

Dublin City University

2023

Annual Quality Report (Dublin City University)
Reporting Period 2021-2022

[Higher Education Institution]

2023

Annual Quality Report (DCU)
PART A: INTERNAL QA SYSTEM
Reporting Period 2021-2022

PREFACE

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

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

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

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

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Guidelines on Completing the Report

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

Submission Process and Timeline

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

Completing the AQR

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

Report Structure

Part A: Internal QA System

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

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

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

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

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

Case Studies

In each reporting period, QQI may request updates on thematic areas or may invite the institution to submit case studies in response to specific topics. The institution may also include case studies on topics of their choosing,

demonstrating good practice in QA and QE in action. In formulating case studies, the institution is encouraged to reflect on and highlight areas that may be of interest to other HEIs and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template¹

Legislation

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

QQI Documents

Statutory QA Guidelines (QAG)

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

Other QQI Policy Documents

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

Other National/International References

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

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

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - QA of Research Activities and Programmes			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
5.0 - Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 - Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
8.0 - Monitoring and Periodic Review	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
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 Dublin City University for the reporting period **1 September 2021 – 31 August 2022**.

The AQR has been approved by **Deputy President, Prof Anne Sinnott** and is submitted by **Director of Quality Promotion, Aisling McKenna**

Dublin City University was first established as the National Institute for Higher Education, Dublin (NIHED) and took in its first cohort of students in 1980. NIHE Dublin was set up to fulfil the national requirement for a highly-trained workforce with skills in business, science and electronics, computer technology, communications and languages and as an agent for change in its local community. In September 1987, an international study group established by the Minister of Education recommended that the NIHE be established as an independent university having the title Dublin City University. The Dublin City University Act came into force on 25 May 1989.

Since its inception, DCU has developed a national and international reputation for distinctiveness and innovation in its teaching, research and its engagement with society. DCU was the first Irish university to implement structured, paid internships as part of the undergraduate learning experience.

DCU leads the Irish university sector in its commitment to addressing educational disadvantage, with over 1,045 students enrolled currently in the University through its Access programme to address socio-economic disadvantage in higher education. In 2013, DCU established the concept of the Age-Friendly University and became the world's first university to adopt this brand. This model, and the associated generic principles, has subsequently been adopted by over 60 universities across the world (on four continents). In December 2016, DCU became Ireland's first University of Sanctuary in recognition of the range of supports it has established to aid the refugee and immigrant community in Ireland. A number of initiatives, including on-campus and online scholarships, have been developed and more will be added as the programme develops. More recently, DCU is the first university globally to be designated as an "Autism-Friendly University".

In 2013, DCU, along with St Patrick's College of Education, Mater Dei Institute of Education and Church of Ireland College of Education initiated a process, which would result in a significant development in Irish higher education, and mark a milestone moment in DCU's history. Together, the four institutions developed an Incorporation Programme, with the goal of coming together as a single institution to form part of the 'new DCU'. The completion of this project has brought many positive changes for The University. Most notably, it has advanced student numbers by 6,000 bringing the total number to approximately 19,000 in 2018, as well as an increase in staff numbers from 1,100 to 1,500 across both

academic and professional support units. In addition, the completion of the Incorporation Programme in 2017 enabled the creation of the DCU Institute of Education, the first Faculty of Education in an Irish university, positioning DCU as the leading national provider of accredited education programmes in Ireland. Furthermore, it has also facilitated an enhanced and expanded Faculty of Humanities & Social Sciences.

DCU is frequently ranked among the world's top young universities globally by ranking agencies such as Times Higher Top 100 under 50 and the QS Top 50 under 50. A number of subject areas at DCU are ranked within the top 150 globally, according to the QS subject Rankings, including Education and Training, Linguistics, and Communications and Media Studies. Times Higher Education ranks the DCU Business School in the top 150 Business Schools globally. The University is ranked 14th in the world in the Greenmetric University Rankings and 88th globally in the Times Higher Impact Rankings.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Quality Assurance and Improvement Policy Statement.

The [DCU Quality Assurance and Improvement Policy Statement](#) has been developed in compliance with the provisions of the Universities Act 1997 and the Qualifications and Quality Assurance Act 2012. It also aligns its activities with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and relevant QQI QA Guidelines.

DCU Quality Framework

The DCU Quality Assurance Framework provides a cohesive model through which the University can demonstrate quality assurance processes, are embedded, integrated and ongoing with a combination of regular monitoring and periodic review of programmes.

HEA-DCU Performance Based Compact 2018-2021

The role of quality assurance as a tool for ensuring excellence in teaching, learning and engagement is further reflected in the development of its agreed goals with the Higher Education Authority (HEA) in the [HEA-DCU Performance Based Compact Agreement](#). For the 2018-2021 Performance Based Compact Agreement, focused on the delivery of a number of themes relating directly to the successful achievement of goals in relation to the quality of our education and research.

DCU Strategy 2017-2022, Talent, Discovery and Transformation-

In 2017, DCU developed a new strategic plan, its first since the completion of the Incorporation Programme, which saw the coming together of DCU with St Patrick's College Drumcondra, Mater Dei Institute and Church of Ireland College of Education. The new DCU Strategic Plan, [Talent, Discovery and Transformation](#), sets out a clear vision for the university, in which *DCU will be a globally significant University of Transformation and Enterprise*, renowned for,

- The development of talent
- The discovery and translation of knowledge to advance society
- Its focus on creativity and innovation
- The advancement and application of technology, and
- Its commitment to sustainability

The current strategic plan, structured around **six key themes** are central to informing our strategic goals, Talent, Discovery, Creativity, Society, Technology and Sustainability.

The plan outlines nine key strategic goals, through which the university will measure its success. These include:

- Provide a transformative student experience;
- Advance our reputation for world-class research;
- Sustain our ambitions through income generation;
- Ensure a coherent, connected university;
- Value and develop our staff community;
- Develop a global university;
- Nurture Creativity and culture across the university;
- Place sustainability at the core of the university;
- Pursue active engagement with our communities.

“Transitional” Strategic Prioritisation, 2021

In August 2020, following the commencement of Prof. Daire Keogh to the role of DCU President, the university leadership team undertook an in-depth review of the existing DCU strategic plan and progress to date on current initiatives and priorities. This significant review also included a consideration of the broader external higher education context, cognisant of the challenges of institutional priorities and advancement in the context of the Covid-19 pandemic. The renewal of the current plan resulted in the development of a “*transitional strategy*”, prioritising our *People*, *Focus* on activities aligned to our mission, and sustainable and measurable *Impact* for the University.

Strategy Implementation

Following the publication of Transformation, Talent, Discovery in September 2017, the University has developed the following Constituent Strategies, which will provide much greater detail regarding actions at local level to deliver on the plan.

These include thematic plans in the following areas,

- [Teaching and Learning](#)
- [Research and Innovation](#)
- [Internationalisation](#)
- [Engagement](#)
- [Student Experience](#)

The development of Faculty plans in each of our 5 Faculties,

- [Humanities and Social Sciences](#)
- Engineering and Computing
- [Science and Health](#)
- [DCU Business School](#)

— DCU Institute of Education

The development of strategic plans for our larger professional support units,

— Finance

— Human Resources

— Operations (COO)

An alignment of the university's strategic ambitions and its commitment to quality is embedded throughout the plan, and is specifically articulated in relation to teaching quality, the quality and impact of our research, a commitment to operational excellence, and the establishment of a strategic partnerships office.

The implementation of the strategic plan is monitored annually, with progress reported to Governing Authority. An annual implementation report is published internally to communicate progress on implementation within the DCU community.

DCU Governing Authority

DCU Governing Authority (GA) is responsible for the management of the corporate and secretarial functions of the University, and for the oversight of legal functions and activities for both the University and its associated campus companies. The GA has a specific schedule of matters, called reserved functions, for which it alone has the decision-making function in the University, to ensure the appropriate management and control. The membership of the DCU Governing Authority is available [here](#).

The schedule referred to above includes the various statutory functions reserved as set out in the Universities 1997 Act, covering the following areas:

- Section 18 - Functions of a Governing Authority;
- Section 25 - Staff;
- Section 27 - Academic Council;
- Section 34 - Strategic Development Plan;
- Section 35 - Quality Assurance;
- Section 36 - Equality Policy.

GA has an identified member with responsibility for leading the Authority's approach to discussion and approval of School and Unit-level quality reviews at DCU prior to publication of the Peer Review Group Report and Quality Improvement Plan. This member also acts as a liaison between the Authority and the QPC.

DCU Academic Council

Academic Council has responsibility for the academic affairs of the University, [as defined by statute](#). Academic Council plays a critical role in setting the academic direction of the University. Its functions include oversight of the design and development of new programmes, development of structures, policy and regulations relating to the academic affairs of the University and advising the University on sectoral and national strategic priorities and initiatives.

