team worked to devise a document structure which would allow us to represent the breadth and depth of our new university. Using this document structure, the team began the data gathering exercise and wider consultation necessary to develop the Institutional Profile.

A communication exercise also commenced, beginning with a communication to all staff regarding the Cinnte review, and a series of presentations to Academic Council and Academic Boards of the University. It was also agreed that a communication would be sent via the student union to our student body.

Although at this stage (March 2020) we were on track for the agreed review dates, the COVID-19 emergency had significant implications for our Cinnte process, as those involved in the review now had new, mission critical, tasks to address as our university sought to realign its processes in order to continue the delivery of our programmes for our student body. Consequently, it rapidly became untenable to continue with the agreed dates for our Cinnte process. Following the guidance of our Steering Group, and through discussion with QQI, which was finalised in December 2020, a new timeline was agreed between TU Dublin and QQI

- Main review visit (MRV) week of 4th October 2021
- MRV Planning meeting with QQI circa end of August, start Sept, 2021
- ISER Submission to QQI, 9th July 2021
- Case Studies submitted to QQI 13th July 2021
- Institutional Profile submitted to QQI 4th June 2021

The ISER chapter team, and the Institutional Profile teams, were aware, once the implications of the Coronavirus emergency became clearer in April/May 2020, that a new timeline would be required for the Cinnte review, and worked on that basis. Although progress was quite slow between March and August 2020, we were confident, with the commencement of the new academic year 2020-21, that documentation structure provided a solid foundation to work towards the final documentation.

1.2 Update on Planned QA Objectives identified in Previous AQ

No.	Planned objectives (Previous AQR)	Update on Status
1	Development and launch of TU Dublin Strategic Plan (Strategic Intent 2030)	See Section 1.1 above
2	The commence review of Organisational Design for TU Dublin	See Section 1.1 above
3	Establishment of QA-QE related sub-committees of the new Academic Council, including a Quality Board	See Section 1.1 above
4	Continued development of the TU Dublin Quality Framework, encompassing the design, implementation and analysis of a survey on the Effectiveness of the Quality System as part of the consultation process for the unitary QA-QE process;	See Section 1.1 above
5	Preparations for the QQI CINNTE Institutional Review, including development of the Institutional Profile and Institutional Self Evaluation Report;	See Section 1.1 above
6	Population of Programme & Module Catalogue to be completed, with system to go live in September 2020;	See Section 2 below
7	New Academic Integrity Guidelines to be considered as part of the Quality Framework	<p>As part of the response to the COVID-19 emergency and the move away from invigilated examinations to online examinations and assignments, all TU Dublin students undertaking assessment were required to complete the University Declaration of Integrity. The declaration has been integrated into the Virtual Learning Environments. In addition to the Declaration, Schools are employing other strategies to ensure the integrity of the assessments, including:</p> <ul style="list-style-type: none"> • Use of plagiarism detection software • Through assessment design: <ul style="list-style-type: none"> • Requiring personal reflection;

		<ul style="list-style-type: none"> • Random question order; • Random answer choice on MCQs; • Individualised questions. <p>In addition to the above, if a lecturer has any concerns in relation to the integrity of any submitted assessment material, the lecturer can invite the student(s) to an oral examination to confirm the students understanding and command of the material in question.</p>
8	Finalise the report from the Blended Learning Working Group on implementation of the QQI Guidelines	The cross-University Blended Learning Working Group issued its Report and Blended Learning QA Checklist. Both documents will go to Academic Boards for consideration before coming forward for final approval and adoption.
9	Review of partnership arrangements across TU Dublin	<p>A working group had been set up by the Cinnte Steering Group to gather data on all collaborative provision across the University. An inventory was created at that time.</p> <p>At the same time a report 'Review of Academic Collaborations' was compiled for information for the President's Office which aimed to provide a university-wide comprehensive review of the various types of academic collaboration. It provided a snapshot that was accurate as of time of writing. The types of academic collaboration that reviewed were as follows:</p> <ol style="list-style-type: none"> 1. Mobility and Erasmus+ partnerships 2. Research collaborations arising from currently funded projects 3. Informal collaborations based on co-authored peer-reviewed publications 4. Collaborative provision with national and international partners 5. Review of levels of activity with Partners in: <ol style="list-style-type: none"> a. European Universities initiative b. Global Polytechnic Alliance. <p>In addition to the above, the report documents existing processes across TU Dublin for approving and managing these partnerships; it reviews tools and applications that can be used to help manage,</p>

		<p>track and report on collaborations; it makes recommendations for possible improvements and efficiencies in how collaborations can be managed. The learning from the above will inform the Institutional Self Evaluation Report to be completed for TU Dublin's Cinnte Review in 2021, and the development of quality assurance and enhancement policies and processes in relation to linked, collaborative and transnational provision.</p>
10	Development of a Coherent CAO Handbook	<p>The goal of this project was to review the current amalgamated CAO handbook and replace it with a fresh new handbook for 2021 intake that provides greater clarity regarding programme choice while maintaining market share.</p> <p>The process supporting the implementation of this project comprised five components:</p> <ol style="list-style-type: none"> 1. Preparation Phase 2. Process Design 3. Design Application 4. Layout Design 5. Stakeholder Engagement. <p>The Final Report of the working group was signed off by Academic Council in March 2020 prior to submission of the TU Dublin programme listing to CAO later that month.</p> <p>This project is the first step in developing a framework and roadmap for the renewal and reform of academic programme provision for TU Dublin.</p>
11	Transform EDU funded project	<p>Transform-EDU project focuses on an innovative approach to learning where elements of structured programmes, and co and extra-curricular events are purposefully integrated to create the rich learning environments that are required to foster transformative learning. The project draws emphases that, although key learning outcomes in most part may be achievable within structured discipline-specific academic curricular, the 21st Century Graduate profiles that are demanded by employers will be dynamic, therefore, requiring equally agile</p>

		learning environments to ensure consistency in producing graduates who meet and/or exceed the skills demand by enterprise.
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1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Body	18 September 2019 6 November 2019 11 December 2019 12 February 2020 25 March 2020 16 April 2020 13 May 2020 8 July 2020 28 August 2020
Academic Council	<u>Interim Academic Council:</u> 13 September 2019 8 October 2019 <u>TU Dublin New Academic Council:</u> 11 December 2019 12 February 2020 1 April 2020 28 April 2020 13 May 2020 24 June 2020
Advisory Leadership Forum (ALF)	12/09/2019 17/10/2019 24/01/2020 15/12/2020
Academic Quality Assurance Committee (City)	23 September 2019 25 November 2019 27 January 2020 9 March 2020 27 April 2020 8 June 2020

