[Higher Education Institution]

2022

Annual Quality Report (Institution)
Reporting Period 2020-2021

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PART A: INTERNAL QA SYSTEM
Reporting Period 2020-2021

PREFACE

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

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

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

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

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Guidelines on Completing the Report

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

Submission Process and Timeline

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

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report - where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

Report Structure

Part A: Internal QA System

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

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

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

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

Case Studies

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

Links to Reference Documents Cited in this Template[1]

Legislation

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

QQI Documents

Statutory QA Guidelines (QAG)

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

Other QQI Policy Documents

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

Other National/International References

- European Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)
- IHEQN Guidelines on Collaborative Provision
- National Policy Statement on Ensuring Research Integrity in Ireland
- Ireland's Framework of Good Practice for Research Degree Programmes, 2019
- HEA National Framework for Doctoral Education
- The Salzburg Principles
- The Salzburg II Recommendations
- SOLAS Code of Practice for Employers and Apprentices
- UN Sustainable Development Goals

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

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)

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

Introduction and Overview of Institution

This is the AQR for [name of HEI] for the reporting period **1 September 2020 – 31 August 2021.**

It is to be submitted by **Friday, 25 February 2022**.

The AQR has been approved by Head of Academic Affairs /Academic Quality Assurance and Enhancement Committee and is submitted by Jan Cairns

1.0 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 is putting in place an adequately resourced system to oversee its provisions in education and training, research, and related activity to ensure their quality. The underpinning principles of such a system will be to build upon current successful practices within all campuses to ensure:

•	That all QA-QE processes are aligned with the mission and values of TU Dublin

•	Separation of roles and responsibilities in strategy formulations, development of implementation plans and related approval processes

•	Protection of the integrity of academic processes and standards

•	Protection of research integrity

•	That any inherent risks are identified and realistic options for their mitigation formulated

•	That outcomes of both internal and external review and evaluations are considered and where necessary, quality is enhanced

•	Deployment of adequate staffing and resources to the management of QA and QE processes

•	Alignment with the European Standards and Guidelines for Quality Assurance in Higher Education

•	Alignment with the Quality and Qualifications Ireland core statutory guidelines, sector specific guidance and specific topic guidance

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

•	Clear descriptions of specific QA-QE processes

•	Designation of roles and responsibilities

•	Identification of KPIs, collection of related data, and evaluation of effectiveness of policies and procedures

•	Devolution and segregation of decision-making

In the interim, whilst the new Quality Framework is being developed and a new Organisational Design Process is underway, 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

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

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

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

- Academic Quality Assurance & Enhancement Committee
- Academic Regulations, Policies & Procedures Oversight Committee (ARPPOC)
- 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 & Health Academic Board
- Tallaght Academic Board

These six Boards were formed form the legacy Academic Councils of Tallaght and Blanchardstown and City Campus College Boards. They are maintaining their existing committee structure. 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 academic oversight of Linked, Collaborative and Transnational Provision falls within the remit of TU Dublin University Programmes Board. All new proposals for such programme provision are considered by this committee utilising the interim campus procedures below whilst draft TU Dublin procedures for Linked / Collaborative and Transnational Provision are being finalised.

A new Vice Dean for Partnership has been appointed, whose office is taking responsibility for the strategic oversight and due diligence of all partnership, including collaborative and transnational provision.

The detailed procedures for collaborative providers for City are contained in Chapter 13: Collaborative Provision and Chapter 14: Linked Providers in the City's Handbook for Quality Enhancement available at: https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/handbook-for-academic-quality-enhancement/

In Tallaght, 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:

https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/quality-framework/tallaght-qa/BOOK_2_Quality_Manual_Taught_Programmes_v6_09Jan2019.pdf.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Programme Development and Approval is the remit of each Academic Board which reports into the University Programmes Board. There are detailed learning and teaching resources available to advise staff on the development of new programmes including the requirement to consult with the relevant key stakeholders. The new Programme Development and Approval procedures have been approved after consultation across the University and are available at https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/documents/Approved-Programme-Validation-Process-23June2021.pdf. 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 Boards to review the documentation and subsequent approval of the validation panels' reports.

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

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/, and 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 are available at:
https://www.tudublin.ie/study/

2.3 Procedures for Making Awards

The University Programmes Board is responsible for the procedures for making new awards. The Quality Framework Team are developing new procedures for making awards. The criteria for the approval of new programmes in each campus include ensuring that the aims, objectives and learning outcomes of the programme are well-founded, clearly formulated and aligned to the appropriate level on the National Framework of Qualifications and that assessment is aligned to the learning outcomes so that it is clear that candidates can demonstrate that they have acquired the required standard of knowledge, skill and competence before an award is made.

In Blanchardstown the 2MP01 Design, validation and accreditation of new academic courses is available at: https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/quality-framework/blanch-qa/2MP01-Design,-validation-and-accreditation-of-new-academic-courses-19-March-2019.pdf.

In City the procedures to be followed are available in Chapters 1 - 3 in the Handbook for Quality Enhancement available at: https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/handbook-for-academic-quality-enhancement/.

In Tallaght the procedures to be followed are available in the Academic Quality Assurance & Enhancement Manual' available at https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/documents/Approved-Programme-Validation-Process-23June2021.pdf

Additional guidance on developing learning outcomes and assessment methods is provided through the Learning, Teaching and Technology Centre. https://www.tudublin.ie/explore/about-the-university/academic-affairs/teaching/lta-supports/.

2.4 Teaching, Learning and Assessment

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 was 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.

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 whose 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.	https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/blanchardstown-quality-assurance/quality-assurance-policies/

2.	https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/student-assessment-regulations/

3.	https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/quality-framework/tallaght-qa/Marks__Standards_Student_Assessment.pdf

3.0 Learner Resources and Support

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.tudublin.ie/for-students/student-services-and-support/academic-support/awc/,

and the Maths Learning Support Centre https://www.tudublin.ie/for-students/student-services-and-support/academic-support/maths-learning-centre/

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, S.tarting their Studies, Peer Mentoring and Student Life

4.0 QA of Research Activities and Programmes

The University regulations under which postgraduate research programmes are delivered are overseen by the TU Dublin Graduate Research School Board and are as set out in the Graduate Research regulations, available at: 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 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:
https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/handbook-for-academic-quality-enhancement/
In Blanchardstown the process in outlined in the policies at https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/blanchardstown-quality-assurance/quality-assurance-policies/ and in Tallaght in the Quality Manual available at https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/tallaght-quality-assurance/quality-assurance-policies/.

5.0 Staff Recruitment, Development and Support

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.tudublin.ie/for-staff/human-resources/policies--forms/.

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 https://www.tudublin.ie/explore/about-the-university/academic-affairs/teaching/events-workshops-and-academic-programmes/.

 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: https://www.tudublin.ie/explore/about-the-university/academic-affairs/teaching/lta-supports/.

6.0 Information and Data Management

The University has a range of policies that govern the collection, analysis and use of information about programmes and other activities. These policies include Data Protection and Record Management Policies available at: 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 Handbook for Academic Quality Enhancement:
https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/handbook-for-academic-quality-enhancement/
The Tallaght Quality manual is available at: https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/quality-framework/tallaght-qa/BOOK_2_Quality_Manual_Taught_Programmes_v6_09Jan2019.pdf
and the Blanchardstown Quality Policies available at: https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/blanchardstown-quality-assurance/quality-assurance-policies/

7.0 Public Information and Communication

The University's Admissions website and prospectuses provide clear, accurate and up to date information on programmes to prospective students. 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: https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/blanchardstown-quality-assurance/quality-assurance-reports/
https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/quality-review-reports-and-responses/
https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/tallaght-quality-assurance/programme-validations/

8.0 Monitoring and Periodic Review

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. These policies also outline how external reviewers are appointed to each of the University's Validation and Review Panels, and the City General Assessment Regulations, Tallaght, Marks and Standards Document and Blanchardstown Assessment policy outline the policies followed when recruiting external examiners
1.   https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/blanchardstown-quality-assurance/quality-assurance-policies/
2.   https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/student-assessment-regulations/

3.   https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/quality-framework/tallaght-qa/Marks__Standards_Student_Assessment.pdf

9.0   Details of Arrangements with Third Parties

9.1   Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	38
Awarding bodies	0
QA bodies	0

1. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BE in Structural Engineering ME in Sustainable Infrastructure BE in Civil Engineering https://www.engineersireland.ie/Professionals/Membership/Become-a-member/Accredited-third-level-courses/Find-accredited-programme/
Date of accreditation or last review	27/04/2021
Date of next review	27/04/2026

