

Technological University Dublin
CINNTE Review Institutional Action Plan

December 2022

Technological University Dublin very much welcomed and embraced the CINNTE Review process as an opportunity to reflect on our experiences prior to and since the formation of TU Dublin, in order to determine the best way forward as a new University. We particularly welcomed the opportunity to have an international panel of experts and peers, the Independent Review Team (IRT), appraise the steps we are taking to build our new University and evaluate the effectiveness of our approved and emerging approaches to quality assurance and enhancement. We found the CINNTE Review process itself to be objective and rigorous, and the IRT's report was balanced and comprehensive. The University values the additional perspectives, experiences and insights provided by the report. The recommendations identified through the self-evaluation process and within the IRT's report have already assisted the University in the continued development of our Organisation Design, academic policies and approaches to quality assurance and enhancement.

The Institutional Action Plan arising from the CINNTE Review process is presented below. The recommendations and actions within this plan have been integrated into our first University Quality Enhancement Plan (UQEP). The UQEP is a live document that is continually updated to include relevant actions that need to be undertaken at university level arising from quality review processes such as Faculty, School and Professional Services reviews, and from the Annual Quality Enhancement Process. While the TU Dublin CINNTE Institutional Action Plan, presented here, assigns actions to all the recommendations from the CINNTE Review Report, the University Quality Enhancement Plan also assigns actions to the recommendations found in the TU Dublin Institute Self-Evaluation Report.

The actions within our CINNTE Institutional Action Plan are aligned to the ten main actions from our Strategic Plan:

1. Implement EDI strategy and component actions
2. Conduct a comprehensive programme portfolio review & realignment, to ensure student success, meet skills needs & address financial sustainability
3. Deliver new integrated SRMS
4. Develop & implement a Digital Transformation Plan to enhance student success
5. Continue to develop & implement staff development programmes that support the delivery of the University strategy
6. Increase levels of Research Active Staff, Funding and Postgraduate research students
7. Enhance brand awareness and communication through the website and other means
8. Establish a university-wide model for engagement and deliver a cohesive plan that grows collaborative activity with academic, industry & community partners
9. Complete implementation of the OD structure, utilising it as a platform for transformation & growth
10. Establish/re-engineer business processes for efficiencies and communicate accordingly

TU Dublin will provide regular updates to staff and students on the progress and status of all actions within our Institutional Action Plan, and to the QQI through the Annual Quality Report and the one-year follow on report. The activities required to complete the actions contained within our Institutional Action Plan are all in progress or due to start before the end of the 2022/2023 academic year.

TU Dublin CINTE Institutional Action Plan

Recommendation from the TU Dublin CINTE Review Report 2021	Action(s)	Timeline / completion date
Ensure that EDI practices are further embedded into the university systems and structures.	Implement EDI strategy and component action plans including: <ul style="list-style-type: none"> - Athena Swan - Ending sexual violence and harassment - Race equity - Disability 	2022-2025
The potential for leveraging accreditation bodies should be explored to assist/incentivise the coming together of different unit offerings, e.g., engineering units/degrees.	Through the enhancement of the quality framework, ensure PRSB requirements and criteria are fully considered when Schools are reviewing programme provision, consolidating programmes and developing new programmes.	Jun-24
As matter of urgency, commit to ensuring that the student voice is an integral, valued part of the decision-making process at senior levels in the university. The current structure should be reviewed, with student input, to identify gaps in the process.	Review the level and effectiveness of student input into decision-making at senior levels in the University and where required propose changes to processes or memberships to ensure the student voice is integral to decision making at Academic Council, all Academic Council sub-committees, Faculty Boards and Discipline Programmes Boards.	Jun-23
Further develop the communities of practice concept, ensuring that, through dissemination of best practices and peer-to-peer as well as professional pedagogical support, the most impactful educational innovations are leveraged across the university.	Develop a strategy for establishing, supporting, and sustaining University Communities of Practice that promote and disseminate best practices.	Jun-23
Consider the development of an embedded technical support service for academic staff delivering online/blended programmes.	Ensure academic staff are appropriately supported to engage fully and effectively in all modalities of teaching, include blended and online learning.	Jun-23
In recognition of its diverse student population, TU Dublin mainstreams the use of Universal Design for Learning (UDL) across its provision.	Ensure UDL is an integral part of programme and module development and review, through the quality assurance and enhancement process, staff development activities and pedagogical supports and resources.	Jun-23
As the university develops its new systems and services, procedures should be put in place to ensure a consistent approach to programme management, organisation and communication to students. These procedures should clearly identify who in the university is responsible for communicating each component.	Communicate clearly, through the TU Dublin website and intranet and through the provision of resources to staff and students, how programmes are managed and the different levels of responsibilities.	Jun-23
A University Quality Enhancement Plan should be developed to capture information and updates on progress made on actions identified through quality assurance and enhancement processes for feedback to staff and students.	Implement the new Annual Quality Enhancement Process, the outcome of which is captured in the University Quality Enhancement Plan	Sep-23