Academic Council has three main sub-committees, namely Education Committee, University Standards Committee and Graduate Research Studies Board. Their terms of reference are available [here](#).

DCU Executive

The primary function of the University's Executive includes contributing to the future direction of DCU by advising the President on issues of major strategic and operational importance. Further, it advises on the promotion of effective communication across all areas of the University and provides a forum, which brings a broad perspective on discussion and decision-making that have University-wide implications. The Executive membership drawn from the University senior leadership, have student representatives and elected memberships representing academic and professional support staff at DCU. Terms of reference for the DCU Executive Committee is available at the following [link](#).

Quality Promotion Committee

The Quality Promotion Committee (QPC) is a committee of Executive, chaired by the President or President's nominee and draws its [membership](#) from across the DCU academic and professional support departments. More information on the terms of reference of QPC is available at the following [link](#).

DCU Education Committee

The Education Committee has responsibility for strategic planning in relation to academic affairs. It is responsible for maintaining strategic oversight of the University's portfolio of taught programmes, making recommendations as to proposed changes and evaluating the strategic importance and viability of proposals for new programmes. The terms of reference for Education Committee can be found [here](#).

University Standards Committee

The University Standards Committee is responsible to Academic Council for the development, maintenance and review of University Academic Regulations and Guidelines including Marks and Standards and Programme Regulations. Chaired by the Deputy Registrar / Dean of Teaching and Learning, it approves the appointment of all external examiners for taught programmes, which is an

important part of the University's quality assurance system. It also formulates policy in a wide range of areas related to Teaching and Learning and gives consideration to a range of student related matters. The terms of reference of University Standards Committee can be found [here](#).

Graduate Research Studies Board

The Graduate Research Studies Board (GRSB) is responsible for the development and oversight of guidelines, policy and regulations pertaining to postgraduate research education. Chaired by the Dean of Graduate Studies, the GRSB also considers, and makes recommendations on, matters relating to individual research students including external examiner nominations and transfer examinations. The terms of reference of GRSB can be found [here](#).

The following figure provides an overview of DCU University committees, noting, where relevant, student representation on individual committees.

The DCU Quality Promotion Office

The Quality Promotion Office (QPO) was established to promote, support and facilitate continuous quality improvement activities across academic and administrative units throughout the University. This is undertaken principally through the management of the University's Quality Review process for Schools, Faculties and Units through: the provision of assistance and advice to Heads of Schools, Dean of Faculties and Directors of Units as well as academic and administrative staff engaged in the review process; liaison with external reviewers; tracking of the implementation of recommendations arising from the review process; analysis of the outcomes of the review process at an institutional level; dissemination of good practice arising from the review process.

Since 2016, the DCU Quality Promotion Office has been restructured to include the Institutional Research and Analysis function of the university. As a result of this restructuring, the QPO now has an expanded remit to include,

- Regular analysis on behalf of the university for student-based performance metrics, including the identification and analysis of students at risk of academic non-progression
- Provision of analysis and reporting to inform and support and evidence-based planning, decision- making and quality assurance and enhancement
- Co-ordination of institutional wide student surveys, including Studentsurvey.ie
- Completion of statutory returns on student number to a number of state agencies
- Contribution of data for, and analysis of performance in university rankings

1.2 Linked Providers, Collaborative and Transnational Provision

DCU has many forms of relationships with different types of organisations, for a variety of reasons that may include:

- The recruitment of students
- The joint development of courses
- Joint research proposals
- To create sustainable strategic alliances

Types of Agreements

In general, there are three broad levels of cooperation with other Higher Education Institutions that may be supported and formalised through:

- **Letter of Intent** - a general framework for future collaboration at School or Faculty level between DCU and those in other institutions
- **Memorandum of Understanding** - a general framework for future collaboration at institutional level, or leads to the provision of joint programmes or accreditation
- **Memorandum of Agreement** - a detailed and legally binding agreement, underpinning specific activities and the particular arrangements that have been agreed between DCU and partner institutions to effectively realise them
- **Strategic Alliance** - a mutually beneficial long-term formal relationship formed between DCU and another party/ parties in order to pursue a set of agreed goals or to meet a critical organisational need while remaining independent organisations

University partnerships and external engagement are co-ordinated through [DCU Global](#). EU Erasmus+ staff and student mobility programmes are coordinated through the Placement Unit.

Types of Activities for Agreements

National and international partnerships are based upon a broad strategic fit with university strategy in potentially the following areas:

- Research collaboration & pursuing funding opportunities
- Academic collaboration in learning innovation
- Student recruitment
- Joint ventures such as joint location in third party countries
- Benchmarking various elements of the university
- Other elements such as student, staff exchange, guest speakers, networking

DCU has a range of policies and procedures to support the establishment and ongoing academic quality assurance of collaborative proposals for programmes of study. These are managed by the Office of the Vice President Academic Affairs and can be accessed at the following link:

[Collaborative Provision at DCU](#)

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Every proposed new programme must undergo the following processes:

- **Validation**, is the internal approval process which involves Education Committee assessing new programme proposals with a view to ascertaining both their relationship to the University's strategic plan and their likely viability.
- **Accreditation**, involves review by a board of external discipline and professional experts who assess that the programme proposal meets the nationally and internationally accepted requirements for the award to which it is designed to lead.

The Education Committee reviews validation proposals, submitted for approval by the relevant Faculty.

Validation proposals are evaluated on the following criteria:

- Evidence of alignment with the University strategic plan and its component strategies
- Evidence of alignment with the strategic plans of the relevant Faculty/Faculties and School(s), as outlined in the validation proposal
- Evidence of a place for the proposal within higher education in Ireland generally, taking into account programmes offered in other institutions
- Evidence of the likely demand for the proposed programme, and the likelihood of achieving the appropriate student intake
- Coherence of the statement of programme purpose and underpinning educational philosophy
- Appropriateness of the programme learning outcomes, and coherence of their relationship to the programme's purpose and educational philosophy
- Reasonableness of the estimate of the resources needed to offer the programme
- Reasonableness of the proposed launch date
- Appropriateness of the proposed development team
- Appropriateness of the proposed members of the Accreditation Board in light of the regulations for the appointment of such members.

Validation proposals are subject to consideration by Education Committee and, where relevant, Education Committee Standing Committee. Final ratification of the validation process is completed by the Academic Council. Before a programme can proceed to accreditation, the Executive Dean of the Faculty must confirm that all the recommendations of the Education Committee and any recommendations from Academic Council have been implemented.

The appointed Accreditation Board evaluates the proposed programme on the following criteria:

- Likelihood that the proposed programme will meet the needs which the proposal indicates it is intended to meet

- Appropriateness of the entry requirements and exit routes
- Validity of the purpose and underpinning educational philosophy of the proposed programme
- Linkage of the programme learning outcomes with the purpose and the underpinning educational philosophy of the programme
- Consistency and coherence of the proposed modules in the context of the underpinning educational philosophy and the programme learning outcomes
- Reasonableness of achieving the programme learning outcomes, in the time specified, by the majority of students
- Appropriateness and mix of learning and assessment methodologies
- Coherence between assessment methodologies, per module, and the module learning outcomes
- Coherence of the group of skills and competencies that the student would be expected to have at the end of the programme
- Appropriateness of the quality assurance procedures to be used in relation to the programme

The Accreditation Board submits an accreditation report containing its recommendations to the Academic Council for approval. Once all recommendations have been addressed, the Academic Council is informed of the completion of the process.

Full Information on academic programme validation and approval regulations can be found at the following [link](#).

Additional support Information for proposers of programmes can be found at this following [link](#).

Online and blended delivery

DCU, in common with higher education institutions across the globe, saw a rapid pivot to online and blended learning delivery due to the COVID-19 pandemic. This pivot has created new challenges, and new opportunities, while also foregrounding the critical importance of maintaining, ensuring and enhancing QA standards

In December 2021, DCU approved Principles for Quality Assurance of DCU E-learning & Blended Provision. The principles are closely aligned with the European Standards and Guidelines (ESG 2015). The European Association for Quality Assurance in Higher Education (ENQA) publication, Considerations for Quality Assurance of E-learning Provision, provides guidance on how ESG 2015 can be made applicable to e-learning, providing varying indicators regarding internal quality assurance frameworks. Drawing on this ENQA guidance, DCU has adopted the following principles relating to

internal quality assurance for blended and online delivery, collated under the thematic categories (drawn from ESG 2015) of learning design, scaffolded interaction, and evidence-based.

2.2 Admission, Progression, Recognition & Certification

DCU Admissions Principles and Procedures

DCU has developed a number of principles and policies to ensure that admission to the University is determined based on fair, transparent and consistent admissions practices. These include,

[DCU Admissions Principles](#)

[Undergraduate Admissions Policies](#)

[Postgraduate Admissions Policies](#)

[International Admissions Policies](#)

[DCU Admissions Appeal Policy](#)

Transfer Procedures

DCU has developed a number of procedures relating to the transfer of students, both within DCU programmes, and for students in other institutions to transfer onto DCU programmes. More information on these processes can be found at the following [link](#).