2. Type of arrangement	PRSB
Name of body:	CORU
Programme titles and links to publications	BA in Social Care www.coru.ie (Listing of Social Care programmes not yet available on line)
Date of accreditation or last review	26/07/2021
Date of next review	26/07/2026

3. Type of arrangement	PRSB
Name of body:	Qualifications Advisory Board for the Early Learning and Care sector (QAB)
Programme titles and links to publications	BA in Early Childhood Education https://www.gov.ie/en/organisation-information/c2e6b-qualifications-advisory-board-qab-for-the-early-learning-and-care-elc-sector/#list-of-approved-programmes-with-adherence-to-the-professional-award-criteria-and-guidelines
Date of accreditation or last review	25/05/2021
Date of next review	25/05/2026

4. Type of arrangement	PRSB

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

5. Type of arrangement	PRSB
Name of body:	Qualifications Advisory Board for the Early Learning and Care Sector (QAB)
Programme titles and links to publications	BA (Hons) in Early Childhood Education and Care https://www.gov.ie/en/organisation-information/c2e6b-qualifications-advisory-board-qab-for-the-early-learning-and-care-elc-sector/
Date of accreditation or last review	29/06/2021
Date of next review	29/06/2026

9.2 Collaborative Provision

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	8
Collaborative programmes	79
Franchise programmes	3
Linked providers (DABs only)	0

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

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

3. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	University College Dublin
Programme titles and links to publications	Professional Diploma in Transversal Skills
Date of last review	16/07/2020
Date of next review	

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

9.3 Articulation Agreements

Articulation agreements - Total number	9

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT
Reporting Period 2020-2021

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.5), **Part B** of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**.

Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR submission were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

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

Part B provides evidence of quality improvement and enhancement and impact[2] of QA activities within the totality of an institution's QA system.

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

Section 2 deals with institutional analysis of IQA enhancements and impacts including activities undertaken in respect of academic integrity, and the enhancements and impacts resulting from same.

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

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

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

Case Studies

QQI recommends that written case studies should:
- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear concluding paragraph with overview of key outcomes/learning.

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

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

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Organisation Design Strategy & Implementation Project

There were significant developments in TU Dublin Organisation Design in the reporting period. High Level Designs describing the University-wide design and operating models within each of the academic and professional service units, as well as dependencies and recommendations for subsequent phases of the project were published. The new University Executive Team (UET) structure was published and the recruitment campaign commenced for the filling of five Faculty Deans, a Vice President for Research & Innovation, a Vice President for Organisation, Change & Culture, a Vice President for Partnerships and Vice President for Sustainability. These appointments were made in 2021 and the individuals appointed joined the UET working alongside the President, the University Registrar and Deputy President and the Chief Operations Officer in leading TU Dublin.

Another critical recruitment campaign during 2021 was that of the filling of the new Heads of Services, who are instrumental in leading the completion of the detailed designs as well as the transitioning of each service from the current to the new organisation design. By August 2021, eight of ten posts were filled. From January 2021, the detailed design for the fifteen professional services commenced and by the end of August 2021 these were completed for Communications & Marketing, Governance & Compliance and Library Services with significant progress having been made on the designs for Academic Affairs, Strategy & Planning, Human Resources, Finance as well as Student Services & Wellbeing. In parallel with this, the designs for the University Size and Scope had commenced led by a five Faculty Design Boards. This work would determine the number of future faculties in the University, the number of schools in each of those faculties and the discipline groupings in each school.   In March 2021, the proposed University and Size options document was published and over 40 engagement and consultation events were held with nearly 1,000 academic staff attending.

TU Dublin Education Model

At its core, the University Education Model (UEM) aims to achieve excellence in the student experience, by engaging all learners through a framework of learning experiences that are fundamental to enhancing the quality of teaching and learning at TU Dublin. A project team was appointed in 2021 to develop the UEM (2021-2024). The design and development of the UEM is underpinned by 10 guiding education principles approved by the University's Academic Council in June 2020:

- Student-centred and student engaged for student success
- Connected, engaged, internationalised curriculum
- Distinguished by diversity of provision and focus on practice and career development

- Excellent, flexible, agile teaching & learning
- Knowledge - creation to application
- Highly engaged student experience
- Inclusive, global multi-cultural
- Continuously developing, committed and caring staff
- Transition
- Access and equal opportunity

The UEM team applies a partnership and co-created approach to this project.

TU Dublin Student Records Management System

The TU Dublin application for designation as a Technological University was predicated by a strong vision for the transformation of the educational experience of our learners, with compelling need to create a university experience conducive to excellent student engagement, a learning and supportive environment that prioritises student retention and progression and affords students more choice on programmes of learning and pathways to success. This SRMS proposal is an essential component to our overall strategy and relates to our strategy to create an effective IT infrastructure that will enable staff and students to realise the ambition embedded in the objectives listed above. It is aligned to a 'digital by default' approach to student engagement and is based on significant work in determining the strategic position of the University within the Dublin and national education landscape, consideration of practical issues relating to student participation, improved flexible access, student retention, reflection on the graduate attributes needed within a modern workforce, and consideration of options to achieve these objectives.

This project will create a single digitally enabled infrastructure for students to engage effectively with the University, a key strategic priority following designation in January 2019. The improved security features associated with the single SRMS will enhance our security posture and mitigate our cybersecurity risks, and it will support the creation of a sustainable university. The capability that can be offered to learners of the University that are embedded in this proposal is aligned to Government strategies around equity of access, participation and promotion of success, and the promotion of lifelong and flexible learning. It will support learner education, offered at a pace and place and in a mode that suits the needs of learners, providing flexibility and responsiveness to different needs of learners, and supports a range of access, transfer, and progression opportunities.

The procurement strategy for this proposal is to draw down from an existing single-supplier framework agreement for a managed support service for an SRMS. The contractor for the delivery of this service is DXC Technology. This framework agreement took effect from June 2020, following a tender exercise undertaken by EduCampus Services DAC as the contracting authority.

Development of Quality Framework

Significant progress has been made within the reporting year on the development of TU Dublin's Quality Framework. All draft documents are circulated to all staff for review and feedback. When updated based on that feedback, the documents are circulated to Academic Boards and other University committees and functions for further review and feedback. The documents are subsequently updated and submitted to the Academic Quality Assurance & Enhancement Committee for review and feedback, before final versions are submitted to Academic Council for approval. Draft documents and the feedback received are available for staff on the Staff Intranet at Academic Quality Framework.

The following quality enhancement processes have been approved in accordance with the above by Academic Council:

- Programme Validation Process, including Programme Proposal Form
- Programme Management Process
- Annual Quality Enhancement Process
- Changes to Programmes & Modules Process

While these approved processes can only be implemented in full when the new Faculty structures are in place in September 2022, there are aspects that are being implemented in the current academic year, such as the Programme Proposal Form.

Preparation for CINNTE Review

The preparation for TU Dublin CINNTE Review focused on the completion of the Institutional Profile, the Institutional Self-Evaluation Report (ISER), consultation on these key documents, and communication across TU Dublin. Timelines for the completion of the work were agreed following confirmation that the dates for the Main Review Visit, originally scheduled for March 2021, would take place in the week commencing 4 October 2021.

The Institutional Profile Team completed its draft in February 2021 which was considered at Academic Boards and other relevant committees and feedback returned. The document was well received throughout the University and it was considered that this profile serve as a very useful introduction to TU Dublin for many purposes. The Institutional Profile was published and submitted to QQI in June 2021.

The Chapter Leads for the ISER submitted drafts in March 2021 and the CINNTE Co-ordinator collated the chapters into one cohesive report. A sub-group of the Steering Group undertook to review the ISER for accuracy and consistency and prior to submission a consultation took place. The ISER

was submitted to QQI in July 2021. The ISER included a set of University recommendations that arose out of the self-evaluation process reflected within the ISER. The Steering Group finalised the list of case studies to be submitted. It had agreed that all case studies should reflect TU Dublin-wide initiatives.

Through presentations at Academic Boards and updates at all relevant committees, as well as staff/student ezines, a campaign of communication endeavoured to keep the TU Dublin community aware of the significance of the review and its objectives, the work undertaken to prepare for it and the role of staff and students in the review process.