Recommendation from the TU Dublin CINNTE Review Report 2021	Action(s)	Timeline / completion date
The findings arising from the self-evaluation process should be prioritised, interdependencies identified, weighted, and given implementation timescales in the context of the strategic plan so that appropriate resources are made available to progress these recommendations. To maintain momentum and buy-in to the process, quick wins should also be identified.	Develop the University Action Plan to include the recommendations from the Self-Evaluation Report and allocate them to the distinctive areas of responsibility/ For each action identify the level of priority, interdependencies, timescales and deliverables.	Dec-22
Ensure that the student voice is incorporated into the development of programme curricula and pedagogy needs. Both processes should be anchored to systematic student feedback practices, both at module and programme levels.	Ensure the student voice is an integral part of Academic Governance structures through clear lines of communication, proper consultation and appropriate student representation on decision making committees.	Jun-23
Ensure that the student feedback process is not a one-way process. Regular and timely closing of the feedback loop is important in responding to student requests and is central to creating a positive student experience and to ensuring student success.	Implement the new Student Feedback System with the capability for academic programmes to respond to student feedback in a timely manner.	Jun-24
The staff components of the Student Voice project should be implemented without delay.	Extend the Student Voice project for another academic year; Develop and implement the staff components of the Student Voice project	Jun-23
The TU Dublin website project be expedited to ensure that both internal and external stakeholders are provided with current and relevant information.	Enhance brand awareness and communication through the website and other means	Jun-23
A policy and procedure for equitable access to continuous professional development by academic and administrative staff be developed to support the university's strategic ambitions for academic and operational excellence.	Ensure HR and staff development policies and procedures provide equitable access to CPD opportunities that support the University's strategic ambitions.	Jun-24
Ensure that excellence and inclusion are guiding principles in the development of staff recruitment, management, and development policies.	Review and if required amend staff recruitment, management, and development policies to ensure that they are underpinned by excellence, inclusion and EDI principles.	Jun-23
There is a need to ensure greater diversity amongst TU staff, including senior management.		
TU Dublin engages in increased communication with second-level and further education partners so that these parties are aware of any implications – including unintended consequences – that changes to programmes of education and training may give rise to for learners and for existing agreements.	Develop a consistent approach to communicating and engaging with the second level and Further Education sectors to ensure the conveyance of up-to-date accurate information.	Jun-24
The review team recommends that the initiatives aimed at achieving equity/consistency of student experience in TU Dublin be expedited: digital learning environments (VLEs) and student services (including academic advising) as well as feedback practices playing a key role in this.	Implement unitary student services and supports consistently across the University;	Jun-24
	Procure and implement one VLE for the University and ensure consistent and equitable supports for the VLE across the University;	Jun-23