DCU Legacy Re-Admissions Procedure

Procedures are in place for programme chairs to request readmission to a programme made on behalf of a candidate who falls outside the maximum registration period. The process allows for a Programme Chair to make a request for legacy readmission following agreement by the Programme Board. If subsequently approved by the Faculty Teaching and Learning/Education Committee, the request is submitted for the consideration of the University Standards Committee. More information on this process can be found at the following [link](#).

Repeating an Academic Year at DCU

Processes are in place within both Student Support and Development, Registry and the Finance Office to provide students with advice and information on the process for repeating, or registering for deferred modules. More information on this process can be found at the following [link](#).

Analysis of Examination Results and Progression Rates at DCU

At institutional level, DCU student performance in taught modules is monitored by the DCU Education Committee after every diet of examinations, and end of year programme level at programme level. Further, module and programme level pass rates are reviewed and discussed at Programme Boards.

Progression of Postgraduate Research Students

Procedures are in place for overseeing the annual progression of students studying on postgraduate research qualification. Annual Progress Reviews are carried out at School level, with the relevant report completed by the principal supervisor(s), approved by the supervisory panel and endorsed by the Head of School or nominee. Reports are submitted electronically to the Registry each year on or before the date published in the Academic Calendar.

More information on the process of annual progress reviews for graduate students can be found in [Academic Regulations for Postgraduate Degrees by Research and Thesis](#)

2.3 Procedures for Making Awards

Progression and Award Boards

Module results are considered first at Examination Review Committee (ERC) which reviews the distribution of module results for each Programme. External Examiners are consulted following the ERC and (i) feedback and observations on our processes – including assessment methodology, review of results and (ii) make recommendations to the Progression and Award Board. The Progression and Award Board (comprising of the Programme Chair, the Faculty ADTL, Teaching Convenors/Subject Leaders and Faculty and Registry administrators) then review a)-c) below. At the end of each year, the PAB meets to collate and review grades in the various modules, and take all relevant information into consideration when approving final results.

The functions of PABs are to:

- a. Approve student progression as appropriate
- b. Approve the award and classification of students
- c. Consider applications for extenuating circumstances which have been referred to the PAB

External Examiners may advise the Board on the general standard of student performance in relation to those elements of assessment that they have scrutinised. They should be satisfied that all decisions are appropriate and consistent, and that the management of the assessment and the decision-making process is appropriate and consistent, and comment on the academic quality of the cohort examined relative to the learning outcomes of the programme. Results remain provisional and ECTS credits are not applied until reviewed by the Progression and Award Board. Further information on the Conduct of PABs can be found [here](#).

[DCU Programme Specific Regulations](#), which are updated and approved annually by University Standards Committee, provide staff and learners with information on examinations, assessment and other regulations within individual programmes. Programme Regulations are read in conjunction with Marks and Standards.

Progression of Postgraduate Research Students

Procedures are in place for overseeing the annual progression of students studying on postgraduate research qualification. Annual Progress Reviews are carried out at School level, with the relevant report completed by the principal supervisor(s), approved by the supervisory panel and endorsed by the Head of School or nominee. Reports are submitted electronically to the Registry each year on or before the date published in the Academic Calendar.

More information on the process of annual progress reviews for graduate students can be found in [Academic Regulations for Postgraduate Degrees by Research and Thesis](#). These regulations include (p.37) information on the establishment of Faculty Award Boards for Research Degrees, who are responsible for making recommendations to Academic Council on the awarding of postgraduate research awards at DCU.

2.4 Teaching, Learning and Assessment

DCU Teaching and Learning Strategy

DCU delivers over 180 taught academic programmes across its five Faculties.

DCU's portfolio of undergraduate programmes reflects its focus on inter-disciplinary degrees and the application of knowledge to the needs of enterprise and the wider society. The university's strategic plan commits the university to preparing students to flourish in their personal lives, in civic society, and in the rapidly evolving workplace. The university's connectedness with enterprise and society is reflected in the integration into student learning of applied research, industrial placements and the expertise of practitioners.

Many of our programmes, particularly those delivered by the DCU Institute of Education and School of Nursing, Psychotherapy and Community Health, have work-placement at the core of their programme of learning. Outside of these disciplines, DCU was the first university in Ireland to introduce INTRA, a programme of compulsory integrated work-based learning as part of undergraduate programmes. In 2020/21 88% of DCU undergraduates are registered on programmes that include an opportunity for students to engage in a structured, for-credit period of either work-based learning or study abroad. These placements aim to enrich students' education through real-world experience, and provide a pathway for developing graduate attributes and enhancing employability.

The current DCU Teaching and Learning Strategy is available to DCU students and staff at the following [link](#). This strategy is aligned to the Teaching and Learning goals articulated in the 2017-2022 DCU Strategic Plan, *Talent, Discovery and Transformation*. Progress on initiatives relating to this strategy are monitored regularly by the University's Education Committee.

DCU Marks and Standards

Marks and Standards are approved by Academic Council. They are applied consistently at all times and to all taught programmes and modules, including taught modules on research programmes. The Registrar of the University, in the context of his/her wider remit, has ultimate responsibility for the

integrity and implementation of Marks and Standards. University Standards Committee reviews Marks and Standards annually and makes recommendations as appropriate to Academic Council on any changes to DCU Marks and Standards.

The DCU Marks and Standards can be found at the following [link](#).

Programme Specific Regulations

Information for [Programme Specific Regulations](#) are all contained within a single area within the Office of the Vice President Academic Affairs' website. Programme regulations complement Marks and Standards (as noted above) and make provision for specific issues or circumstances pertaining to particular programmes or discipline areas.

Examination Regulations

The [examination regulations](#) for Dublin City University are published on the University website.

Regulations and Guidelines for External Examiners

The appointment of external examiners is an important part of the University's quality assurance system. The University ensures that, in approving all external examiner appointments (through the University Standards Committee for taught programmes, Graduate Research Student Board for research programmes), there is consistency of standards across the University and adherence to all relevant University policies. More information on Regulations and Guidelines for External Examiners can be found at the following [link](#).

Progression and Award Boards

The Progression and Award Board comprise of the Programme Chair, the Faculty ADTL, Teaching Convenors/Subject Leaders and Faculty and Registry administrators. Each Board is chaired by the Programme Chairperson or teaching convenor. At the end of each academic year, the PAB meets to collate and review grades in the various modules, and take all relevant information into consideration when approving final results. The PAB has discretion to make decisions in respect of individual student's marks and award classifications within the overall context of Marks and Standards

More information on DCU Progression and Award Boards functions and guidelines can be found at the following [link](#).

Examination Appeals

Students on taught programmes have the right to appeal against decisions of a Progression and Award Board. Such appeals are processed in accordance with the Examination Appeals Board Terms of Reference, Composition and Standing Orders, as approved by Academic Council. Students may also apply in certain circumstances to have the recording and collation of marks which determined a module result rechecked, and/or to have a section of their assessment reviewed by an independent assessor. Further information on examination appeals and related procedures can be found at the following [link](#).

Research Students also have the right to appeal decisions taken at defined points of their research programme. Further details are available at this [link](#).

DCU Academic Integrity and Plagiarism Policy

The DCU Academic Integrity and Plagiarism Policy and associated procedures apply to all individuals at Dublin City University engaged in academic work, including all registered students of DCU on both taught and research programmes, and academic staff engaged in assessment of academic work which contributes to an award or credits. More information on the Academic Integrity and Plagiarism Policy can be found [here](#).

DCU is an active member of the National Academic Integrity Network (NAIN), and has developed a range of activities and tools to support Academic Integrity at DCU. This work is led by the DCU Teaching Enhancement Unit. More information on this can be found at this [link](#).

Assessment and Feedback Policy at DCU

Feedback and assessment are an integral part of teaching and learning and form a critical part of learning for the student. In DCU these elements are articulated in a combined policy which interweave and contribute to teaching and learning at the University. The policies provide structure for assessment and feedback activities which aids both the teacher and the learner. The DCU Assessment and Feedback to Support Student Learning Policy can be found at the following [link](#).