Academic Boards	
City – College of Arts & Tourism	24 September 2019 5 November 2019 19 December 2019 18 February 2020 30 April 2020 17 June 2020
City – College of Business	4 October 2019 31 January 2020 28 February 2020 12 March 2020 30 March 2020 28 May 2020 19 June 2020
City – College of Engineering & Built Environment	24 September 2019 22 November 2019 10 February 2020 13 March 2020 27 April 2020 19 June 2020
City – College of Sciences & Health	2 October 2019 6 November 2019 11 December 2019 5 February 2020 12 March 2020 13 May 2020 19 June 2020
Blanchardstown	18 September 2019 14th November 2019 13th January 2020 6th February 2020 16th June 2020
Tallaght	4 th October 2019 29 th November 2019 5 th February 2020 19 th February 2020 8 th May 2020 16 th June 2020

1.3.2 QA Leadership and Management Structural Developments

Dr Mary Meaney was appointed to the position of Registrar & Deputy President, while Mr Denis Murphy was appointed as Chief Operations Officer, both in October 2019.

The Organisational Design of the University will be completed in 2020/21 and the next tranche of senior roles will be appointed at that time. An organigram will be available at that point.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Validations/reviews that took place in 2019/20		
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
Postgraduate Certificate in Advanced Producing	20th September 2019	
Postgraduate Diploma in Creative Leadership	20 September 2019	
BSc BIM (Digital Construction)	24/25 September 2019	
MSc in Applied BIMM / MSc BIMM (Research)	24/25 September 2019	
MSc in Environmental Health and Safety/ MSc in Health, Safety and Ergonomics	3 December 2019	
<i>Bachelor of Laws (LLB) with a Language</i>	24 January 2020	
MA in Art and Environment	3 February 2020	
BSc (Hons) in Sustainable Timber Technology	10 February 2020	

BA (Hons) in Creative Industries and Visual Culture	13 February 2020	
MSc in Strategic Management (27th May 2020)	27 May 2020	
Certificate in Cell Culture and Disposable Technologies (Level 7) Minor Award	11 th September 2019	https://www.it-tallaght.ie/programme-validations
Certificate in Food Microbiology and HACCP (Minor Award) Level 7	11 th September 2019	https://www.it-tallaght.ie/programme-validations
Project Leadership (Special Purpose Award) Level 9	27 th January 2020	https://www.it-tallaght.ie/programme-validations

1.4.2 Expert Review Teams/Panels⁴ involved in IQA.

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

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	13	0	0	0 (major awards)	10	3	
<i>of those:</i>							
• On-site processes	12				10	2	
• Desk reviews							
• Virtual processes	1					1	
• Average panel size for each process type*	5	5			5	5	

* excluding secretary if not a full panel member

⁴ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

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

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	8	4	4		8						
Secretary			8								
Academic/Discipline Specific	9 external 24 internal	3 external 12 internal	6 external 12 internal		24	4	4	1		7	2
Student Representative	0										
QA	8		8								
Teaching & Learning											
External Industry /Third Mission	7	6	1			7	0	0	0		

2.0 IQA System – Enhancement and Impacts

Quality Assurance and Quality Enhancement

The well-established Quality Assurance policies and procedures continue to be effectively implemented across the University. In the reporting year, the focus was on programme validations and the periodic and annual programme review process. Our Quality Assurance processes which are utilised to design and deliver professionally focused programmes which produce work-ready graduates is evidenced by the high level of programmes which have received professional accreditation and high level of employment of our graduates.

Programme validations and reviews continue to confirm the quality of academic programmes being delivered. Panels have continued to comment on the many examples of good practice evident at programme and School/Department level. Conditions of approval ensure that matters of academic standards, compliance with policies and regulations are addressed, while the recommendations that Panels make assist in enhancing programme content, learning, teaching and assessment methods and student supports.

Annual review processes have been enhanced, for example, by the introduction of a programme board meeting during reading week/mid-semester which has led to an improvement in continuity of feedback and the opportunity to action matters arising. It has been noted that the introduction of this additional programme board has enhanced the process for early capture and identification of areas for attention, for example, student's requiring additional support, with the focus being on student issues raised by the student representatives. Where this process is devolved to Campus/College level, Action Plans summarises actions identified by programme committees and consolidated by Academic Boards. Where actions identified do not lie within the remit of the programme, school or college, these actions are then collated by Academic Affairs into a Quality Enhancement Plan, to be assigned outside the College. This plan is considered at Operations and Resources Committee to ensure that it is updated by the units with responsibility for progressing actions, and that academic staff, having identified where actions are needed, are informed of actions taken in response or progress made. Academic Affairs is currently working with Operations & Resources Committee to consider how best the Quality Enhancement Plan can be progressed so that the actions are assigned to the appropriate function/office, and regular status updates are provided.

Programme and Module Catalogue

Following the procurement of software for the delivery of a Programme and Module Catalogue (PMC) for City Campus, the pilot phase of the population process concluded, i.e. the entry of 24 programme exemplars, one from each School, into the Akari system. The second phase saw the roll-out of the new PMC, with the objective of inputting the remaining module and programme information into Akari and having the catalogue fully populated by the end of the academic year 2020/21, in preparation for the live version projected for April 2021. In order to assist staff in this exercise, the QA Office liaised with School and College management to organise School-based module data input/training workshops in computer labs in each of the City Campus locations. These sessions provided the ideal opportunity for staff to enter their modules under the instruction

and guidance of the QA team. This approach proved to be the most effective way to aid the speedy and accurate input of data. City Campus staff were also invited to generic lunchtime drop-in sessions in the various City Campus sites and to a general demonstration of the Akari system. The QA Office used these opportunities to further enhance the Akari configuration based on feedback from attendees, resulting in an improved and more user-friendly system. PMC updates and guidance were issued directly from the QA Office as well as via Update City emails and Programme Chair e-zines.