Major Infrastructural Developments

The reporting period has seen major developments in Grangegorman. Despite delays caused by Covid restrictions on the working environment, the 16,000m2 East Quad building was completed in December 2020 and the 36,000m2 Central Quad building in March 2021. Over the period of January - June 2021 a major decant operation saw 1,000 staff relocate and over 16,000 pieces of equipment moved. Academic activities commenced in a limited manner from April 2021 under Covid restrictions, with full levels of activity programmed for September 2021.   The Rathdown House refurbishment, including dining, student services, health & wellness centre was delayed to June 2020 due to Covid restrictions. Works were completed in January 2021 and staff relocations followed. Limited student services commenced subject to Covid restrictions while catering operations will commence in September 2021. Similarly, the renovation of the Lower House that houses dining facilities, a student centre, Conservatory music teaching, while impacted by Covid restrictions, was completed in January 2021

Construction commenced in February 2019 on the refurbishment of Park House building incorporating Library services, student academic supports, professional services,and proceeded steadily through 2019 up to March 2020 when stopped due to Covid restrictions. Construction resumed June 2020 and works were completed in January 2021. The relocation of four libraries to Park House allowed library services to resume in February 2021.

The decant to new facilities saw Cathal Brugha Street, Chatham Row, Sackville Place, Rathmines House, Kevin Street and Church Lane vacated and handed over to new owners between January to June 2021. The Mountjoy Square building was also vacated in June 2021 and handed back to the landlord.

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	New Education Model for TU Dublin	See Section 1.1 above
2	Organisation Design	See Section 1.1 above
3	Ongoing Development of Quality Framework	See Section 1.1 above
4	Cinnte Review process and preparation of Institutional Profile and ISER	See Section 1.1 above
5	University Student and Programme Information Systems (Banner 9)	See Section 1.1 above
6	Programme and Module Catalogue	In 2020/2021 the three programme and module catalogue systems in operation across TU Dublin were merged into a single catalogue solution for the University and upgraded to the latest version of the software. This has resulted in one single database for all modules and programmes across the University. The single catalogue system with common academic workflows for the whole University will provide support for the TU Dublin Quality Framework and will help to ensure that academic quality is enhanced in the best interests of students and staff.
7	Annual reporting to the QQI - move towards a University approach	The reporting year has seen significant progress made in relation to the Organisation Design with the creation of five Faculties and the appointment of a University Executive Team, as well as the ongoing development of the Quality Framework, the appointment of an Education Model team and the consolidation of the TU Dublin website. This move towards a unitary TU Dublin is evidenced within both Parts A and B of this report. By the

		end of the current academic year and in the AQR for 2021/22. Further developments/completion of Organisation Design, the Quality Framework and completion of TU Dublin's first CINNTE Review will mark major milestones for TU Dublin.
8	Our Student Voice project	Funded under the IMPACT Accelerator Fund, the Our Student Voice project commenced in December 2020. During the reporting period the project team worked to produce resources to support the skills development of student class representatives (and the broader student population) and provide academic staff with advice, guidance and access to best practice, with the objective of enhancing the student voice in QA/E. Its work is continuing into the current academic year and be completed by the end of this year. See case study for more detail.
9	Major physical and infrastructural developments	See Section 1.1 above.
10	CONVENE	See Section 4 below on HCI Pillar III funded projects
11	Research & Innovation	In 2020/2021 three priorities were prioritised; - Organisational re-design of the VPRI office - Consolidation of the Research Ethics process - Implementation of a University-wide cRIS system. In 2021/2022 we report very significant progress in all these projects. The organisation redesign is now being implemented with anticipated completion in time for the opening of the 2022/2023 academic year. The new research

		ethics system is functioning and more improvement work is planned in the current year. The cRIS system is now well into its implementation with an anticipated launch date in time for the end of the 2nd semester in the current year.
12	European University of Technology	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 European Commission call for proposals to create the European Universities of the future. This initiative, which comprises TU Dublin and seven partner institutions, establishes a pioneering 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. The EUt+ alliance sees the partners working together to integrate activities in embedding diversity and inclusion in their institutions, increasing the opportunities for mobility, strengthening research and innovation through shared infrastructure and enhancing societal engagement at both the local and European level. Over the past year (2020/21) the primary emphasis has been on establishing a baseline of activities and approaches for the purposes of developing collaborative initiatives and shared programmes. The next two years will see the

	implementation of projects and continuing work towards integration.

1.3 Governance and Management
1.3.1 QA Governance Meetings Schedule

Guide:

Include the meeting schedules for all significant academic governance bodies, e.g. governing authority, academic council (or equivalent), quality committee, for the reporting period.

Please delete guide text before submission.

Body	Meeting dates
Governing Body	Meeting 19 23 September 2020 Meeting 20 4 November 2020 Meeting 21 16 December 2020 Meeting 22 3 February 2021 Meeting 23 24 March 2021 Meeting 24 12 May 2021 Meeting 25 23 June 2021
Academic Council	Meeting 7 23 September 2020 Meeting 8 4 November 2020 Meeting 9 16 December2020 Meeting 10 24 February 2021 Meeting 11 21 April 2021 Meeting 12 23 June 2021
Academic Quality Assurance & Enhancement Committee	Meeting 1 16 October 2020 Meeting 2 20 November 2020 Meeting 3 25 January 2021 Meeting 4 9 March 2021 Meeting 5 5 May 2021 Meeting 6 26 May 2021 Meeting 7 9 June 2021
University Programmes Board	Meeting 1 20 October 2020

	Meeting 2 24 November 2020 Meeting 3 2 February 2021 Meeting 4 23 March 2021 Meeting 5 18 May 2021 Meeting 6 15 June 2021
Academic Regulations, Policies & Procedures Oversight Committee	Meeting 1 12 October 2020 Meeting 2 30 November 2020 Meeting 3 19 January 2021 Meeting 4 16 February 2021 Meeting 5 18 March 2021 Meeting 6 12 April 2021 Meeting 7 31 May 2021
Academic Quality Assurance Committee (City Campus)	Meeting 183 21 September 2020 Meeting 184 16 November 2020 Meeting 185 8 February 2021 Meeting 186 27 April 2021
Quality Assurance Sub-committee (Blanchardstown Academic Board)	October 23, 2020 June 11, 2021
Academic Board - Blanchardstown	21 September 2020; 14 October 2020 4 December 2020 4 February 2021 12 April 2021 14 April 2021 14 June 2021
Academic Board - Tallaght	18 September 2020 22 October 2020 07 December 2020 11 February 2021 1 March 2021 27 April 2021 8 June 2021
Academic Board – Arts & Tourism	10 September 2020 22 October 2020

	11 December 2020
	24 February 2021
	29 April 2021
	17 June 2021
Academic Board - Business	04 September 2020
	23 October 2020
	12 February 2021
	26 March 2021
	30 April 2021
	18 June 2021
Academic Board – Engineering & Built Environment	22 September 2020
	3 November 2020
	27 November 2020
	15 February 2021
	26 April 2021
	25 May 2021
	Friday, 18 June 2021
Academic Board – Sciences & Health	4 September 2020
	14 October 2020
	2 December 2020
	3 February 2021
	24 March 2021
	12 May 2021
	18 June 2021

1.3.2 QA Leadership and Management Structural Developments

The following of Vice President and Faculty Dean appointments were made in August 2021. Together with the President, the Deputy President & Registrar and the Chief Operations Officer, these postholders make up the University Executive Team (UET):

• Vice President Research & Innovation
• Vice President Organisational Change & Culture
• Vice President Sustainability
• Vice President Partnerships

- Dean, Faculty of Arts & Humanities
- Dean, Faculty of Business
- Dean, Faculty of Engineering & Built Environment
- Dean, Faculty of Digital & Data
- Dean, Faculty of Science

The following Heads of Professional Services have been appointed in 2021:

- Head of Academic Affairs
- Head of Finance
- Head of Human Resources
- Head of Governance and Compliance
- Head of Library
- Head of Student Services & Wellbeing

1.4   Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/quality-review-reports-and-responses/
Postgraduate Diploma in Advanced Producing - Validation	22nd September 2020	
Postgraduate Diploma in Financial Technology (FinTech) - Validation	11th December 2020	
Higher Diploma in Medical Science (Part-time) - Validation	14th December 2020	
Postgraduate Diploma in Global Food and Drink Leadership - Validation	18th November 2020	
Master of Science/Postgraduate Diploma in Creative Commercial Communications and a number of CPD Certificates (Co-Delivery with Institute of Advertising Practitioners in Ireland (IAPI)) - Validation	17th December 2020	
Double Degree in Computer Science (with Mälardalen University, Sweden) - Validation	5 February 2021	
Bachelor of Music (new streams on existing programme)¬ - Validation	7 May 2021	