3.0 Learner Resources and Support

Our online learning platform is called [Loop](#). Loop allows students to connect with course content, their teachers and fellow learners. It's where students access their notes, participate in discussion fora, construct their ePortfolio and participate in webinars. This platform is central to the delivery of high quality learning experiences for all students of DCU. The concept placed a suite of core DCU platforms at the centre of Loop but at the same time the intention was to also recognise how staff and students could draw on other edge technologies to support their teaching, learning and assessment. In this respect, Loop as a metaphor and overarching arching brand for the VLE is not limited to just core technologies that DCU formally supports. Loop incorporates a number of related technologies to enhance and assure the learning experience at DCU. These include,

- [Moodle](#), the learning management system that manages the creation, delivery and management of all of our modules and programmes and associated assignments, discussion forums and learning content.
- [DCU Reflect Platform](#) online tool that allows students to create a 'virtual portfolio' of their academic, professional and personal achievements. Its functions include the capacity for students to curate their coursework and assignments, create shareable online CVs, upload certificates of achievement and maintain monthly journals of internship experience that can be used to create personal blogs.
- [Urkund](#) text-matching service, which analyses all Loop submitted assignments for text that is available on the internet. This tool helps students to ensure the academic integrity, and appropriate referencing of their work.
- [Unicam](#) supports the video creation for all DCU students and staff, facilitating video capture to support and demonstrate learning.
- All DCU staff and students have access to a licensed [Zoom](#) account, which allows users to hold an unlimited number of Zoom sessions with unlimited duration, with a maximum attendee limit of 300, making it appropriate for supporting virtual classroom activities
- A range of additional [VLE+](#) offerings providing specific tools to support a range of learning activities

The DCU Student Experience Strategy

The development of [the new DCU Student Experience Strategy](#)), which closely aligns to the DCU Strategic Plan (2017-22), builds on the concept of an enhanced student journey. Through this journey, students have the opportunity to pass through many stages of transitioning into third level education while entering a supportive and inclusive learning environment. Encountering opportunities for personal

growth and discovery, availing of numerous possibilities for ongoing professional development and re-engaging as Alumni of the University.

DCU Graduate Attributes

Generation 21 is a unique programme of initiatives whose purpose is to shape our graduates into well-rounded individuals, ready to make an impact on society and on the workforce. It includes opportunities such as the INTRA work placement, which sees over 1,000 students participating in paid internships with companies in Ireland and worldwide each year; the Study Abroad experience, where partner institutions in over 100 institutions provide study opportunities for DCU students.

Building on these key university initiatives, DCU staff worked with industry to identify the key skills and competencies which we believe students need to develop during their time at the University in order to become well-rounded graduates ready to make an impact on society and on the workforce. These DCU Graduate Attributes now form an integrated part of the degree programmes at DCU, allowing students to develop them in an integrated and consistent way.

More information on the DCU Graduate Attributes can be found at the following [link](#).

DCU Student Charter

Developed in collaboration with the DCU Students' Union, the charter is designed to provide a framework which will help steer students along their DCU journey and make the most of their university experience. The DCU Student Charter can be found at the following [link](#).

Learner Supports

A broad range of dedicated services are available to DCU students to support their personal development for the duration of their learning experience. These supports include healthcare services, counselling, disability support, autism-specific support, spiritual guidance, financial assistance and [clubs & societies](#) activities.

Staff in the **Student Advice Centres** dedicate a large proportion of their time to dealing with 'ASK' queries (online chat), emails and walk-in appointments from students on a broad range of issues. All staff work to a model of triage, dealing with relevant issues and ensuring a smooth referral to a different service, should this be required. A further enhancement of these support mechanisms is available through the Leadership & Life Skills Centre, located in the U building, which focuses on developing each individual student to reach their full potential by increasing their life skills along with professional and leadership potential.

The delivery of [academic supports](#) across a range of mediums include [student workshops](#), [online courses](#), and [online resources](#). While [professional development supports](#) are available for students to develop skills that will enhance their readiness for future career success. Some examples of activities that can assist students in their professional development include careers advice, mature student mentoring, volunteering, integrated work placements and life coaching. The IITD award-winning [Mentorship Programme](#), which links students with alumni, provides a unique platform to learn about the professional world of work and explore their chosen area of interest.

Further information on the range of professional support services for student is available below:

1st Year Entrant Support Services

DCU has developed a range of support services specifically developed to address issues relevant to new entrants to higher education. These include:

Discover DCU: General Orientation is an online, interactive and gamified programme, available to all incoming students on the DCU VLE at offer stage. The programme consists of a series of short interactive books and related activities before students set foot on campus. This comprehensive programme consists of asynchronous and live elements, designed to help students become familiar with their VLE, start well, and get to know their campus environment.

The programme is regularly reviewed and enhanced based on student feedback. It has been recognised for its originality and excellence through the President's Award for Innovation (2020) and through national conference presentations, training for other Irish HEIs, internationally (European First Year Experience 2019), and in Quality Reviews. A detailed overview of the orientation process is available [here](#).

Orientation for International Students

A detailed orientation schedule is also extended to all International students to help them settle into their new living and learning environment. University staff engage with students in advance of their arrival to outline supports and services available. Further information outlining the extent of supports is available at the following links – [International Student Orientation](#), [Pre Arrival Support](#), and [Post Arrival Support](#).

Widening Participation

In 2019, DCU employed a Widening Participation officer charged with promoting inclusion and diversity by encouraging, advising and supporting individuals from under-represented communities to access and complete a course of study in DCU. The work also has a strategic focus as the role encompasses overseeing and monitoring a range of widening participation actions ensuring that DCU continues to promote educational opportunities to marginalised communities. In 2021, the post was revised, with fifty percent of the role focusing now exclusively on promoting the Recognition of Prior Learning (RPL) in DCU.

Access for Under-Represented Groups in Higher Education

DCU has a long commitment to addressing educational disadvantage among groups currently under-represented in higher education. DCU's Access programme, which targets socio-economic disadvantage is the largest programme of its kind in Ireland. The programme targets students who come from socio-economically disadvantaged areas, including students from ethnic minorities and students from the traveller community. DCU's Access Programme, is the largest programme of its kind in Ireland, supporting 1,168 students in the 2020/2021 academic year. It makes third level education attainable to talented students from socio-economic disadvantaged backgrounds and provides a range of personal, financial and academic support to enable students to thrive and excel in their studies in DCU. Further information on post-entry supports for students studying at DCU through the DCU Access Programme is available [here](#).

DCU was the first university in Ireland to be designated both as a University of Sanctuary and an Age Friendly University. Furthermore, as the first university globally to be designated as an Autism Friendly University, DCU provides significant support for students with autism throughout their student life journey. The first ever Neuro-Divergent Society, which was founded in DCU, is supported heavily through this Office, ensuring that students with autism have a social network on campus. In 2021 and 2022, DCU received funding under the Dormant Accounts Irish Traveller and Roma fund and worked with local agencies and other higher education institutions across the country to provide targeted support to Traveller communities. The supports for under-represented groups prior to and during their time at DCU are coordinated by a number of dedicated offices within the Student Support and Development function and include;

DCU Access to the Workplace is a collaborative programme that was established by DCU Access service and DCU Educational Trust in 2019 to enhance the employability and career prospects of socio-economically disadvantaged students. Since its inception, the programme has provided 245 students with summer internships in over 82 companies across Ireland. The programme has received widespread recognition for its excellence and innovation, winning the Best Business and Third Level Institution

Collaboration prize at the Education Awards in 2020. With a vision to support equal access to employment and support the social mobility of underrepresented groups ATTW will expand out to other student groups including neurodivergent students. With national data and research by the [HEA](#) and Ireland's Autism charity AsIAm highlighting disproportionate earning gaps and underemployment rates among these student groups there is a greater need for HEI's to develop and engage with programmes like DCU Access to the Workplace. To find out more about the programme visit the [website](#).

Mature Students at DCU receive assistance with their academic, personal and professional development. DCU has designed a range of supports, including one-to-one meetings, access to a range of learning support workshops and online tutorials as well as careers advice tailored to meet their specific needs. Designed using the Knowles (1968) adult learning theory, our Head Start Programme focuses on identifying strengths and transferable skills, academic writing, learning at University, technology for learning, maths refresher and goal setting for semester 1. Further information on supports for mature entry and support is available at the following [link](#).

Students with Disabilities are supported by the Disability & Learning Support Office. This unit provides a dedicated orientation and needs assessment for students entering through the DARE programme and for students who register at any point during their academic careers. The services available include drop-in support, examination accommodations, assistive technology, Occupational Therapists and mental health supports. DCU has a range of policies relating to the provision of appropriate support services for over 1000 students with a disability. Examples of which are available below:

- [Provision of Academic Tuition to Students with Disabilities](#)
- [Policy on allocation of on-campus accommodation for students with disabilities](#)
- [DCU Examinations Policy for Learners with a Disability](#)
- [Provision of note-taking policy](#)
- [Disability and Learning Support Service Code of Practice for Students](#)
- [Policy on Recording of Lectures for Students with Disabilities](#)

University of Sanctuary

In 2016, DCU was named as Ireland's first University of Sanctuary (UoS). In December 2021, DCU was re-accredited as a University of Sanctuary. The re-accreditation was a recognition of DCU's continuing commitment to welcoming protection applicants and refugees into the university community, and to

fostering a culture of inclusion. DCU delivers a range of positive initiatives and inclusive activities under the UoS banner. In 2021, the University moved from offering undergraduate to offering postgraduate on-campus scholarship to international protection applicants and refugees who are unable to access state support. For the academic year 2021/22, DCU funded 15 continuing and five new postgraduate Sanctuary scholarships. In addition, the range of initiatives include DCU Refugee Week, aimed at raising awareness among students and staff; the Migrant English Language Literacy and Intercultural Education (MELLIE) project, which connects DCU staff and students with residents of Direct Provision centres; the University of Sanctuary Lecture, which gives a platform to prominent human rights figures working in the field; and DCU research outputs including peer-reviewed articles, conference keynotes and workshops.