Workshops for the entry of programme data were scheduled from mid-March, however, due to the COVID-19 pandemic these workshops had to be cancelled. Staff were informed that the PMC (Akari) system was accessible remotely and invited to continue entering any outstanding modules and commence entering programme data onto the system. Remote support and user guides were also provided. Although substantial progress had been made, the population of the PMC was significantly impacted by the pandemic. Due to the fact that a number of modules and programmes were still missing from the system the QA Office decided to focus on prioritising the entry of CAO modules and programmes. In order to aid staff with this process a small team in Academic Affairs was established to assist Colleges in identifying and entering any outstanding modules and programmes. Once this exercise is completed the focus will be on the entry of postgraduate modules and programmes into Akari.

The Programme Module Catalogue, when complete is intended to provide a single source for information on all TU Dublin active programmes and modules. An upgrade and merge project commenced in 2020 whereby the data held for the Tallaght and Blanchardstown Campuses would migrate to Version 5 of the Akari software.

During 2020, a technical project was initiated with Akari to undertake a detailed mapping exercise to align data in the Tallaght and Blanchardstown versions of Akari with the equivalent fields of information in the v3.5 adopted by City Campus. This project required discussions among relevant staff across the three campuses with Akari to reach an agreed configuration of the system. While interim workflows were agreed, the eventual workflows are those determined by the approved processes within the University's Quality Framework.

The project discovery phase focused on data and system functionality / configuration was agreed by the Project Team, Registrars Group, and the Quality Framework Project Team. This output in turn informed the migration of Tallaght and Blanchardstown data on to the new university platform. The data migration was completed in February 2021 and a user acceptance testing phase commenced in March 2021. Pending a successful outcome, the new system can go-live in April 2021. In parallel, the TU Dublin Project team focused attention on publishing the catalogue information to the TU Dublin web-site.

Student Surveys

An Institutional Report for 2018/19 for City Campus was compiled in the new Blue software from the programme survey and circulated for discussion at relevant committees. Each Head of School received for consideration and circulation to Programme Committees the summary programme evaluation report for each programme. This data feeds into the annual monitoring reports and actions arising. The questions that were included in the programme evaluations for 2019/20 were revised to survey students' experience focusing on their overall learning experience prior to, and after, the closure of the University buildings, due to COVID-19 emergency measures. Overall, students reported that Schools had been most supportive of students during the current circumstances.

The QA survey conducted in 2020 on staff perceptions of the effectiveness of quality assurance processes indicated that staff do not consider the current student feedback system to be effective. This feedback is informing the development of TU Dublin's student evaluation system. The University-wide approach is to seek to procure software to facilitate the automated circulation of both programme and module evaluations to students to complete online. The software will monitor completion rates, issue automated reminders, and facilitate reporting and analysis of the data obtained, at local and institutional level. As there are sensitivities regarding access to this data, in particular free-text comments, the Quality Framework Project Team is engaging with staff representative bodies to design a system that is both acceptable to staff and will maximise the data's potential to inform and enhance programme and module development, design and delivery.

The TU Dublin data from the National Student Survey was received in mid-May. The data, as before, is analysed with regard to: overall TU Dublin scores, national comparisons, scores by ISCED, year of study cohort, the Engagement and Outcomes indices, response rate and the reliability of indices.

A report on the annual results is written and disseminated. The report is sent to the Registrar, QA members and the Leadership Team in TU Dublin and Students' Union. Sub-sections of the dataset are shared with Heads of Learning Development to review results specific to their domain. The data is then in the institutional domain and is circulated to Heads of School, along with the data arising from internal evaluations, for consideration at School and Programme Committee where possible implications and actions required may be identified.

Supporting Community Engaged Research and Learning in the Curriculum

QA panels often commend community engagement projects, and make recommendations for more programmes to increase community engagement. In response to this, staff on the Programme for Students Learning With Communities coordinated TU Dublin's involvement in a successful bid for EU funding to increase structured supports for this activity. The CIRCLET Erasmus+ Strategic Partnership project began in September 2019 and will run until 2022, led by Queen's University Belfast, with 3 other EU universities as participants. The project involves setting up local and international learning circles to support staff to incorporate community engaged research and learning into their modules, supported by technology. TU Dublin are leading on the development of a unique new on-line accredited postgraduate module for lecturers

to explore incorporating community engagement into their teaching. Preparations for the learning circle and for the module's first delivery were complete by the end of August 2020, with 8 staff from across TU Dublin taking up places on the learning circle, and 13 staff from four universities accepting offers of places on the module. The module will run for the first time in 2020/21 as part of the Learning, Teaching and Technology Centre suite of MSc programmes. This module builds on TU Dublin's existing strengths in community engagement, enabling TU Dublin lecturers to learn alongside international colleagues, further enhancing the quality of our teaching and learning.

Enrolment Planning

An annual analysis of our student intake is conducted for the purposes of enrolment planning. The purpose of this is to ensure that resources are aligned to students and their various profiles and characteristics. It is also used to assess trends in discipline areas to ensure that our offering is relevant and in line with national targets. For example, it is used to review the Leaving Certificate scores in subjects that are known to be clear indicator of academic capability in certain disciplines e.g Maths capability for Engineering. Overall trends are presented to relevant managers and/or committees e.g Recruitment & Admissions taskforce, Operating Resources Committee.

Student Progression Report

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

First year survey on Recruitment, Registration & Orientation

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

Internal transfer policy

Since 2020 the internal transfer of first year students to other programmes within TU Dublin has been facilitated. Successful transfer will depend on the student's eligibility for the programme and agreement of the Programme Chair/Co-ordinator. This policy is a retention initiative that serves to keep students in the system rather than have a student wait another year to reapply. A report from this initiative was presented to the Recruitment & Admissions Taskforce.