BSc (Hons) in Sustainable Transport Management (formerly BSc in Transport Operations and Technology) - Review	19 December 2019 (first event)/12 January 2021	
BA (Hons) in Early Childhood Education - Review	20 January 2021	
MA in Journalism - Review	26 April 2021	
BSc (Hons) in Geospatial Surveying (formerly BSc (Hons) in Geographic Science) - Review	19 April 2021	
BEngTech in Automation Engineering (Joint Mechatronics Programme with Tangshan Polytechnical College, China) - Review	16 & 23 March 2021	
MSc in Pharmaceutical Quality Assurance and Regulation (p/t and f/t) (formerly MSc in Pharmaceutical Quality Assurance and Biotechnology p/t and MSc in Pharmaceutical Quality Assurance and Regulation f/t) - Review	20 May 2021	
European Double Degree in Information Technology (EDDIT) (with Oulu University of Applied Sciences (OAMK) Finland) - Review	5 May 2021	
BSc (Hons) in Accounting & Finance BSc in Accounting & Finance. BSc (Hons) in Accounting & Finance (1 Year Add-on) BSc in Accounting & Finance (1 Year Add-on) Higher Cert in Accounting & Business	16 April 2021	
BA (Hons) in Early Childhood Education & Care	12 February 2021	

BA (Hons) in Counselling & Psychotherapy	29 April 2021	

1.4.2 Expert Review Teams/Panels[3] involved in IQA

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

Guide

Details in respect of review/evaluation processes that concluded during the reporting period should be set out below.

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	18			4	8	6	
of those:							
On-site processes							
Desk reviews							
Virtual processes	18						
Average panel size for each process type*				5	5	5	

* excluding secretary if not a full panel member

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

	Total	Gender		Internal	National	International	Institution Type	

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

Type of Expert/ Role on Panel		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	18	8	10		15	3				18	
Secretary	4	1	3		4						
Academic/Discipline Specific	14	8	4			5	4	2	1	12	
Student Representative											
QA	4	1	3								
Teaching & Learning	6	3	3								
External Industry /Third Mission	15	9	6			14			1		

2.0 IQA System – Enhancement and Impacts

Quality Assurance and Enhancement

As reported in last year's AQR, the well-established Quality Assurance policies and procedures of the predecessor institutions continue to be effectively implemented across the University. Again, the focus was on programme validations and the periodic and annual programme review process. When the Organisation Design of Faculties, Schools and Professional Services is complete a TU Dublin Schedule of Reviews shall be drawn up. This review schedule will be approved and monitored by Academic Quality Assurance and Enhancement Committee.

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. The effectiveness of 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.

The Annual Review Process and associated Action Plans continue to highlight areas where there is a need for improvement, as identified by students, staff and/or external examiners.

Operation Authentic Assessment (AA) Transformation

https://tudublinimpact.wordpress.com/authentic-assessment-scholars-supporters-scheme/
The original aim of this initiative was to encourage and support University staff to make a shift from traditional exam based assessment methods to those more aligned with tasks experienced in professional practice and the world of work. (Wiggins 1990, Gulikers et al, 2006, Villerarroel et al. 2020). Staff (Scholars) were invited to apply and then undertake an agreed transformation project conducted over a series of weeks towards a proposed implementation in the following academic year. The redesign AA Scholars and their projects were purposefully selected. As a result, it was hoped that at least one of the redesigns would be of a wider interest and relevance to staff in other subject disciplines. The Assessment redesigns were initially guided by an Authentic Assessment Framework building upon the work of Gulikers et al, (2006) and Villerarroel et al (2020). The original four dimensions were subsequently modified as part of a final project exercise.

AA Scholars were supported online over a two month period by a designated AA Supporter, a series of webinars, 'masterclasses', online resources and a recently established AA Community of Practice (CoP). Each of the Scholars had their own webpage, were required to reflect at regular intervals on their progress via a blog and asked to submit a case study of their work by Sept 2021. Members of the wider University community could follow Scholars, provide feedback or undertake a similar project based exercise in parallel. The associated project website containing blogs, reflections has subsequently been archived as a resource to be used as part of a second project cycle.

TU Dublin Communities of Practice

https://tudublin.sharepoint.com/sites/LTA-CommunitiesOfPractice?e=1%3A0ca4558a20c5484dbc1af2c01f213500

With a foundation in situated and social learning, a Communities of Practice model provides an attractive approach to initiate pedagogical change by drawing staff with a common interest together to voluntarily exchange innovative practices, skills and knowledge. Funding was allocated to support the development of four University communities of practice as part of the National Forum and HEA-funded Strategic Alignment of Teaching and Learning Enhancement (SATLE) during the 2020/21 Academic Year. Although these communities already existed as informal groups of individuals with a shared interest, it was hoped that the targeted seed funding could allow these communities to become self-sufficient and in doing so, embed a culture of collegial support and quality enhancement in key teaching and learning areas related to the TU Dublin Strategic Plan. Project funding was also used to facilitate internal engagement with both staff and students, external engagement such as conference and workshop attendance as well as support external experts guest lectures and seminars. Based on initial positive evaluative feedback, additional residual funding from the SATLE project was subsequently used to establish another eight Communities of Practice in October 2021. A strategic link has subsequently been established with similar University of Adelaide Communities and an initiative to mentor emergent CoPs is planned.

Enhancing Student Retention

'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 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. There are three constituent work packages of the project as follows:

1. Addressing barriers to the established First Year Framework for Success including enhancing the quality of pre-entry communication to students.

2.   Develop Institutional capacity for learning analytics with a focus on analytics that support retention initiatives.

3.   Adapting VLE usage to attain a learner 'Digital Footprint' that includes early indicators of potential attrition.

A summary of the progress of each of these work packages is set out below.

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.

Over this year, the work package continued to gather and share effective practices as well as develop new research informed resources aligned to the TU Dublin First Year Checklist for success. The institutional Communication Information strategy and orientation website have been updated with new questions related to access and usage of institutional supports added to the student participation survey.

An online portal was co-created for University staff (with case studies, resources and institutional exemplars) and also a portal for students comprising a set of core skills training and support materials. Analytics are used to monitor usage of resources/project outputs and an extensive survey based evaluation involving our key stakeholder groups is to commence shortly.

A core group of TU Dublin staff and students have obtained additional funding to establish a First year Skills for Success 'Community of Practice'. Members have been working together to design a series of staff and student webinars and associated resources subsequently being made available to members through their shared online space in MS Teams. Emergent research findings from the work package have been presented at a number of external national and international conferences and workshops.

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 its scope relates to First Year students due to the higher risk of disengagement as students bridge the transition from 2nd to 3rd level. The dashboard is being implemented across several schools as part of a pilot.

The dashboard displays data in relation to student attendance at classes and practicals and their usage of the University VLEs (Brightspace and Moodle). The dashboard was 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. The dashboard was launched on a phased basis between September and Christmas 2020 across the seven participating schools. The launch faced challenges arising from the move to online classes arising the impact of Covid-19 and the need for lecturers to 'manually' maintain and send the project team data on students' attendance. As a result the project team developed two alternative methods for automating the capture of student attendance during the

20/21 academic year - an attendance 'app' and students using their student cards to 'swipe in' at classes. These approaches have been implemented for the 21/22 academic year with students across all participating schools.

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 dashboard by focusing on how pedagogical practice influences the quality of a student's 'digital footprint', and so help inform actionable intelligence derived from student engagement metrics. The VLE digital footprint available includes counts of how often students access resources, contribute to chat forums, attempt and complete quizzes, and submit assessments. While in general, both attendance and percentage of content accessed have the highest correlations with final grade, the strength of correlations between these counts and end of semester grade vary considerably from module to module. This finding concurs with studies elsewhere, that models of data must be interpreted within the instructional context that generated that data. Work is ongoing to better understand the influence of our instructional contexts on correlations between activity counts and learner engagement as measured by end of semester grades.

New Continuing Professional Development programmes on building community engagement into teaching

In 2020-1, the Programme for Students Learning With Communities piloted two innovative new programmes for lecturers. A new five ECTS postgraduate online module supported ten lecturers from TU Dublin and three other universities across Europe to explore all aspects of how to build real-life community engagement projects into their teaching, to enhance the delivery of learning outcomes, and support community goals. Together with guest inputs from community partners, students and other colleagues, the lecturers developed ideas about how to support students in authentic learning with communities, responding to live community ideas and questions. Feedback from participants was very positive, and formed the basis for improving the module for delivery the following year. This module is one of the suite of modules approved as part of the MSc Education programmes offered by TU Dublin.