College Connect (funded under PATH 3)

DCU is an active member of the Regional Steering Group established under the College Connect project. College Connect is a collaborative initiative between Athlone Institute of Technology, Dublin City University, Dundalk Institute of Technology, and Maynooth University (the Midlands East and North Dublin [MEND] Regional Cluster). College Connect aims to enhance educational aspirations for the most socio-economically disadvantaged people in the MEND region through a participative and sustainable suite of activities and resources to illuminate pathways and provide opportunities into, through and beyond higher education. In September 2021, College Connect published a Community Needs Analysis with Refugees and People Seeking Asylum, which focused on access and barriers to higher education in Ireland. As follow-on to the research report, College Connect developed the We Are Here, HEAR open-air exhibition showcasing the voices and experiences of people seeking refuge in Ireland through a collection of powerful photographs and stories. Over a two-week period in March 2022, DCU hosted the exhibition on campus.

Academic Skills and Related Supports

DCU provides a host of support services to learners across three academic campuses and online. Specifically, learners have access to resources from first to final year and up to PhD level to enhance their skills and overall learning experience through a variety of supports. Resources are tailored to meet the needs of a diverse and growing student population.

The Maths Learning Centre's role is to provide free extra informal support in a welcoming environment to all undergraduate DCU students taking a mathematics module as part of their degree programme. The Centre is located on the ground floor of the O'Reilly Library on the Glasnevin campus. Students can receive one-to-one tuition support during our drop-in service hours where they can work at their own pace with a tutor on hand if they have any questions. Outside of the access hours, the Centre is

open as a group study space for mathematics in line with the Library general opening hours. Further information about the Maths Learning Centre can be found [here](#).

DCU Writing Centre offers assistance with academic writing to all undergraduate and postgraduate students. Students can attend on their own or in groups to receive expert guidance from a peer tutor. The DCU Writing Centre is located in the Glasnevin Library, Cregan Library and online. Tutorial and one-to-one support provided by the Centre include,

- Guidance in how to structure an assignment at university.
- Advice on how to research and read effectively for an assignment.
- Support with difficulties with specific aspects of writing e.g. paragraphing, grammar, sentence structure, and transition between points, introductions, and conclusions.

Further information is available [here](#).

SensusAccess is an automated document conversion service provided by the Library enabling students to convert readings into formats that are more useful or easier to work with such as MP3 files, E-books and Digital Braille books. Further information is available [here](#).

Library Support Services are available to enhance their learning experience in both the O'Reilly Library on the Glasnevin Campus and the Cregan Library on our St Patrick's Campus. Support in developing their citing & referencing skills, access to independent and group study space and access to e-books and in-print publications are some of the resources available. Further information on the full suite of services is available [here](#).

IT Infrastructure supports students with new technologies and guidance to ensure every student is enabled to effectively participate in all aspects of their learning through the digital infrastructures in place. The full extent of services and supports available to student is accessible [here](#) along with [policies and procedures](#) relating to the IT function.

Student Health, Wellbeing and Personal Development

Development workshops that students can attend to support both academic success and personal and professional development are coordinated by Student Support and Development. These workshops are hosted across the campuses and online on a regular basis. More information on types of workshops delivered, and a schedule for upcoming events can be found [here](#).

DEVELOP is a central digital repository of resources developed to assist students throughout their learning experience. The hub contains information about opportunities and supports to help students make the most of their university experience, irrespective of the students starting point or prior educational experience. The diversity of this services reflects a truly enhanced student experience filled with new learning, skills development, personal fulfilment and new opportunities. This online hub of resources provides access to a variety of life and digital skills to provide a truly transformative student experience and is accessible via the student VLE.

Pathways to Success is a 4-week series of workshops introduced to DCU students in 2015, which continues to focus on helping First Year students settle in and set goals for their time at university. This programme, facilitated through DCU staff who qualified as Life Coaches, offers First Years and all students an opportunity to take part in a group based activity in a safe environment and develop a personalised strategy for 'success'.

Student Health Centre: The Centre provides medical care to registered students of DCU and operates a walk-in service, with GP appointments available throughout the week. It provides updates for students on vaccinations required, information about infectious diseases and liaises with relevant schools about required vaccinations for lab work. In the past, the Centre organised Health Fairs which allowed students to browse through information on various health-related matters. Further information on the extent of services provided is available [here](#).

Counselling / Psychological Support: Counselling & Personal Development offers an appointment-based service for students in need of psychological or emotional support through their time at University. Students register with the service and are triaged using the internationally recognised CORE triage scoring system – hence ensuring that students who may be 'at risk' are identified early in the process. The Service runs at full capacity at most times of the year. The service has recently introduced a variety of new initiatives to ensure students are provided with earlier interventions, in order to address issues before they escalate. These interventions include outreach workshops on reducing stress, dealing with procrastination, life balance, sleep hygiene etc. – offered by our occupational therapists in the Disability & Learning Support Unit. This information is also available through DEVELOP which is accessible to all students via the student VLE. Launched in 2020, Silver Cloud is a CBT online programme designed to provide students with the tools and skills to support their wellbeing and mental health.

Chaplaincy offers a crucial confidential walk-in service for students of all religions and none. This is a vibrant service which plays a key role in offering a gathering space for students, a confidential ear should the student require advice or guidance, Muslim prayer spaces and Christian gatherings. The Chaplaincy team is composed of ordained priests and lay chaplains and focus on providing a communal

space for students to gather. This can often be a place of refuge for First Year students who find the new large learning environment daunting.

Health Promotion Office: The Health Promotion Officer continues to offer support and guidance to maintain health and well-being for all staff and students. The Office has developed a number of outreach activities, pulling on existing and new activities around the areas of physical health, mental health, sexual health, smoking cessation and healthy eating. As a multicultural community, DCU aims to embed health and well-being within the university to foster an atmosphere of happy, healthy students.

The model of cross-unit referrals and ensuring that the student has ready access to the relevant service at the time that they require it is at the heart of the work of DCU. DCU Staff are provided with a 'Guide to Support Services' and a briefing each year, to inform them of the developments in service offering in order to ensure that they have up-to-date information. They also receive a graphical representation of 'Dealing with Students in Crisis', which is a brief overview of the referral process if a student presents in crisis.

The DCU Engagement Award is an opportunity for students to receive formal recognition for engagement with university life and civic society. It provides a clear and structured approach to self-development and achievement outside the formal curriculum and will develop participants' personal and professional skills, gain confidence, boost overall career prospects and enhance the student experience.

With 3 levels of the DCU Engagement Award Bronze, Silver and Gold (Uaneen), students can participate and develop personal, professional and academic skills at every level, enabling a deep reflection on university life. Further information is available <https://www.dcu.ie/students/about-dcu-engage-student-award>.

DCU Uaneen Module forms part of the Student Experience Strategy, DCU formally recognises and rewards the achievement of holistic education by accrediting a module in extra-curricular activities – the Uaneen Module. This module is a unique scheme that formally recognises student achievements and learning acquired in areas of clubs, societies, community work and extra-curricular activity in general and is the final level of the DCU Engagement Award. Depending on your degree programme, the Uaneen Module can be either a contributing five-credit elective or a non-contributing optional additional five-credit module. In both cases, successful completion means that students will receive an awarded credit included in the degree parchment. Further information is available [here](#).

Professional Development Services

The **DCU Careers Service** provides an important role in students' personal and professional development; we support students in career decision making and career planning by working through our career development framework. Our guidance and coaching work is underpinned by industry experience gained from employer engagement and from a strong careers education framework. Our service delivery includes career planning and decision making, career transitions, mentoring scheme, identifying and evidencing skills and strengths, career and job research skills, networking and employer engagement, recruitment and selection, career resilience and well-being.

DCU Careers Service is a lynchpin in industry engagement across the university, with a central focus on giving our students access to a wide range of employers and career opportunities. We work with organisations of all sizes and across all sectors, including large Irish and multinational firms, government departments, public sector bodies, professional bodies, SMEs, family businesses, start-ups, charities, NGOs and EU Institutions. We partner with employers to ensure students have opportunities to (1) meet with employers and develop their network (2) learn what companies have to offer them (3) enhance their confidence and their sense of agency around their options and (4) develop key skills for the workplace.

We partner with our academic colleagues to deliver career development learning into the curriculum. We consult and evaluate to ensure that we tailor the design and delivery of career sessions to the needs of the students, taking any linked assignments into consideration. The Careers Service is available to all undergraduate and postgraduate DCU students. Further information on the career services provided is available [here](#).