Staff recruitment, selection and promotion

In 2018 the Irish Centre for Diversity were engaged to

- To carry out a comprehensive review and evaluation of the current recruitment, selection, and promotion criteria and processes in place in DIT to identify any inherent or potential bias in the context of gender, diversity equality and inclusion as set out in the Employment Equality Acts (1998-2015).
- Consider the findings and recommendations set out in the "HEA National Review of Gender Equality in the Irish Education Sector" to identify any new policies and practices that may need to be introduced to strengthen DIT's commitment to fairness and equality in all aspects of recruitment and selection, including gender quotas and, for internal promotion in DIT, the potential introduction of the flexible cascade model of recruitment.
- Deliver a fit-for purpose, and best practice, on appeals mechanism on shortlisting and selection decisions
- Identify the datasets that need to be collated as well as a process for managing, and monitoring, that data to advise on future policy development on gender, equality, diversity and inclusion and to enable future benchmarking against the sector.
- Deliver a data management plan that will take into account all relevant law and best practice in relation to data protection associated with the recruitment process.

Based on the findings, and in preparation for designation, TU Dublin developed a Recruitment Selection Appointment policy, and Selection Procedures which were highly influenced by the findings from this review. Both documents include our statement "*Recruiting Difference, Reflecting Diversity*".

Highlights of TU Dublin policy and procedures include:

The Policy includes dedication Section 3 on Diversity and Inclusion

- Feedback from successful and unsuccessful candidates
- Right of Appeal (shortlisting and selection decisions)
- Equal Opportunities Monitoring and data gathering
- External monitoring
- Positive Action Statements
- Revised Shortlisting
- Licence to interview for all internal members of the board which includes training on Unconscious Bias, and Appropriate use of Questions
- External selection board members must sign a Declaration Form to confirm their understanding of the Selection procedures, and Equality Diversity and Inclusion Policy and equality legislation

- Gender representation on all selection boards 40% Female is 40% Male.

New developments: Equality Impact Assessment (EIA) : currently in pilot mode for all HR policies. An EIA is designed to identify where a policy is promoting equality, diversity and inclusion in the University and it can also identify where a policy could be potentially discriminatory. This will apply to policies related to recruitment, induction, probation and promotion.

Staff Development: Enhancements & Impact

People are identified as an important TU Dublin strategic theme and Staff Development plays a critical role in creating a culture where people love to work and learn. With a span of influence to support and develop almost 3,000 staff, Staff Development in City ensure staff members have the competencies to deliver effectively in their current role, to plan their career development and progression, and have the competencies to meet the continuous improvement and strategic needs of the University. Staff Development supports a number of strategic projects across the University delivering solutions to address commitments under our Athena SWAN Action Plan, the Gender Task Force Action Plan 2018 and Change Readiness for our organisation transformation. Our annual programmes are designed to deliver on our commitment to the UN sustainable development goals for *Good Health & Wellbeing* (No.3), *Gender Equality and Reduced Inequalities* (No.5, 10) and *Peace, Justice & Strong Institutions* (No. 16). Some of these key initiatives are listed below:

- Embedding **Leadership Development** and creating leadership capability across our university is critical and to date, seven cohorts of staff have completed the TU Dublin Leadership Development Programme. This has created a critical mass of 152 Heads/Assistant Heads of School and Heads of Function who have developed their leadership capability to date. The April 2019 cohort were the first University wide group with staff from all three campuses participating, enabling networking, collaboration and a shared understanding of our TU Dublin merger. The programme is designed in-house by Staff Development to support Heads/Assistant Heads of School, Managers, and Principle Investigators, to effectively lead their people, schools, departments and projects.
- To support ongoing personal and professional development outside of the formal Leadership Development programme, Staff Development has set up the **TU Dublin Mentoring Programme** which has enabled 70 mentoring partnerships to date (140 Mentees and Mentors). The mentoring programme enables self-directed personal and professional learning, critical thinking and the transfer of valuable organisation knowledge.
- To support **Equality, Diversity & Inclusion**, 20 women are sponsored annually to attend the Aurora Leadership Programme to develop leadership capability and to create an understanding of the issues facing women's career progression in Higher Education. A total of 88 TU Dublin women have attended the Aurora programme to date. Gender and Leadership in Higher Education and Managing Equality, Diversity & Inclusion is also a module delivered as part of the TU Dublin Leadership Development Programme.

- To ensure our university practices and decision making are open, transparent and free from bias, **unconscious bias training** is delivered to all members of recruitment and selection panels, to all managers who will conduct performance management and development reviews and to all participants on our TU Dublin Leadership Development Programme. All staff receive unconscious bias training and training to create dignity and respect in the workplace to ensure a positive work environment.
- Enhancing **Wellbeing** and enabling a positive work environment by supporting the mental, physical and spiritual wellbeing of our staff through our TU Dublin Wellbeing programme runs annually. We continue to empower individuals to increase control over their own wellbeing by providing skills and knowledge necessary to achieve and sustain workplace wellbeing. Driven by our passion, we continue to focus on the protection and promotion of positive health across the workplace lifespan. A total of 816 participants attended our 2020 programmes, and increase from 265 participants in 2018/ 2019 events.
- To support **Change Management** for the Grangegorman Migration, Staff Development, Campus Services & Relocation and the Programme Management Office designed a Change Management Workshop to support those management teams who will relocate to the new Grangegorman campus. A total of 127 staff members completed this workshop to enable them to lead and manage change and to design their *Change Management Action Plans* for a successful relocation.

LinkedIn on-line learning

Staff Development was proactive in supporting a university wide culture change in how training and development is accessed in real time giving staff full autonomy over their learning with the successful implementation of LinkedIn on-line learning in March 2020. By using a targeted approach to package on-line learning collections for specific job categories e.g professional services, academic etc. we have managed to engage 30% of our staff across the university with staff members participating in 8,582 courses and viewing 47,639 professional and personal development LinkedIn online videos to date.

COVID19 Response

In response to remote working, Staff Development converted our programmes to remote delivery in March 2020. The following new programmes were designed and delivered to support staff during COVID-19 remote working:

Health & Safety

- Return to Campus on-line Training (All staff), designed in-house by Health & Safety and Staff Development and hosted on Essentialskills= to track who has completed.
- First Aid & PPE (First Aid Responders already trained) Designed and delivered by TU Dublin Medical staff.
- Lead Worker Representative Training (CPL)
- Response Manager Training.