Similar topics were explored by eight TU Dublin lecturers in a year-long structured learning circle, where participants regularly met in triads, and as a full group, to develop or deepen their Community Engaged Research and Learning (CERL) practice. Participants also had the opportunity to engage with lecturers from four other universities through the International Learning Circle, which ran in semester two. Again feedback was very positive, with several lecturers continuing to meet and collaborate as a peer group after the formal learning circle ended. Most of the participating lecturers

had already integrated a new or improved community engagement project into their modules by the end of the academic year, with the remainder actively planning projects for the following year.

Both the learning circle and module were developed as part of an Erasmus+ Strategic Partnership project called CIRCLET. CIRCLET aims to strengthen capacity among higher education lecturers to improve learning outcomes for students, by rethinking the curriculum to incorporate CERL. CERL builds the knowledge, skills and career potential of graduates, and develops them as active citizens. It brings diverse communities into the classroom, and addresses the UN Sustainable Development Goals through collaboration. TU Dublin is a partner on the CIRCLET project, along with Queen's University Belfast (lead), Corvinus University of Budapest, Open University of Catalonia, and Vrije Universiteit Brussel.

Student evaluation system

In the reporting year, the same online student evaluation of programmes survey was administered across all campuses for the first time. An analysis of the data was considered at Academic Council and circulated to Heads of School. Going forward, the University is exploring administering centrally a common programme survey which incorporates module specific questions on a random sample of modules within the programme. The surveys will combine generic questions as well as allowing staff to choose from a bank of questions those with a particular relevance to the module or programme. On completion of the survey, the academic staff will be asked to respond to the responses received and a feedback report issued to students who complete the survey. The software should monitor completion rates, issue automated reminders, and facilitate reporting and analysis of the data obtained, at local and institutional level. There will be engagement 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.

Definitions for Student Progression

The University measures student progression rates in order to address issues with student success. In measuring the student population that progresses and ultimately successfully graduates from their programmes it becomes apparent that there are many reasons why students do not progress. Some students withdraw from the programme as it is not what they thought it would be, others have external pressures that hamper their performance and other students may have difficulty with an aspect of the programme.

In looking to measure, and ultimately address each of these issues, Heads of Learning Development and the Student Retention Office worked together to devise three definitions of the student population on a programme. Each definition generates its own progression rate and by studying each progression rate appropriate action can be taken.

The HEA defines Progression as follows:

A student is deemed to have progressed when their student ID is present in the institutions data return for the following academic year. This covers all programme types, course years and modes of study…Students not present in any capacity in the following academic year in the same institution are deemed to have not progressed. (Extract from: https://hea.ie/assets/uploads/2020/10/Progression-Report-October-2020-Final-301020.pdf).

This measures student success in terms of retained students. While it provides an overall comparison figure, it does not provide enough information to know what should be done to support students. Thus, it is necessary to drill down to understand the barriers to progression and prepare more detailed responses. To assist in this, the following definitions were devised:

•   Progression Rate for Registered Students

This measures the number of students who progress as a percentage of the total number of registered students and includes students who decide to withdraw or defer.

•   Progression Rate for Participating Students

This measures the number of students who progress as a percentage of the student population excluding those who withdraw or defer from the year.

•   Progression Rate for Participating Assessed Students

This measures the number of students who progress as a percentage of the student population excluding those who withdraw or defer or did not participate fully in the assessments in the year. For a student to be defined as participating fully in assessments they must have a mark of 30% or more in at least half of their attempted modules.

In order to address issues around progression and work within the HEA definition it is important to use the gathering of data to suggest clear courses of action. For this reason the three definitions are proposed to develop a more accurate measurement of progression to allow an appropriate series of responses to address progression at the correct level.

These definitions shall be integrated into the TU Dublin Quality Framework and incorporated into the student record system design. At that point, further Qualitative Research- building on the early sample study outlined above - will explore in more depth the reasons for student's non-progression and these definitions can be refined further. This refinement of relevant data will provide more guidance for action and greater support for staff and students alike.

Programme and Module Catalogue

In 2020/2021 the three programme and module catalogue systems in operation across TU Dublin were merged into a single catalogue solution for the University and upgraded to the latest version of the software. This has resulted in one single database for all modules and programmes across the

University. The single catalogue system with common academic workflows for the whole University will provide support for the TU Dublin Quality Framework and will help to ensure that academic quality is enhanced in the best interests of students and staff.

Review of the University's Research Programmes

A review of the University's Research programmes took place in March 2021. In preparation for this review, the programme was evaluated against the 2017 QQI Quality Assurance Guidelines for Providers of Research Degree Programmes and the National Framework for Doctoral Education and Ireland's Framework for Good Practice in Research Degrees. Feedback from key stakeholders including, students, graduates, supervisors, examiners and employers was also taken into consideration. A number of significant changes were proposed to the programme, including a reduction in the number of taught modules and a stronger focus on research skills development. A panel was convened which included internal and external members, including two European Senior Academics and an external member with significant industry experience. The panel supported the key changes proposed and commended the graduate school on the comprehensiveness of the review and made a range of recommendations to further enhance the programme.

2.1 Initiatives within the Institution related to Academic Integrity

Academic integrity is a critical tenet underpinning all aspects of academic work at TU Dublin. Any practice that seeks to undermine or damage academic integrity is unacceptable, and persons found to have engaged in such practices will have appropriate action taken against them.

In 2020, in response to the COVID pandemic, TU Dublin acted in a decisive collegiate manner to implement emergency academic quality assurance procedures, with approval through Academic Council (March 2020), to accommodate the need for rapid changes of approach to programme delivery and assessment. It included a systematic evaluation of teaching and assessment to identify learning outcomes that were yet to be addressed, strategies to address these concerns, and identify options for alternative assessment that could be administered remotely. With approval from Academic Council, these measures remain in play enabling academic Schools to continue to review and adapt their approaches in each semester as the situation has unfolded. The primary concern at all times has been to ensure that students can progress in their chosen programme of study or graduate in the case of those in their final year of study, whilst upholding academic standards, ensuring fairness in the assessment process, and protecting the integrity of student final awards.

As a new University created through the unification of three founding institutions, policy and procedure differs in each area of the University. An Academic Integrity working group was established in 2020 charged with developing a unitary policy and process around academic integrity for the University. The work of the group is informed by national guidance emerging from NAIN, notably the published Academic Integrity Guidelines (available at https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-guidelines.pdf), and Academic Integrity: National Principles and Lexicon of Common Terms (available at https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-national-principles-and-lexicon-of-common-terms.pdf), coupled with a review of current policy within the university and beyond. 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.

TU Dublin has adopted the ICAI core values of academic integrity, namely accuracy, honesty, responsibility, respect, and courage (adapted from the 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). The underpinning principles for the TU Dublin approach to academic integrity are sumarised as follows:

• Institutional Responsibility: - the University provides a first line of defence against breaches of academic integrity. It provides students and staff with the tools and support needed to avoid academic misconduct.

• Everyone Is Responsible: - Everyone, students and staff alike, has a role to play to ensure that students undertake learning tasks with integrity.

• A Whole of University Approach: - TU Dublin provides a holistic whole of institution approach to minimise opportunity for academic misconduct. Because of the many forms this can take, a one-dimensional approach is not appropriate, and it must include a strong educative aspect as well as robust, consistent, and fair processes for preventing, detecting and dealing with breaches of academic integrity and their reporting.

• Engage with and Empower Students: - The academic integrity working group has strong student representation, and indeed, the Students Union have been very proactive in their support for and building awareness of academic integrity principles.

• Empower and Engaged Staff: - at the frontline, teaching and professional staff have a critical role to play in deterring and identifying student academic breaches. The University proactively communicates to staff on policies and development opportunities for staff to equip themselves for the promotion of good academic practice and rooting out instances of academic misconduct.

Specific actions being developed to support a comprehensive TU Dublin approach to academic integrity matters include:

• TU Dublin was part of an International Consortium led by Epigeum--Oxford University Press that developed structured online learning resources for both students and staff to foster academic integrity. These educative tools have been deployed across the University VLE systems giving access and visibility to all students and staff. The tools are also to be rolled out for use by individual programmes in the 2021-22 academic year as part of the Transform-EDU Project. It is planned that the foundation Academic Integrity modules will be offered to all students as they join the University to build awareness and foster good practice.

• A unitary policy on academic integrity and a framework for the investigation of suspected breaches of academic integrity is in development and targeted for implementation in 2022. In the interim, current campus-based policies apply. The new policy and framework will be informed by, and aligned to national guidelines in development under NAIN.