The INTRA programme is an accredited and highly valued part of student learning at DCU. It is a compulsory element of many degree programmes and must be completed in order to graduate. INTRA provides an opportunity for employers to benefit from the talent and skills of students across a range of disciplines including Business, Science, Computing, Engineering and Humanities. Our hard working and enthusiastic students have spent their first years of college learning the theory and pursuing the practical. The INTRA programme provides an opportunity for real-time experience in the workplace. Further information is available [here](#).

Policies

Policies relating to supporting students at DCU include but are not limited to:

- Coach Management Policy (02/06/2014)
- Confidentiality & Disclosure Policy - SS&D (26/03/2019)

- Death of a student (15/12/2017)
- Sexual Misconduct Policy - Students (05/09/2018)
- Sport Coaches - Ethics & Code of Conduct (01/03/2012)
- Student Alcohol Policy (05/03/2019)
- Student Code of Conduct and Code of Discipline (24/01/2017)
- Student Charter (31/08/2012)
- Student Fitness to Study Policy (01/06/2021)
- Student Gender Identity and Gender Expression Policy (19/03/2019)
- Student Policy on Drug Misuse (05/02/2019)
- Support for Pregnant Students Policy (11/05/2018)

A full list of policies are available [here](#).

4.0 QA of Research Activities and Programmes

Policies relating to Postgraduate Research Study at DCU

Policies and procedures relating to quality assurance and enhancement of postgraduate research and doctoral education are led by the Dean of Graduate Studies and the [Graduate Studies Office](#). Graduate Studies Office has three principal areas of responsibility which include: (1) leading the development of all aspects of DCU's postgraduate research education, (2) acting as champion for the needs of DCU's postgraduate student community and (3) driving the development of DCU's postgraduate policy and planning. Graduate Studies Office also engages in a diverse range of activities under these areas of responsibility, such as: policy development and implementation for best practice in graduate research; orientation and induction programme for new research students; an annual calendar of skills development events; seminars and workshops for students; scholarship and industry internship programmes; internal and external collaborative projects; funding proposals and consortium activities at national, European and international level.

The Graduate Research Studies Board (referred to above) is responsible both for a range of policy issues and for making decisions in respect of individual students at certain stages of their progression through their research programmes.

The following links provide further information in relation to regulations relating to postgraduate research at DCU:

- [Academic Roles and Responsibilities in Graduate Research](#)
- [Academic Regulations for Postgraduate Degrees by Research and Thesis](#)
- [Higher Doctorate Provisions and Regulations](#)
- [Deferral Guidelines for Research Students](#)
- [Format of 'PhD/MA by Artefact' – Guidelines for Candidates, Supervisors and Examiners](#)
- [Format of 'PhD/ MA through Creative or Performance Practice' - Guidelines for Candidates, Supervisors and Examiners](#)
- [Format of 'PhD by Publication' - Guidelines for Candidates, Supervisors and Examiners](#)
- [Graduate Research Guide 2022-23](#)
- [Independent Panel Member - Appointment and Remit](#)
- [Orientation Guide for Research Students 2022-23](#)
- [Examiner Guidelines for the Examination of a Master's Thesis \(where no viva voce takes place\)](#)
- [Policy on Research Supervision and Awards in Collaboration with Other Institutions](#)
- [Quality Assurance of Graduate Training Elements \(GTEs\) Guidelines](#)

- [Recognition of Prior Learning \(RPL\), Policy for Research Programmes](#)
- [Remote Supervision of Research Students - guidance document](#)
- [Research Supervision and Awards in Collaboration with Other Institutions](#)
- [Resolving Difficulties Informally – Guidance for Research Students and Supervisors](#)
- [Thesis Submission and Oral Examination – A DCU Doctoral Student Guide](#)
- [Guidance for students and supervisors in respect of withdrawing, or early exit from research programmes](#)

In addition, the Graduate Studies Office also provides detailed information to further assist and support postgraduate research students throughout their studies. Examples of these supports are detailed below:

- [Graduate Training at DCU](#)
- [Workshops and Events](#)
- [Research Integrity Training Programme](#)

A further number of policies exist in relation to wider issues of academic quality and integrity at DCU. Relevant policies can be found at the following links:

- [Academic Integrity and Plagiarism Policy](#)
- [Data Privacy Policy](#)
- [Research Ethics and Integrity at DCU](#)

The [DCU Graduate Research Guide](#) provides students with support in understanding the administration and policies and procedures relating to postgraduate research study.

Other Quality Assurance Policies and Procedures Supporting Research Activity

DCU have a range of policies and codes that have been developed to help facilitate a positive institutional research environment in DCU. All relevant institutional Research Policies, Codes of Conduct and Codes of Practice are collated in a [Policy Starter Pack](#) for new research staff. These policies and procedures advise researchers on good practice or establish a framework (which may be derived from external regulatory or compliance requirements) for researchers to operate within.

These include:

- [Code of Good Research Practice](#)
- [Code of Practice on Authorship](#)
- [Policy for Responding to Allegations of Research Misconduct](#)
- [Out of Hours Access Policy](#)
- [Hosting International Researchers at DCU](#)
- [Ethics Guidelines for Researchers](#)
- [Research Data Management Guidelines for Researchers](#)
- [Research Integrity Guidelines and Training](#)
- [DCU Position Statement on Open Access to Research Publications](#)

- [Statement on the Responsible Use of Research Metrics at DCU](#)
- [Policy for the Use of Animals for Scientific or Educational Purposes](#)
- [Research Infrastructure Policy](#)

In order to further support researchers in managing their research activities to the highest standards of professionalism, DCU has developed the [Research Lifecycle](#) resource. This maps the seven stages of an externally funded research project and the supports available in DCU to assist researchers through the research lifecycle - from defining the project idea and applying for funding, through to running and finishing the project.

There are several policies in place to structure the University's Innovation activity that aim to ensure the highest-quality outcome. These are briefly described below:

Intellectual Property Policy

DCU's [Intellectual Property Policy](#), updated in September 2020 is publicly accessible on the DCU website. The University's role in the discovery and transmission of knowledge, and the provision of public service creates an environment which is highly conducive to the conception and development of many forms of intellectual property. There is always the possibility that such developments may have commercial value and DCU therefore remain committed to exploit such opportunities to the benefit of the Irish economy, the inventors, collaborative partners and the university.

Conflicts of Interest Policy

DCU's [Conflict of Interest Policy](#) was updated in October 2020 and helps ensure the highest standards of practice in its educational, research and commercialization mission. DCU gives a great deal of freedom to its staff, but in so doing needs to put in place a mechanism to protect its staff, and itself, from reputational damage and other liabilities.

DCU Consultancy Policy

DCU's Consultancy Policy is internally accessible to DCU staff members only and provides clarity around procedures and processes for the management of consultancy carried out on behalf of the university. The policy ensures that the distinction between private consultancy and university consultancy is well documented. The policy is currently under review.

Research Committee

The University Research Committee is responsible for the organisational structure of research at DCU and discusses matters that aim to maximise research potential across the university. As per its Terms of Reference, the Committee will:

- a) Advise the Vice President for Research on the strategic direction of research and innovation activities across the University
- b) Advise the Vice President for Research on the development, promotion and review of research and innovation policies, ensuring the quality and impact of the University's research and innovation activities is maximised.
- c) Advise on matters related to the structures, systems and support services concerned with the management of research and innovation in the University.
- d) Manage and oversee a range of internal university research-related initiatives, especially those related to University Designated Research Centres.
- e) Receive and consider recommendations from Faculties, Research Centres and research-related advisory bodies concerning research and innovation matters of institutional importance and take forward these as appropriate.
- f) Inform and respond to Senior Management Group and University Executive on policy, initiatives and resources to support and enhance research and innovation activities.

DCU INVENT

DCU Invent DAC is a wholly owned subsidiary of the university and is the University's commercialisation and technology transfer unit. It engages with companies and organisations to bring university research to the marketplace and to create opportunities for collaborative research. Further information is available [here](#).

5.0 Staff Recruitment, Development and Support

The University asserts that its staff is its greatest asset and that it holds all the various categories in equal esteem. The University is dependent on its staff to fulfill its mission and its success depends on the recruitment and retention of staff of the highest calibre.

The University has adopted a Policy for Recruitment and Selection (including promotion) which aims to ensure that, by using its procedures and accompanying guidelines the most suitable person is appointed or promoted. The University's Policies and Procedures for both Recruitment and Selection and Promotions provide for the application of best human resources practice (having a proper appreciation of employment law) together with a careful application of the principles of equity, fairness and flexibility.