Wellbeing

- Grief in the Workplace
- Health Insurance Explained
- Maintaining Emotional Wellbeing in an Era of Technology
- Maintaining Healthy Habits
- Anxiety, Resilience and Return to Work
- Coping with Isolation
- Optimising Nutrition for Immunity

Managing Remotely

- Managing Teams Remotely

Return to Campus Planning and Delivery

The Return to Campus Planning & Delivery is a sub-group of Advisory Leadership Forum. It was established by the President, with the initial focus to quickly transition from the exploration phase of the COVID-ALF Work streams to the delivery phase of this activity. The intention was to empower ALF to take action to enable the University to make solid moves forward in preparation for the start of the Academic year, 2020/21.

Seven sub teams within the Return to Campus Planning & Delivery Team were established with responsibility for Communications, HR, Estates & Health and Safety, Library, Student Support, Risk Assessments, Response to managing symptoms of COVID-19 on campus. Each sub team could draw from key subject matter experts from across the University and other ALF members as needed. A number of documents, including the University's Response Plan: Moving Towards a New Way of Working. There was full consultation and engagement within an agreed Framework with our social partners. The group continues to meet.

2.1 Initiatives within the Institution related to Academic Integrity

Academic integrity describes the core values considered essential in studies at Technological University Dublin. TU Dublin subscribes to the core values of academic integrity, namely accuracy, honesty, responsibility, respect, and courage (*adapted from International Center for Academic Integrity (2021), The Fundamental Values of Academic Integrity 3rd edition online at https://www.academicintegrity.org/wp-content/uploads/2021/02/20019_ICAI-Fundamental-Values_R11.pdf*).

At a national level, TU Dublin has representation on the National, Academic Integrity Network (NAIN) and continues to proactively engage and contribute to the work of NAIN to develop guidance for higher and further education on best practice in relation to academic integrity. The security and, therefore, integrity, of academic standards is central to trust and confidence in higher education; a fundamental key to securing standards is the integrity of assessment. The challenges presented to upholding academic integrity in the context of increasingly sophisticated, accessible and low-cost cheating services have been compounded by the rapid and unplanned move to mass online and blended learning necessitated by the COVID-19 pandemic. Developing strategies, underpinned by institutional policies and procedures, to protect and reinforce academic integrity is increasingly important as providers and learners face unprecedented pressures in this new teaching and learning environment.

As a University, TU Dublin is acutely aware of the challenges created for students and staff alike in the face of the COVID-19 pandemic situation and the necessity to safeguard the academic integrity of student assessments. Across the University significant effort was made to address this unprecedented challenge with a student-centric mindset. A systematic evaluation of teaching and assessment was undertaken to identify core learning outcomes that were yet to be delivered, strategies to address these concerns, and identify options for alternate assessment that could be administered remotely. At the heart of this thinking was the academic interest and welfare of our students, the protection of academic standards, and ensuring the equivalency of awards to be made in this year relative to any previous year of a programme. Regular communication with students from their lecturers, Schools and the University sought to keep students informed of the rapidly evolving situation and the University responses to the COVID19 challenge.

The sudden shift from normal to online and blended delivery of programmes and assessment required a significant and urgent re-think of approaches to programme and module delivery and alternate strategies for the assessment of student learning that are fair, proportionate, and cognizant of the need to protect academic integrity and academic standards. Ultimately, the objective was to ensure that students would be able to progress in their chosen programme of study or graduate in the case of those in their final year of study. Across all disciplines, the aim was to uphold academic standards, ensure fairness in the assessment process and protect the integrity of student's final award.

In parallel, TU Dublin responded quickly and collegiately to develop and approve a quality assurance framework to support alternate student assessments, affording academic units the latitude to create innovative solutions appropriate to the academic requirements of their subject domains. Ultimately, the objective was to ensure that students would be able to progress in their chosen programme of study or graduate in the case of those in their final year of study. Across all disciplines, the aim was to uphold academic standards, ensure fairness in the assessment process and protect the integrity of student's final award. This framework, Approaches to Student Assessment in light of COVID-19, was approved by Academic Council on March 23rd 2020 and has informed and guided the University effort. Schools and Departments moved quickly to move teaching from classroom to online settings, adapting to and implementing new technologies to engage and support students remotely, retain student access to lecturers and other University support systems, and devise alternate forms of remote assessment. Guidelines were issued on the scheduling and spacing of assessments, the conduct of remote assessments the prevention plagiarism. A student declaration form was implemented for all assessments.

In line with the approved 'Quality Assurance Procedures to Approve Changes to Delivery & Assessment of TU Dublin Programmes Necessitated by COVID-19 Measures' (approved by Academic Council 23rd March 2020), a process for the approval of programme and /or module assessment strategies was adopted. This required the approval of alternative delivery and assessment strategies by the various Academic Boards across the University. The Approaches to Student Assessment considering COVID-19, provided a framework to support alternate student assessments across different Schools and disciplines, affording academic units the latitude to develop solutions appropriate to the academic requirements of their subject domains; the approaches adopted by the different Departments is outlined below.

TU Dublin has also been part of an International Consortium that developed structured online learning resources towards fostering of academic integrity for both students and staff. The project was led by Epigeum--Oxford University Press and both students and staff of TU Dublin contributed to the development process. Details of the online resources are summarised in Quality in Action in Irish Higher Education 2020 (Section 5: Academic Integrity). The software has been comprehensively tested for both students and staff user experience in TU Dublin, and will be rolled out for use by individual programmes in the 2021-22 academic year as part of the Transform-EDU Project (see project outline in Section 4). It is planned that the foundation Academic Integrity modules will be offered to all students as they join the University, but all the modules will also reside within all programmes in the VLE, and will be used alongside credit bearing modules that students register for in any semester. The content sequence and cumulative self-testing schemes in the student facing modules provide a basis for remediation learning that could be prescribed for students found to have breached Academic Integrity.