• As part of the policy framework, a standard reporting template will be developed. Currently, both in TU Dublin and nationally, forms of academic misconduct are not named in a consistent way. This will be informed by the QQI-NAIN published Academic Integrity: National Principles and Lexicon of Common Terms (available at https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-national-principles-and-lexicon-of-common-terms.pdf), and other NAIN guidelines in preparation that will address reporting requirements.

• In 2020/21, TUDSU produced and promoted an Academic Integrity Toolkit for students providing links to videos, University educative resources, library services and the Academic Writing Centre to support students during semester.

• TU Dublin is and will continue to actively contribute to the work of NAIN and other agencies as appropriate.

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
1	TU Dublin Organisation Design	Key deliverables for the Organisation Design strategy and implementation project include: • Confirmation of the University Size and Scope i.e. the number of new faculties, the number of new schools within those faculties and the disciplines within each of the schools. This was delivered in December 2021. • The detailed design for each new faculty and school will be developed along with a Transition and Transformation Plan by 1 September 2022 when the new faculty and school structure will be launched. • The detailed design for a number of the University's professional services including Academic Affairs, Strategy & Planning, Human Resources, Finance, Campus & Estates, Campus Planning, Partnerships, Student Services & Wellbeing including Recruitment, Admissions and Participation, Technology Services, Equality, Diversity and Inclusion, and Organisation, Change & Culture. Many of these have been delivered and others will continue with detailed design until June 2022. Change Impact Assessments and Transition Plans will be delivered for each service by December 2022. • The detailed design for Research & Innovation which was delivered in February 2022 along with Terms of Reference for a new Research Academy. The detailed design for Research Hubs is continuing and due for completion in April 2022. A Change Impact Assessment and Transition Plan for Research & Innovation will be delivered by June 2022.

2	Development of an Education Model for TU Dublin	Following the team's planning and scoping activities (09/21-11/21), an intensive phase one of socialisation has taken place across the University to consult with students, staff and other stakeholders to receive their input on the design and development of the UEM (11/21-02/22). Planned activities for 2022 include the following: • Develop and embed processes to ensure the student voice is enabled and central to the development of the UEM through a partnership model approach. • Synthesise phase one socialisation inputs and data into a thematic report and share with stakeholders for feedback. • Build the first draft framework of learner experiences for review, feedback and iteration. • Identify, enable and support early adopters of the UEM at the University. • Build pathway personas of future learner pathways at TU Dublin that are agile, flexible and personalised to the leaner. • Continue to engage with a broad range of stakeholders in the progress of the design and development of the UEM through phase two socialisation activities to be scheduled throughout 2022.
3	Development of TU Dublin Quality Framework	It is expected that the following policies/processes will be developed and put forward for consultation and approval in 2021/22: • Programme Review • School Review • Faculty Review • Approval of Collaborative Provision • Quality Enhancement Leading to External Awards

		• Recognition of Prior Learning Policy • Exit Award Policy There will also be a focus for the current academic year on the development of student-facing assessment policies and regulations, around student progression, review of marks, student appeals and breaches of assessment regulations (academic integrity), so that these are in place across TU Dublin by September 2022.
4	Completion of CINNTE Review	The Main Review Visit of the External Review Team took place as planned in the week commencing 4 October. The review was conducted virtually. At the time of writing, TU Dublin has received a draft of the Review Team's report and has submitted some factual comment and corrections. It is awaiting the final report of the Review Team in order to respond formally to the report and its commendations and recommendations. A process for the consideration of the Review Team's recommendations as well as those of TU Dublin, and prioritisation of same, will be in put in place shortly.
5	TU Dublin Student Records Management System	There are several sub-objectives necessary for the realisation of a Student Records Management System for TU Dublin. These are to be enacted in the coming years, prior to the implementation of the new system, as follows: • Upgrade the Tallaght and Blanchardstown student records systems separately to the current supported version to mitigate the risk of failure. • Replace the existing disparate student admission systems (non-CAO) with a common solution by Q1 2023. • Design and implement an "out-of-the-box" student records management platform by Q2 2024. This will be delivered using a standard architecture model and will include standards-based workflows and processes based on international best practice in higher education.

6	Programme & Module Catalogue	The focus of attention for 2021/22 is on publishing the catalogue information from the merged system to the TU Dublin web-site. Work will also be undertaken to provide additional training and support materials to the academic end-user community to aid consistency of operation of the system and to maintain University wide data standards for catalogue information.
7	Student Evaluation System	A pilot of an automated student evaluation system will be undertaken at the end of the first semester in 2021/22 for a small number of TU Dublin taught programmes and modules. This will serve to test technical aspects of the survey and review student and staff views of the usefulness of the survey, thereby informing the development of the survey and the upcoming procurement process.
8	Academic Council and its sub-committees Working Groups	A number of sub-groups of Academic Council sub-committees have been set up to undertake the following tasks: •　　Review of Terms of Reference of Academic Council sub-committees and draft Terms of Reference for Faculty Boards •　　Development of a University Award Nomenclature Policy •　　Development of a University Academic Integrity Policy •　　Development of a University Student Disciplinary Process •　　Development of a Digital Badges Quality Assurance Policy and Process. These groups have already met several times to commence their work on these matters.
9	Major Infrastuctural Developments	Construction is set to commence in 2022 on the Academic Hub in Grangegorman. Housing a consolidated Library and learning centre, the Academic Hub will be a visually unique building, incorporating the existing

		North House building into a new, modern structure that will wrap around the existing historical site. The projected completion date shall be Summer 2024. • The completion of the Sports Science Health and Research Building (SSHRB) in Tallaght has been extended to May 2022, due to Covid restrictions. • Planning and procurement works are advancing to join the Tallaght campus to the South Dublin CC District Heating network, which will be a low carbon solution using waste heat from a nearby data centre. The network is expected to be operational in mid-2022. • Higher Education PPP Bundle 1 (HEPPP1) will deliver academic teaching space in Blanchardstown and Tallaght as part of a bundle of six projects being procured by PPP under the management of the National Development Finance Agency
10	HCI Pillar 3 Funded Projects	See Section 4 below
11	Research & Development	For 2021/2022 R&I in the TU Dublin will pass a very significant set of milestones. A new Research Academy, a strategic forum guiding and securing the place of R&I in the new University will be launched in March 2022 followed by a detailed review of our research activities with the aim of establishing a number of inter and transdisciplinary research hubs focused on contributing to the solution of many significant societal challenges. TU Dublin remains committed to the exploitation of knowledge generated by its research as demonstrated by its continuing 'best-in-class' technology transfer performance over the last 5 years as validated by Knowledge Transfer Ireland.

3.2   Reviews planned for Upcoming Reporting Periods

3.2.1   Reviews planned for Next Reporting Period

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.

Unit to be reviewed	Date of planned review	Date of last review
BSc Event Management, delivered at Hainan University *This review took place in 2020/21 - the report went forward to relevant committees in September 2021	23 June 2021	July 2017

3.2.2   Reviews planned beyond Next Reporting Period

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.

4.0   Additional Themes and Case Studies

HCI Pillar III-funded Projects

CONVENE

Convene, a TU Dublin-UCD partnership funded by the HCI, is continuing its work apace in transforming university-enterprise engagement for a more sustainable and resilient post-pandemic Ireland. Over the course of 2021, Convene has devoted significant attention to Accredited Talent Development. In this regard, work is proceeding with Screen Skills Ireland to develop priority models for Competency Framework, as well as enhancing Convene's partnership with Krisolis, an SME specialising in data analytics consultancy, through assisting their tender for ECB training and development of Certificate in Data Management.

In direct response to the pandemic, Convene has been central to the creation and delivery of a number of programmes, utilising a microcredentials framework. 2021 saw additional intakes to the TU Dublin and UCD Joint Diploma in Transversal Skills with an additional microcredential capacity of 432 learners. Working with the Tourism and Hospitality Sector Careers Oversight Group, an additional microcredential capacity of 80 learners has been created for short-courses relevant to a sector which has been negatively impacted by the pandemic.

 September 2021 saw the first cohort of the Convene Enterprise Fellows take up their positions. The Convene Enterprise Fellowship programme supports staff wishing to co-create skills and innovation solutions with enterprise. Fully funded by Convene, Enterprise Fellows are reassigned from their regular roles on a part-time or full-time basis for up to 5 months, and offered space, time, and resources, to work directly with enterprise to deliver priority skills and drive workforce innovation in Ireland.