The following links provide further information on appointments and promotion policies at DCU:

[DCU Recruitment and Selection Policies and Procedures](#)

[DCU Promotion Policy](#)

[Promotion to Associate Professor](#)

[Promotion to Professor and Full Professor](#)

[Accelerated Progression Policy](#)

Other relevant policies include:

[Policy to Promote Respect and Protect Dignity at DCU](#)

[Equality and Access Policy](#)

[Equal Opportunities Statement for Job Advertisements](#)

[Code of Practice for the Employment of People with Disabilities](#)

Staff Learning & Development

The University is committed to meeting employee learning and development needs and nurturing an environment of lifelong learning. This investment in staff development is integral to the achievement of a challenging and ambitious set of priorities in line with the University's Strategic Plan. Further information on DCU's HR Learning & Organisational Development (L&OD) approach is available on the [Learning & Organisational Development homepage](#).

Recognising the considerable increase in our scale and complexity, HR L&OD has an increasingly broad reach. The team consults with key stakeholders across the University to determine learning needs and strategic priorities on an ongoing basis. This is guided by the [Academic Development and Promotion Framework](#) and the recently launched [DCU Professional Development Framework](#). Appropriate interventions are designed and implemented to meet these skill, capability and competency requirements. Colleagues have the opportunity to discuss Learning and Development objectives and plans through the university's Probation Assessment process and the recently launched [Performance Review & Development \(PRD\) Scheme](#).

The resulting opportunities for staff development are available through the following mechanisms:

- Our [course schedule](#) provides a comprehensive suite of development opportunities for individual staff development.
- A range of self directed options, including LinkedIn Learning, our Essential eLearning programme (to manage compliance based learning) and our Learning Spotlight catalogue to support colleagues ongoing development.
- Learning Campaigns & Programmes - designed to meet the development needs of specific groups of staff. Examples include the DCU Orientation Programme Mentoring Programme, Professional Skills for Research Leaders ([PSRL](#)) and the [Explore Leadership and Management Programme](#).

Both the PSRL and the Explore Leadership programme are extensive programmes running over the course of the academic year that address key leadership competencies. The Orientation Programmes provide information on the specific resources and supports available to new colleagues joining DCU.

L&OD offer a bespoke Change Management service for the University. Interventions include coaching, communications support, facilitation and other supports to ensure change is managed in a professional and strategic manner across the University. L&OD continue to engage with faculties, schools and departments to identify, design and deliver these interventions as required.

In addition to L&OD a number of other units across the University contribute to the professional development of staff including the Teaching Enhancement Unit, the Library, Research and Innovation Support (RIS), and Information Systems Services (ISS).

Equality, Diversity & Inclusion

The remit of the Learning & Organisational Development team now includes [Equality, Diversity and Inclusion \(EDI\)](#) for DCU employees. The team manages a range of policies, training and initiatives, including the [Athena Swan framework](#) to raise awareness around equality and make DCU a more inclusive workplace for colleagues. A key pillar of our EDI strategy is the [DCU Women in Leadership](#)

Initiative. The vision for this initiative is that DCU will become a university that explicitly values women as leaders. A wide range of formal and informal initiatives, existing and new, support the achievement of this ambitious vision. Other areas of work include accessibility, anti-racism, consent and LGBTQ+ inclusion.

DCU Mentoring & Coaching Programme

DCU offers staff members the opportunity to engage with an active mentorship programme. Mentors are senior academic and research staff including professors and retired members of staff and senior administrative staff. The University also runs a successful Reverse Mentoring scheme, where senior colleagues are mentored by DCU students. The HR Learning & Organisational Development team also manage a Coaching panel where senior colleagues can access coaching from a range of trained and accredited Coaches. More information regarding DCU Mentoring and Coaching can be found on DCU's [Mentoring, Buddying and Coaching page](#).

DCU Teaching Enhancement Unit

The DCU Teaching Enhancement Unit's mission is to *foster excellence in practice through leadership in teaching, the provision of professional development opportunities for staff, and the scholarship of teaching and learning*. The Unit leads a number of [professional development opportunities](#) designed to support the professional development of academic staff. The Teaching Enhancement Unit further delivers a series of workshops for programme teams and schools covering a wide variety of areas related to teaching, learning and assessment. More information on these workshops can be found on the [Teaching Enhancement Unit website](#). Another initiative undertaken by the TEU is the AdvanceHE Fellowship scheme. This initiative is to recognise excellence in teaching and learning. An AdvanceHE Fellowship demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. Across four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning.

Research Career Framework

The DCU Research Career Framework (RCF), designed to attract and retain Postdoctoral researchers, provides significant professional development opportunities. The Framework aims to ensure that DCU remains a University of choice for top class research and researchers in the future. Further information on the Framework and initiatives underpinning the Framework is available [here](#).

Research Development Programme

The Research Development Programme is developed by HR Learning & Organisational Development in collaboration with DCU Research Innovation and Support in consultation with researchers. The

programme aims to support the career and professional development of researchers and academics as they undertake the Research Career Framework. This programme provides skills-based learning and development opportunities, which encourage both the personal and professional growth of researchers. Launched in 2022, the Research Development Guide assists postdocs in navigating the supports and career development opportunities that DCU provides. Information on the full range of research courses, the Researcher Development Programme and information on the DCU Research Career Framework are located on the [Researcher Development Hub](#).

6.0 Information and Data Management

Information is an asset and if well managed can contribute significantly to the smooth operation of the University.

The University is transforming the way in which its students and staff interact with each other, using student information to achieve excellence in service, and to ensure its future needs can be met. This transformation will be enabled through a flexible and robust Student Information System (SIS), a system that can support the University's change and growth agenda.

The SIS Programme has a pivotal role to play in enabling the University to achieve its strategic goals. It will enable the University to deliver an excellent student experience by providing an easy to access and single source of information that drives a consistent experience before, during and after a student's time in the University.

The University uses a wide variety of systems to manage its data resources. All DCU systems and data are subject to university policies and cyber security controls, to ensure that they are secure, robust and fit for use by University stakeholders.

The University utilises IS Governance, Internal Audit, external auditors, external technology partners, sectoral peers and internal units to gauge and assure ourselves that we are meeting professional standards across the full range of our activities.

Enterprise Reporting Tool

The University has adopted the Microsoft PowerBi platform as the enterprise reporting platform to provide business intelligence requirements across the University. This system provides information to different departments for self-monitoring and planning of their portfolio of activities. This platform gives power and flexibility for the running of a suite of standard reports and creating ad hoc reports to respond to specific information requests.

Robust & Comprehensive Student (Learner) Information System

The student information system is supported by Academic Systems and Information Systems Services (ISS) in partnership with the external vendor. A service level agreement is in place to ensure the resilience and reliability of the service. Security and performance of the learner information system is subject to ongoing monitoring and review, particularly at key points in the academic calendar such as publication of exam results and on-line registration.

The student information system maintains the core record of approved university curriculum per annum, student biographical, academic records and student fee information. It further permits the recording of additional relevant data for specific groups of students e.g. postgraduate research students, nursing degree students and those on specific schemes - DARE, HEAR.

The student information system also sustains and facilitates the reliable processing and progression of the students through the entire student lifecycle from admission through to graduation. Registry, Academic Systems and ISS meet regularly to review and plan for significant events within the university academic calendar (eg on-line registration, progression and award boards, etc.). Registry managers also meet regularly with Faculty Managers in which issues requiring attention can be raised and subsequently followed up.

The University can ensure that student assessment data is accurate and complete via quality checks carried out at Faculty and Registry levels through the annual assessment review (Progression and Award Boards) and academic structure processes. The student information system is considered the primary source for all curriculum and student record information and other systems containing this information pull this directly from the primary source.

Access to the student information system is controlled via the use of Function Sets to ensure appropriate access to data. Function sets are audited regularly by Registry to ensure compliance and have been subjected to Internal Audit processes. A test environment is used for thoroughly testing any system developments before deployment on the live environment.

Guru

The Guru system is a platform that provides student, module and programme information to academic staff and management through a user-friendly interface. In addition to data provision and statistical analysis, it is also used in the digital generation, uploading and external review of examination papers. It is also used for the nomination, approval and appointment of external examiners and in addition, the submission of external examiner reports. It also enables the appropriate sharing and review of these reports at all levels within the university. More information about the guru system can be found at the following link: <https://gurudevelopments.com/>

DCU Institutional Research and Analysis

The Institutional Research and Analysis function supports the University by gathering and analysing information and evidence for use in university-wide academic and administrative decision-making and assessment activities. Since 2017, this function has become part of the DCU Quality Promotion Office.

Key functions include:

- Provision of analysis and reporting to inform and support an evidence-based approach to university planning, decision making and quality enhancement.
- Design, analysis and reporting on institution-wide student feedback surveys.
- Co-ordinating the implementation and monitoring of Key Performance Indicators at institutional level.
- Analysis of the external environment, including benchmarking activities.
- Supporting the implementation of Business Intelligence Systems to deliver user-friendly reporting across the university.
- Supporting the completion, submission and analysis of data to the Higher Education Authority (HEA) and other Government Agencies.