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
	New Educational Model	<p>A core deliverable of the University’s Strategic Plan is the development of a dynamic new Educational Model for TU Dublin, that will transform the learning opportunities and experience for all, and which will produce the most sought-after digitally literate graduates. This new model of education will assist the University in meeting its objective of becoming the most accessible university in Ireland, with the largest number of diverse learners. We are committed to developing a new model of education which is research-informed and practice-based, that promotes academic excellence and ensures the development of the attributes and capabilities necessary for tomorrow’s world, today. We are committed to providing lifelong education opportunities at every level - providing and promoting multiple entry points and clear progression pathways for all. We will ensure flexibility in structure, mode and place of delivery to suit an evolving global landscape.</p> <p>Building on the work in relation to the 'CoCREATED Curriculum', referred to in Section 3.1 above, the development of the Educational Model will continue with the appointment of five Project Team Leaders in 2021 to support this work.</p>
	Organisational Design	<p>Phase 2 of the OD Strategy and Implementation Plan is ongoing and is scheduled for completion in August 2021. Phase 3 of the OD project, which primarily deals with the implementation and delivery planning overlaps with Phase 2 from March 2021, and is designed to ensure the successful transition to the new organisational design.</p>

	Ongoing development of Quality Framework	<p>As the Organisational Design for the University progresses, so the development of the Quality Framework will continue with the development of quality assurance and enhancement policies and procedures and consultation with staff, students, and relevant committees within the University. It is intended that many of these policies and processes will be approved for implementation from September 2021.</p>
	Cinnté Review process and preparation of Institutional Profile and ISER	<p>Further to section 1.1 in relation to the Cinnté Review process, significant progress is being made in the 2020/21 academic year.</p> <p>Consultation and communication regarding Cinnté is ongoing in 2020/21, including an all staff ezine, and a Staff Intranet web-page for the project.</p> <p>The NStEP Institutional Analysis will take place and its outcomes will inform relevant chapters of the ISER and the TU Dublin Quality Framework.</p> <p>The Institutional Profile will be completed and circulated for consultation to the Academic Council and Academic Boards. The ISER document is being drafted by March 2021. Similarly, work is ongoing to select case studies for the review.</p> <p>The University will continue to work towards completion of the key documentation for the Cinnté Review process, as well as its campaign of communication in relation to this significant milestone for the University.</p>
	Programme & Module Catalogue	<p>In 2020/2021 it is intended that the three programme and module catalogue systems currently in operation in each campus into a single catalogue solution for the whole of the university and upgrade it to the latest version of the</p> <p>This will result in a single database for all modules and programmes across the university. We will publish the catalogue information from the merged system to the university web-site.</p> <p>The single catalogue system with common academic workflows for the whole university will provide support for our new Academic Quality Assurance</p>

		Framework and can help to ensure that academic quality is enhanced in the best interests of students and staff.
	University student information systems (Banner 9)	A key objective of the University's Strategic Plan is to stream-line information systems to support the organisation and the quality framework. A Steering Committee was established (March 2021) to oversee the development and implementation of a University Student Information System (BANNER 9 by <i>Ellucian</i>) which will replace the three current systems. The unitary system will be the central student record management system that supports student administration, admissions, registration, fee payment, curriculum management, assessment, and progression. The project plan, timelines, resources required, and deliverables will be established by the Steering Committee. Due to the scale of the project, it is expected that it will take a number of years to complete.
	Annual reporting to the QQI – move towards a University approach	It is noted that, in comparison to TU Dublin's AIQR for 2019, this year's AQR Part B) marks a definite shift in reporting on progress in the creation of a unitary TU Dublin, with a focus on University-wide developments and enhancements. It is expected that this move towards a University approach, rather than campus-specific references, will be become more evident in the report on the current year's activities, i.e. 2020/21.
	Development of TU Dublin Integrated Module and Programme Survey	As part of the work of the Quality Framework Project Team, a new automated University-wide Programme and Module Survey will be developed whereby students shall be invited to answer questions relating to the programme and to answer module specific questions on a random sample of modules.
	IMPACT project - Our Student Voice	The 'Our Student Voice' project received funding under the IMPACT Accelerator fund and has a timeline for completion by the end of the 2020/2021 academic year. The objective of the project is to produce resources that will support the skills development of student representatives, as well as the broader student population, and provide academic staff with advice, guidance and access to best

		practice. This will assist TU Dublin in achieving a unique brand of student engagement in QA/QE that will influence the quality culture within the University into the future.
	Major physical and infrastructural developments	<p><i>Grangegorman</i> 2020/21 will see the completion of construction projects detailed in section 1.1 and the relocation of approximately 10,000 students and 1000 staff to Grangegorman from sites in Rathmines, Cathal Brugha Street and Kevin Street.</p> <p>Other developments on the Grangegorman site that will be completed/commenced in 2020/201 are:</p> <ul style="list-style-type: none"> • The Lower House renovation which will be completed in 2020/21 and will accommodate dining facilities, a student centre, and Conservatory music teaching. • O'Donnell + Tuomey Architects have been appointed in relation to the design of the Academic Hub which will provide a consolidated Library and learning centre. Construction is expected to commence in 2021. • Heneghan Peng Architects have been appointed for the development of the West Quad which will accommodate students and staff currently in Aungier Street as well as an Examination & Conferring Hall.
	Convене	<p>Convене is part of the collective national effort to surmount the problems posed by COVID-19 and to rebuild enterprise and to renew our communities in a sustainable manner. Working with our Enterprise Partners, it is the objective of Convене to deliver the priority skills and innovation necessary to reinvigorate business and to fast-track a resilient and enduring economic recovery in Ireland in the aftermath of the unprecedented disruption caused by the pandemic.</p> <p>In 2020, Convене was awarded funding of €17.5 million, under the Human Capital Initiative Pillar 3 Fund announced by the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris TD. This</p>