Work is also proceeding on developing a Convene Enterprise Mentoring Programme. By October 2021, a core group of 20 mentors and 20 students were working constructively together under this banner with plans for a further expansion in place. 2021 also saw progress towards the establishment of the Convene Enterprise Academy in TU Dublin with an initial location in Greenway Hub in Grangegorman and a substantial physical footprint in Tallaght Airton Road, where office space has been secured.

On October 7th 2021, the Convene Enterprise Forum was launched by An Taosieach Micheal Martin, who endorsed the work of Convene and said he would like the Convene model to be replicated in other higher education institutions. A HEA site-visit in November 2021 "found the Convene project to have very positive output to date, and to be progressing well on funded objectives."

GROWTHhub

The GROWTHhub project, funded by Pillar 3 of the HEA Human Capital Initiative commenced in January 2021. This project seeks to support TU Dublin education model by encouraging growth and entrepreneurial mind-sets among our students. The project is a collaboration with Waterford Institute of Technology. Growth Hub initiatives will seek to encourage an entrepreneurial mindset for TU Dublin graduates and build on the TU Dublin environment to stimulate a culture of idea generation, exploration, and implementation. The Growth Hub mission will be achieved by building new student entrepreneurship learning pathways, underpinning the capacity of our programmes to support entrepreneurial learning outcomes, and building a supportive environment that allows students and enterprise-based learners engage in entrepreneurship initiatives.

During 2021 several initiatives were implemented or commenced. In June 2021, an Entrepreneurship Education Bursary supported 15 projects from faculty across TU Dublin campuses. These projects support the development of curriculum-based teaching, learning and assessment initiatives, as well as non-curriculum initiatives that build out the entrepreneurship education eco-system across the University. A student entrepreneurship development programme - iVenTUre - was also implemented in May and June 2021, providing students with an immersion in entrepreneurship learning and an opportunity to develop their own new venture idea. GROWTHhub has also supported the development

and accreditation of several new modules including Digital Entrepreneurship, Personal Entrepreneurial Capital, Disciplined Innovation Process, and Venture Validate.

Initiatives that have more recently commenced include: (i) Entrepreneurial Ambassadors initiative that will see demonstrably successful entrepreneurs and innovation leaders engage with each school to support school level activities (the first cohort of Entrepreneurial Ambassadors will be announced in February 2022); (ii) Student Startup Internship programme where students will be able to access structured summer internships in startup enterprises (this will be validated in January 2022 with pilot implementation in Summer 2022; and (iii) Venture Validate initiative to allow students from all campuses engage in a deep dive immersion to develop their new venture idea (pilot commenes in February 2022). In addition to student activities, GROWTHhub has designed an ideation challenge process for engaging alumni, the first of which will take place with MBA alumni working on a challenge provided by the Dublin Simon Community in March 2022.

National RPL Project

TU Dublin has been engaged with the National RPL Project – Ambition RPL, through its Project Lead. The focus within TU Dublin shall be on its RPL Action plan from March - September 2022. Work completed to date has included a review of how RPL is signposted on TU Dublin's website and how data is collected and recorded on RPL. TU Dublin's Project Lead is participating in the project's development of a national Framework for RPL which when completed and published will provide HEIs in Ireland with a set of guiding principles and operational guidelines, as well case studies and exemplars, that will assist HEIs as they develop and review their own policies and processes in support of their strategic objectives. This development coincides with and shall inform the development of an RPL Policy and associated processes for the University.

Case Studies

The following case studies are included below:

*   Our Student Voice
*   Transformative Learning for Sustainability at TU Dublin
*   VLE Baseline
*   Library Services during COVID-19

Our Student Voice

Introduction

TU Dublin's forthcoming education model includes, as a guiding principle: "an emphasis on student engagement and connectedness with the entire university community for success". As a University, this emphasis is evident in the priority afforded to the student voice in the structures and processes that enable, shape and guide what we do. This includes committee structures, quality assurance processes, approaches to quality enhancement, engagement with the Students' Union, and the culture of engagement between staff and students that is central to learning, teaching, assessment and student support.

The "Student Voice", is defined by NStEP as:

The act of students sharing their individual and collective lived experiences, expressed through views and perspectives, demonstrated by formal and informal conversation, debate, feedback and ultimately, active listening and being heard.

Recognition of the student voice as central to our University is also recognition that the lived experience of students provides them with expertise in the student experience. Student experience relates to the nature of the students' engagement with their learning activities and the broader social context for their learning, and is fundamental to assessing quality in higher education. Access to the students' expertise is critical for our University to assure and enhance the quality of the learning experience, and the student experience more generally. In order to engage students as experts, TU Dublin is aware of the need for students to be enabled to use their voice, for staff to actively listen to the student voice, and for the University to respond to the differing views expressed through the student voice. Through the Our Student Voice project , the University is developing a high-quality set of digital resources to support the outlined objectives.

The Our Student Voice Project

The Our Student Voice project has the objective of enhancing the student voice in quality assurance and quality enhancement processes. It will do so by producing digital resources to support the skills development of student class representatives (as well as the broader student population) and provide academic staff with advice, guidance and access to best practice. Resources are organised into a series of episodes with which students can engage. Each episode commences with a brief video setting out three key messages and is followed by guidance and activities through which students will develop their knowledge of the University and the skills to make an impact in their engagement with the University. The student-focussed episodes are titled as follows:

Episode 1. Being a Class Representative

Episode 2. Understanding our University

Episode 3. Understanding Quality Assurance and Quality Enhancement

Episode 4. Understanding the Practices of Equality, Diversity, and Inclusion

Episode 5. Reflecting Upon My Experience

Episode 6. Providing Constructive Feedback to Enhance the Student Learning Experience

Episode 7. Communicating Effectively

Episode 8. Providing a Voice for Others

Episode 9. Participating Effectively in Meetings

Episode 10. Building and Managing Professional Relationships

Episode 11. Working Effectively with Others

Episode 12. Participating Effectively in Programme and Module Design

Episode 13. Participating Effectively in Quality Assurance Panels

 Each episode will take approximately 30 minutes to explore if taken online and individually. When used in facilitated workshops (online or offline) and in face-to-face groups, they may take longer to explore.

An additional project deliverable is the design of a set of digital badges, each of which requires exploration of the guidance blocks followed by: participation in quality assurance processes; the completion of reflective pieces in a portfolio; and submission of evidence to demonstrate that digital badge criteria have been met. The three digital badges currently being designed are:

1.   Active Class Representative: For students who complete the learning activities associated with episode 1, Being a Class Representative, and the ten core episodes (2-11), as demonstrated through a portfolio submission, while also fulfilling all the requirements of being a class representative.

2.   Curriculum Co-Designer: For students who complete the learning activities associated with episode 12, Participating Effectively in Programme and Module Design, and the ten core episodes (2-11), as demonstrated through a portfolio submission, while also fulfilling all the requirements of a curriculum design team member.

3.   Quality Assurance Expert: For students who complete the learning activities associated with episode 13, Participating Effectively in Quality Assurance Panels, and the ten core episodes (2-11), as demonstrated through a portfolio submission, while also fulfilling all the requirements of a quality assurance panel member.

Finally, advice and guidance for staff will be provided in a series of six blocks. The blocks are as follows

1.   Understanding the Diversity of the Student Voice
2.   Engaging with Student Representatives
3.   Encouraging Student Feedback and Addressing Feedback Barriers
4.   Opening and Closing the Feedback Loop
5.   Co-creating Solutions with Students
6.   Co-creating Curricula with Students

 This project is funded under the IMPACT Accelerator fund . The project commenced in December 2020 with a timeline for launch of the student-focussed resources during the 2021-22 academic year.

Transformative Learning for Sustainability at TU Dublin

TU Dublin's Strategic Intent to 2030 aligns with the UN Sustainable Development Goals (SDGs). Whilst TU Dublin has historically placed strong emphasis on sustainability through disciplinary excellence in areas, such as energy, environmental science, the built environment and transport, a holistic implementation of sustainability learning under SDG 4.7 has led to the formulation of a new KPI: "all programmes will have sustainability as a learning outcome". To support its achievement, three related learning and teaching initiatives have culminated in a transformation of the student experiences under the university education model, namely [i] sustainability literacy, [ii] education for sustainability staff CPD and [iii] the embedding sustainability in the curriculum.

SDG Literacy

In 2019, the Faculty of Business piloted an authentic assessment in which students reflected on their experience of the SULITEST , a UN supported on-line literacy tool developed under the Higher Education Sustainability Initiative (HESI), which reports at the High-Level Political Forum on Sustainable Development (HLPF). The reaction to the test was emotional, so much so that staff

recognised its transformative potential. Thanks to some seed funding, a university-wide community of practice on sustainability literacy has grown to 50+ academic staff.