Recommendation from the TU Dublin CINNTE Review Report 2021	Action(s)	Timeline / completion date
	Through the Quality Framework, ensure consistent programme design and TLA standards across the University	Jun-23
Review the institutional opening hours for student services and support and consider the development of a 24/7, one-stop-shop approach to student services. This should be complemented by providing spaces for students who attend out-of-hours courses. For administrative functions, the university might consider applying a 'front-office/back-office' logic, and only maintain front-offices where face to face contact is required. All back-office functions could be taken care of in professional units placed anywhere at the university.	Review the provision and opening hours for student services and consider the provision of a 24/7, one-stop-shop approach to student services.	Jun-24
Ensure progress on academic structures and governance is sequential. Below the level of faculties, the process of delivering on the creation of schools within the faculties should be delegated to deans who have appropriate autonomy in terms of timelines and feasibility.	Complete implementation of the OD structure, utilising it as a platform for transformation & growth	Jun-23
TU Dublin moves quickly towards establishing a 'one university' structure, eliminates any duplication of functions across campuses, and maintains focus on the simplification of structures and process.		
A balance be struck between the need to complete the organisational design process and have structures in place and the urgency with which some matters need to be progressed.		
There must be appropriate devolution of resources to faculty deans from UET. In turn, deans must deliver resources to support schools in delivering on change, consolidation and review of programmes and research.	Ensure the appropriate devolution of resources to Faculties and Schools to support the delivery of change, consolidation and the review of programmes and research.	Jun-23
TU Dublin ensures that the roles and responsibilities with respect to relationship management of the Vice-President Partnership, the International Office and Vice-President Research are clearly defined.	Upon the completion of the Organisation Design process, ensure the roles and responsibilities of the Vice-President Partnership, the International Office and the Vice-President Research are clearly defined and communicated.	Jun-23
Oversight of quality assurance and enhancement by Academic Council be enabled and strengthened through the appointment of deans and the VP Research as ex-officio members of Academic Council. Deans are also an important link between Academic Council and the University Executive Team.	Propose to Governing Body that Faculty Deans be added to the membership of Academic Council.	Completed by start of Academic Year 2022/2023
The size of Academic Council must be continually monitored to ensure that it can fulfil its decision-making remit.	Carry out a review of Academic Council's terms of reference and membership to ensure it can effectively fulfil its decision-making remit; Thereafter, undertake regular reviews of Academic Council aligned to the Institutional Review process.	Completed by start of Academic Year 2022/2023

Recommendation from the TU Dublin CINNTE Review Report 2021	Action(s)	Timeline / completion date
Subject to clearly defined objectives, the university ensures appropriate delegation of authority and devolution of resources to faculties and schools to support them in delivering on change, consolidation, and review of programmes and research.	Undertake review of programmes in the short-term post-OD process, with the primary objective of addressing programme/course duplication. Subsequently to schedule programmatic reviews in a collective and strategic manner as to optimise utility of the 5-faculty structure. This should be guided by Academic Council and UET and informed by metrics relating to viability.	Jun-25
Undertake a holistic and objective assessment of the programme portfolio considering the anticipated competence and skills needs of wider society and the profile that TU Dublin wishes to achieve. This assessment should be conducted jointly by Academic Council and the University Executive Team and should introduce metrics for following up the viability of programmes and their lifecycle.		
Ensure the regular and meaningful flow of information between the UET, Governing Body and Academic Council.		
TU Dublin builds on its practice of formalising relationships with external partners through memoranda of agreement and service level agreements to ensure consistency, organisational memory and succession planning.	Establish procedures for formalising relationships with external partners and for the approval of memoranda of agreement and service level agreements.	Jun-23
TU Dublin, as a matter of urgency, moves swiftly to identify areas of research strength as priorities. It should in addition identify any other areas of focus which are of strategic importance for TU Dublin. Interdisciplinarity should also be incentivised by the university.	Identify TU Dublin areas of research strength and areas of focus which are of strategic importance and develop strategies to grow and support these research areas.	Jun-23
	Develop strategy through funding and supports to incentivise interdisciplinary research projects and areas.	Jun-23
Any fluctuation in the university's research priorities be based on transparent processes, facilitating the identification of new opportunities for TU Dublin when redirecting and/or expanding its research capacity.	Develop and publish the processes within the University for identifying and prioritising research areas, including new areas of research.	Jun-23
A new training format for the structured PhD be devised. This training format would focus on professional skills development and broader research skills.	Ensure the design of the structured PhD programme adequately focuses on the development of professional and broader research skills through the provision of relevant modules and training.	Dec-22