		<p>significant commitment of financial support underpins Convene's work, which is led by Technology University Dublin, in collaboration with University College Dublin, in transforming university-enterprise engagement and creating a shared learning platform at the intersection of enterprise, education and research in Dublin.</p> <p>Convene's work is organised around seven major employment sectors - Tourism, Food & Drink, Creative and Cultural, Social Enterprise, ICT/FinTech, MedTech and Pharma. In support of our shared skills and innovation goals, Convene will bring together and harness the expertise of the UCD Innovation Academy, 12 TU Dublin academic schools, 10 TU Dublin professional service units, 5 TU Dublin research centres, 3 TU Dublin innovation centres, and our 37 founding Enterprise Partners.</p>
	Research and Innovation	<p>A priority for 2020/21 is consolidation of all supports for research and innovation on a university-wide basis to ensure consistency of approach and integration of the diverse strengths across campuses. Three main objectives have been identified for this year. Firstly, Phase II of the Organisation Design will see governance and management of research unified under the VP for Research and Innovation including the formation of a Research Academy and five cross-cutting research hubs. Secondly, processes for research integrity and ethics approval will be consolidated under a single University Research Integrity and Ethics Committee, replacing the current campus-based provision. Thirdly, a single current research information system (CRIS) will be introduced across the university to support standardization of approaches to research approval processes and project management systems including quality assurance procedures for the dissemination of research. All are intended for completion within the current year.</p>
	European University of Technology	<p>The European University of Technology (EUt+) Alliance, of which TU Dublin is a founder member, was announced in 2020 as one of the 24 winners of the second <u>European Commission</u> call for proposals to create the European Universities of the future. This successful bid will see the EUt+ Alliance, which comprises TU Dublin and seven partner institutions, establish a pioneering</p>

		<p>collaborative model that will revolutionise the quality and competitiveness of technologically-focused higher education in Europe. The overall aim of the initiative is to test different models of the concept of European Universities and examine its potential to transform higher education.</p> <p>The EUt+ alliance has committed to working together to integrate activities in embedding diversity and inclusion in their institutions, to increase mobility, strengthen research and innovation through shared infrastructure and to enhance societal engagement at both the local and European level. In Year 1 (2020/21), the primary emphasis is on establishing a baseline of activities and approaches for the purposes of developing collaborative initiatives and shared programmes in Years 2 and 3.</p>
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3.2 Reviews planned for Upcoming Reporting Periods

It should be noted that a TU Dublin Schedule of Reviews will be agreed and will commence following the full implementation of the Organisational Design and Quality Framework for the University. The entries in 3.2.1 below relate to programme reviews that shall take place within the academic year 2020/21.

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Structured PhD Programme	March 2021	June 2009
Tangshan Polytechnic College –TU Dublin Joint Mechatronics Programme	March 2021	May 2014
BSc Event Management, delivered at Hainan University	May 2021	July 2017

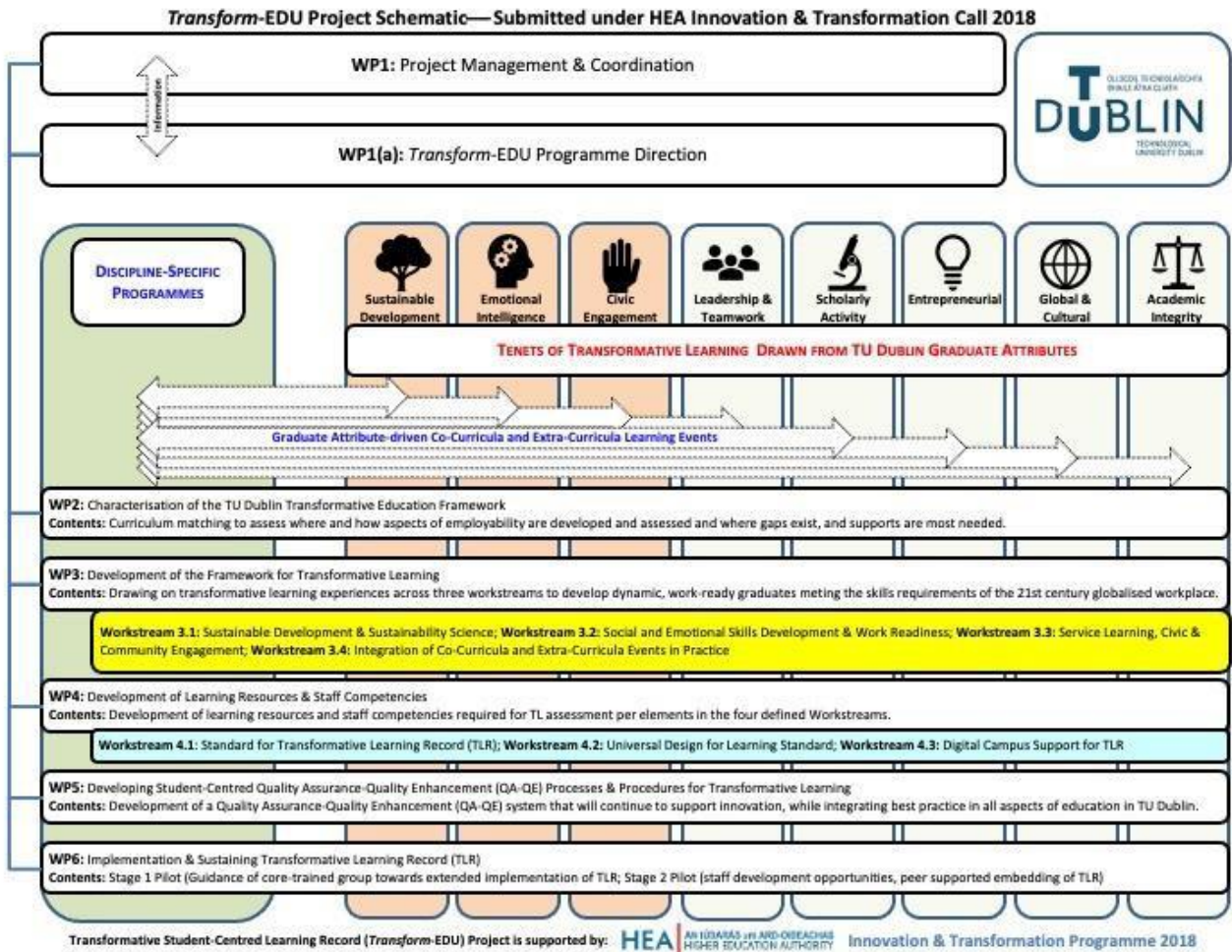
3.2.2 Reviews planned beyond Next Reporting Period

See note above.