The community of practice is now extending sector-wide with a regional national expert committee (RNEC) being formed, in collaboration with staff from GMIT, NUI Galway, DCU and UCC, to focus on developing a module within Sulitest specific to Ireland. TU Dublin staff have been invited to become fellows for developing a Sulitest international certificate on sustainable development, which will massify its impact and contribute to the sustainability literacy movement. Key publications including case-studies published by the UN HLPF are avialble here.

Staff CPD Training in Educating for Sustainability

The new KPI highlighted a need for professional development in sustainability as a basis for curricular enhancement. The School of Food Science & Environmental Health piloted a NQF L9 5 ECTS Educating for Food Sustainability module for 10 staff and 25 PG students in 2020/21. The delivery model was supported by peer-learning, co-create workshops and invited industry experts.

In 2021/2022, the pilot has been extended to four sectors across the university – food; business and finance; tourism; and (bio) pharma. By the end of the 2021/2022. 80+ academic staff will have completed this CPD and, thus be positioned to undertake formal curricular enhancements, embedding sustainability learning in their courses and programmes. All guest-speaker webinars were recorded and licensed on Creative Commons as open education resources – example here.

Evaluating the Embeddedness of Sustainability in the Curriculum

Whilst several frameworks exist to evaluate sustainability in the curriculum, AASHE-STARS has become among the most widely adopted. This initiative seeks to use natural language processing (NLP) to unpack the SDGs in a lexicon of root-key words, which are then used to map the curriculum to the SDGs and categorise it according to AASHE-STARS criteria. A first-pass analysis of TU Dublin's programmes identified 286 programmes (5%) as "sustainable focused", 769 programmes (13%) as "sustainable inclusive", demonstrating a gap to be bridged to achieve the new KPI. The NLP software was evaluated by comparing results with those from a manual analysis during validation of a new BSc in Sustainable Timber Technology. A Beta version is now available for testing and the project team is working with programmes who are in a position to embed sustainability. It is intended that the software will be part of a range of supports for considering sustainability within future cycles of programme enhancement.

This initiative offers TU Dublin the capability to "badge" all its programmes according the degree of embeddedness of sustainability and to relevant SDGs, which, in future, will provide a distinguishing feature as students choose their programmes in a more flexible pathway of study.

The above initiatives are organised under two separate projects: Transform EDU, funded by the High Education Authorities Innovation & Transformation Programme 2018 and SATLE, funded by National Forum for the Enhancement of Teaching and Learning in Higher Education's Strategic Alignment of Teaching and Learning Enhancement Fund, which are expected to feed into the new university education model (UEM).

TU Dublin VLE Baseline

In response to the evolving challenges of the COVID-19 pandemic, the TU Dublin VLE Baseline Checklist was designed as an easy to use non-prescriptive and VLE-agnostic framework for use by staff redeveloping their online modules for the academic year 2020-21. The checklist contains a set of good practice recommendations for the design and delivery of a quality, student-centred online learning experience that encourages a broader strategic, whole-institution approach to online learning under the following headings (1) Student Orientation, (2) Structure your Content, (3) Live Lectures and Tutorials, (4) Communication, (5) Assessment and Feedback, (6) Resources, (7) Accessibility, and (8) Quality Assurance. The baseline is also supplemented by the 'VLE Baseline Plus', (for both Moodle and Brightspace) each offering an additional set of practical recommendations to guide the further development of modules in TU Dublin's virtual learning environments irrespective of the specific platform used.

The framework was presented at several senior leadership fora, tabled and approved at the Academic Quality Assurance Committee, and finally approved and adopted by the University's President's group as the approved model for online module design and management at the University.

In October 2020, LTA ran a one-week online mini-module 'TELTA Engage' designed to provide TU Dublin academic staff, with the experience of being an online student on a module utilising the good practice recommendations as set out in the VLE baseline checklist. The content covered over the course of the week also gave further direction on important aspects of teaching and assessing online and included topics such as 'module orientation', 'building communities of learners', 'curating content', and 'engaging learners'. Finally, the assessment for the mini-module was also based on the VLE baseline checklist – with participants asked to print out the baseline, use it to evaluate one of their own online modules, noting where their modules fell short of the baseline, and to write a 300-word reflective piece on what they could do differently in their own modules, before submitting both for review.

Library Services During COVID-19: connecting with users through a hybrid service

Introduction

TU Dublin Library Services responded to the challenges of the COVID-19 pandemic in a variety of ways. Following the closure of the University and its libraries on the 12th of March 2020, Library Services pivoted to provide a service entirely online. By August 2020, following changes in public health restrictions, Library Services moved to a hybrid model of service, providing some on-campus services while continuing to provide an enhanced online service. With the recent lifting of restrictions, Library Services has resumed most on-campus services. However, the hybrid model remains in place, and the digital library and a digital service remain key components of our service delivery. Throughout the pandemic, library staff provided a valuable presence on campus, at times being the only user-facing service providing service on campus. Through this hybrid model, library staff enabled the maintenance of the connection between the students and the University, at the interface between the physical and digital campus.

The pivot to a Digital Service

Following the Taoiseach's announcement that all schools, colleges and childcare facilities would close from 6pm on 12th March 2020 in response to the COVID-19 pandemic, all TU Dublin buildings and libraries closed and Library Services pivoted to delivering a fully online service.

Library Services' website became the primary channel for communication with users, replacing the physical library as the embodiment of 'the library' . This was complemented by enhanced usage of social media channels. A video library website tour was produced to support users in finding essential information on services. An online guide, Library Services and Collections during COVID-19, was developed to make it easier for students, staff and researchers to access information on the Online Library and services in a timely manner.

The Online Library, comprising thousands of academic e-journals and databases, became the primary source of resources for library users during the pandemic. Library Services introduced a 'Digital First' acquisitions and collection development policy, prioritising the acquisition of e-books over print, thereby ensuring continued access to essential texts throughout the closure. Library staff assisted academic colleagues in the development of new reading lists where e-book formats of existing textbooks were not available. Where publishers made their digital collections freely available – as many did for a period – Library Services collated the resources, enabled access to them and to promoted them to library users, thereby broadening further the range of digital resources available to students, staff and researchers.

 The teaching librarians supported the University's pivot to online teaching and learning through live online digital literacy and academic integrity classes, one-to-one virtual consultations and pre-recorded online videos and guides to support asynchronous learning. Library users were offered live support through online chat platforms, video conferencing and phone calls, and asynchronously via email.

Shift to a Hybrid Service Delivery model

By August 2020, Ireland had moved from an emergency response to the pandemic to a National Framework for Living with COVID-19 that included five levels of restrictions. Library Services introduced a Click & Collect service to make print collections available to users once again while operating within the restrictions. This was a new service, allowing students and staff to request print books using the library catalogue and schedule a collection time using online booking systems.

 As the country moved between the five levels of restrictions, Library Services expanded its on-campus service provision to offer study and computer spaces, expanding the use of its online booking systems to allow students to book spaces in advance, to ensure government-stipulated capacity restrictions were observed and to collect the necessary contact tracing information. Since the reopening of study and computer spaces, students have made use of the library learning spaces in all five libraries.

The re-opening of on-campus library services provided a valuable student experience. For long periods of time, the libraries were the only student-facing service open on-campus, offering a single point of in-person contact or connection with the University for many students. Library staff provided pastoral support to students during what for many was a period of extreme isolation, disconnection, and loneliness and acted as an informal referral service on campus directing students to the relevant

supports available elsewhere in the University. The physical space provided a safe space for students to study, especially vulnerable students who did not have access to suitable spaces for study elsewhere.

To date, we continue to deliver the online supports and services that had been put in place at the start of the pandemic. This allows an opportunity for students and staff to engage with Library Services in a format that suits their learning needs and requirements.

Conclusion

Library Services responded to the challenges presented by the COVID-19 pandemic by pivoting to online learning, teaching and research support and expanding the number of digital resources in its collections. Digital technologies were leveraged to enhance online services and to manage the use of physical spaces during restrictions.

This hybrid model has allowed Library Services to use its digital presence to reach more users, in particular those vulnerable users who have been unable to come to campus. The demand for access to library buildings throughout the pandemic has demonstrated that the physical space is just as important to our students and staff. It enables a real, valuable, and multidisciplinary connection to the University. As Linda Doyle, Provost, Trinity College Dublin said in August 2021 "The importance of space and place has been reinforced...the relationship with the place you study, and those who share that place with you, matters and will continue to matter."