4.0 Additional Themes and Case Studies

Transformative Student-Centred Learning Record (Transform-EDU)

The Transform-EDU is a three-year ca. €1.4 million project intended to develop and pilot an innovative approach to learning, where elements of structured programmes, and co and extra-curricular events are purposefully integrated to create a rich learning environment. The project supports innovation, transformation and quality improvement in teaching and student learning outcomes, a priority area for the HEA Innovation and Transformation Call 2018. It also addresses the Key System Objectives 1 through 5 of the Higher Education Systems Performance Framework 2018-2020. Elements of Transform-EDU Project and interrelation of its parts are summarised in the figure below.



Collaborative Curriculum Reimagining and Enhancement Aiming to Transform Education (CoCREATE)

The establishment of TU Dublin in January 2019 provided a unique opportunity to create a bespoke curriculum framework for students, staff and stakeholders of TU Dublin, produced by the students, staff and stakeholders of TU Dublin. A curriculum framework is a set of guiding values that inform the design of teaching and learning activities within TU Dublin. A Teaching Fellowship Team, comprising eighteen teaching academics from across the three TU Dublin campuses and supported extensively by the Learning Teaching and Technology Centre (LTTTC), was formed to collaboratively craft, in partnership with all stakeholders, a curriculum framework for TU Dublin. Working collaboratively under the project name CoCREATE (Collaborative Curriculum Reimagining and Enhancement Aiming to Transform Education) the Teaching Fellowship Team developed TU Dublin's CoCREATED Curriculum Framework over eighteen months.

The design and development of the CoCREATED Curriculum Framework was informed by consultation with all key stakeholders across all campuses, examination and synthesis of local, national and international best practice and policy, as well as relevant scholarly literature. The framework is underpinned by the core values and mission of TU Dublin, as well as local and national strategic plans. It provides a distinctive but tangible learning philosophy for all at TU Dublin. The framework is both considered, flexible and progressive so as to adapt to the diversity within TU Dublin, including accredited programmes, and is inclusive of all learners across the university.

The four curriculum values of the TU Dublin CoCREATED Curriculum Framework are:

- a. Step forward and try new things
- b. Use all of our talents; everyone has something to learn and something to teach
- c. Make our learning experience active, useful and related to the world
- d. Create the space and time to do work that matters.

This new, dynamic and evolving TU Dublin CoCREATED Curriculum Framework characterises an innovative, responsive and caring learning environment for the diversity of our university's student population across all programme levels. Simultaneously, it developed a synergy between staff, students, professional bodies, industry and community partners through a collaborative design process. It is as inspiring, distinctive and pioneering as Ireland's first Technological University.

The CoCREATED Curriculum Framework will support staff and students to develop a unique approach to teaching and learning, which will characterise a TU Dublin teaching and learning experience, and ultimately a TU Dublin graduate, in a competitive national and international higher education space. Going forward, the TU Dublin CoCREATED Curriculum Framework will empower the judicious creation of rich and diverse curricula across all disciplines and levels within TU Dublin, from apprenticeship, through undergraduate, to structured PhD.

In a tangible way, the TU Dublin 'CoCREATED Curriculum' will be fundamental to the TU Dublin Education Model and fostering a uniquely TU Dublin educational experience for all stakeholders, across and beyond the university.

Enhancing Student Retention project

'Enhancing Student Retention across TU Dublin' is a project funded by the HEA under its Innovation & Transformation Fund 2018. In seeking to improve retention, our philosophy is to ensure that TU Dublin students are given every opportunity to take responsibility for their journey with the technological university. The innovative use of real-time data analytics is premised on the reality that early engagement with students who are more likely to drop out of their programme provides the best opportunity for them to complete their studies to their long-term benefit. Constituent Work Packages of the Enhancing Student Retention project are:

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

Work Package 1 This work package is focused on progressive implementation of the First-Year Checklist for Student Success (FYCSS) which was developed as part of the Reimagining Curriculum pillar of the 2014 TU Dublin Implementation Plan across the portfolio of TU Dublin programmes. Actions as such as: FYCSS review Data Collection has been put in place and extended through workshops in all Campuses and an online case study collection (180 participants); the dissemination of practices within TU Dublin were highly attended due to moving online through a Series of Webinars launched by the President of TU Dublin (326 attendees); a university orientation information map was developed consolidating the communication roles and responsibilities of each unit involved in the Early and Extended Orientation for first-year students in an online environment. Finally, an updated version of the institutional Framework has been forwarded for inclusion within the Quality Assurance/Enhancement System and processes.

Work Package 2 The focus of this work package is on the development of a dashboard designed to provide indications of early disengagement by students. At this point it focuses on first-year students and it is being developed as part of a pilot across seven TU Dublin schools as follow: • School of Informatics & Engineering Blanchardstown Campus • School of Accounting and Finance City Campus • School of Electrical & Electronic Engineering City Campus • School of Hospitality Management & Tourism City Campus • School of Mechanical & Design Engineering City Campus • School of Physics City Campus • School of Informatics & Engineering Tallaght Campus. The dashboard gathers data in relation to student attendance at classes and their usage of the University VLEs (Brightspace and Moodle). The prototype dashboard has been developed in Microsoft 'Power BI' and is intended to identify 'at risk' students who appear to be disengaging and alert school staff to engage with these students. Initial development was completed over the summer of 2020 ready for launch for the 2020/2021 academic year.

Work Package 3 Adapting VLE usage to attain a learner 'Digital Footprint' that includes Early Indicators of Potential Attrition. This work package supports the learning analytics work package by focusing on how pedagogical practice can improve the quality of a student's 'digital footprint',

and so enrich actionable intelligence derived from student engagement metrics. Analysis of the VLE footprint of eleven modules date has highlighted that assessment grades were the most predictive of student performance, an unsurprising result given that they contribute to final grade. Attendance was equally predictive, but only available for two modules. Where a module included quizzes, quiz grade was predictive of final grade also. While counts based on clicks of static resources were predictive of academic performance, the strength of the relationship varied considerably from module to module. This finding concurs with studies elsewhere, that models must be interpreted within the instructional context that generated the data. Therefore, initial results indicate feedback on student engagement from VLE data is more reliable if it reflects active learning practices. Results to date are based on a small sample of modules. Work is progressing on an analysis of a larger sample of modules.