7.0 Public Information and Communication

Information on DCU Policies

The University provides, by way of a single location on its website, a web page that collates the most significant policies by which it governs its internal academic and business affairs. The Central Policies Webpage (CPW) also provides additional information on other university statutes, codes and regulations.

The CPW is managed by the Office of the Chief Operations Officer (COO) and day-to-day responsibility for its maintenance and contents rests with the Risk & Compliance Officer. A project to provide accessible / HTML versions of all post 2018 contents on the CPW was recently completed. The intention is that as new policies are developed, and existing ones are replaced, they will all be in an accessible and user-friendly format.

The purpose of the CPW is to:

- to provide access, via a single website location, to university policies that deal with the administration of the academic and business affairs of the University;
- to indicate which policies have been recently amended or newly created in the last year;
- to indicate, for specific categories of staff, those policies which may be of particular relevance;
- to provide guidance on the drafting and approval process for a university policy;

&

- to assist in the correct designation and categorisation of various documents as policies, codes, regulations, procedures or guidelines by applying certain principles.

[University Policies - \(CPW\)](#)

[Policy Starter Packs](#)

[Policy Guides & Templates](#)

Planned Activity for Future Development

DCU has recently begun a multi-year project to upgrade/replace our student information system. The student information system is in ways the central nervous system of the organisation. A large number of our key IT systems and business processes depend on a robust, available, flexible and secure student information system. As such, the system also plays a key role in the experience of our students both on and off campus.

The existing student information system has been extremely secure and robust over the years since installation over twenty years ago. However, DCU has grown significantly over the last number of years in student numbers and complexity in relation to IT architecture and business requirements. As a result,

the current system is no longer meeting our needs in terms of key strategic and operational requirements.

DCU commenced the implementation of the chosen solution in 2019, and the current project will see a transfer to the new solution by the end of 2023. The new Student Information System project forms part of a broader range of activities aligned to the development of robust operational processes and organisational structures. The implementation of the DCU Operating Framework is led by the university's Senior Management Group, and is focused initially on the development of structures and processes focused on the delivery of a student-centric operating model to support the university's learning activities.

8.0 Monitoring and Periodic Review

Annual and Periodic Programme Review

Academic programmes at DCU are subject to internal programmatic review, both annually (APR), and on a five-year cyclical schedule of periodic programmatic review (PPR). In addition, 56% of our taught programme portfolio is subject to ongoing external accreditation by Professional, Regulatory, and Statutory Bodies (PRSBs). APR is conducted during October of each academic year, reviewing the programme for the previous academic year. The outputs of APRs are presented and discussed at Faculty Teaching and Learning Committees, with a summary report on the key issues relating to programme delivery and student attainment discussed at Faculty Management Board. In addition, each Faculty prepares a short report identifying issues raised that are managed beyond faculty-level to the University Education Committee in March following APR completion. Building on an annual cycle, periodic programme review (PPR) is typically conducted on a five-year cyclical basis. The internal PRR process is completed using a standardised template and reporting structure, however, in cases where programmes are also subject to external reviews by PRSBs, the self-evaluation and outputs of these externally led reviews can be used as a substitute for the internal review process, where appropriate. More information on Annual and Periodic Programme Review can be found at the following [link](#).

Externally- Led Unit Reviews.

The Quality Promotion Office is responsible for facilitating and co-ordinating the cyclical review of units at DCU, on a 7-year rolling cycle. The reviews are based on a self-assessment approach, followed by a peer review group visit, and conclude with the development of a quality improvement plan by the unit under review in response to the recommendations of the peer review group. The academic and support unit reviews are primarily focused on the evaluation and exploration of strategic, organisational and management issues and external relations.

The quality review process includes 4 key stages,

- **Self-Evaluation Report-** the completion of a comprehensive self-evaluation of an academic or professional support area, led by an internally selected quality review committee. Themes explored during self-evaluation both build on previous quality reviews, and other internal and external review activity, and are aligned to the quality assurance requirements outlined in the QQI Guidelines and European Standards and Guidelines. The process of self-evaluation requires an evidence-informed approach to self-evaluation, and units undergoing review are encouraging to use both existing sources of data and information, and seeking new information from relevant stakeholders to support the completion of self-evaluation
- **Peer Review Visit and Report-** The Peer Review visit is conducted by a six-person team, constituted of three external members, and two internal reviewers. Membership of Peer Review Groups are drawn from national and international experts, both from higher education and a peer from outside of the higher education sector. The Peer Review visit aims to verify and evaluate the self-evaluation report, and meet with staff, students, and other stakeholders to discuss key issues identified. The visit is followed by the completion of a Peer Review Group Report, which summarises the Group's findings and makes commendations and recommendations for future quality enhancement within the Area under review.
- **Quality Enhancement Planning-** following receipt of the final Peer Review Group report, the area develops a Quality Enhancement Plan (QuEP) in response to the report. This involves both an Area, and University level response to the PRG recommendations. The QuEP is discussed and agreed at a follow-up meeting, attended by at least one external member of the Peer Review Group.
- **Publication of Review Outputs-** following consideration and discussion of both the Peer Review Group Report and Quality Improvement Plan at University Executive and DCU Governing Authority, both documents are published on the DCU website.

Detailed information on procedures, background and guidance documents, and templates relating to these unit level reviews can be found at the following [link](#).

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	19
Awarding bodies	0
QA bodies	0

1. Type of arrangement (PRSB/awarding body/QA body)	
Name of body:	The Teaching Council / An Chomhairle Mhúinteoireachta
Programme titles and links to publications	BSc in Physical Education with Mathematics BSc in Physical Education with Biology BSc in Science Education BSc in Education & Training Bachelor of Education Bachelor of Religious Education and English Bachelor of Religious Education and History Bachelor of Religious Education and Music Bachelor of Education in Gaeilge and French, German or Spanish Professional Master of Education (Primary Teaching) Professional Master of Education (Post-Primary Teaching)
Date of accreditation or last review	2018
Date of next review	2022/23

2. Type of arrangement (PRSB/awarding body/QA body)	
Name of body:	Nursing and Midwifery Board of Ireland / An Bord Altranais
Programme titles and links to publications	BSc in Nursing (General) BSc in Nursing (Mental Health) BSc in Nursing (Intellectual Disability) BSc in Nursing (Children's and General)

	<p>Higher Diploma in Children's Nursing</p> <p>MSc in Dementia Health Care Practice</p> <p>MSc in Dementia Nursing Practice</p> <p>Masters in General Health Care Practice</p> <p>MSc in General Nursing Practice</p> <p>MSc Intell. Dis. Health Care Practice</p> <p>MSc in Int. Dis. Nurs. Practice</p> <p>Masters in Mental Health Nursing Practice</p> <p>MSc in Mental Health Care Practice</p>
Date of accreditation or last review	2020
Date of next review	2025

<p>3. Type of arrangement (PRSB/awarding body/QA body)</p>	
Name of body:	Association to Advance Collegiate Schools of Business (AACSB)
Programme titles and links to publications	<p>BA in Accounting and Finance</p> <p>BSc in Aviation Management</p> <p>BSc in Aviation Man with Pilot Studies</p> <p>Bachelor of Business Studies</p> <p>Bachelor of Business Studies (Exchange)</p> <p>Business Studies (with INTRA)</p> <p>BA in Global Business</p> <p>BA in Global Business (Canada)</p> <p>BA in Global Business (France)</p> <p>BA in Global Business (Germany)</p> <p>BA in Global Business (Spain)</p> <p>BA in Global Business (USA)</p> <p>Graduate Cert in Management (Business)</p> <p>Graduate Diploma in Business Analytics</p> <p>Bachelor Business Studies International</p> <p>Masters in Business Administration</p> <p>MSc in Accounting</p>

	<p>MSc in Electronic Commerce (Business)</p> <p>MSc in Finance</p> <p>M.Sc. in Talent, Leadership & HR Strategy</p> <p>MSc in Human Resource Management</p> <p>MSc International Accounting & Business</p> <p>BSc Marketing, Innovation & Technology</p> <p>BSc Marketing, Innovation & Tech(INTRA)</p> <p>MSc in Investment, Treasury & Banking</p> <p>MSc in Management of Operations</p> <p>Graduate Cert in Management of Operation</p> <p>MSc in Work & Organisational Psychology</p> <p>MSc in Management (Aviation Leadership)</p> <p>MSc in Management (Business)</p> <p>MSc in Business Administration</p> <p>MSc in Digital Marketing</p> <p>MSc in Emergency Management</p> <p>MSc in Management (Insights & Innovation)</p> <p>MSc in Work & Organisational Behaviour</p> <p>MSc in Management (Strategy)</p>
Date of accreditation or last review	2021
Date of next review	2026

4. Type of arrangement (PRSB/awarding body/QA body)	
Name of body:	Psychological Society of Ireland (PSI)
Programme titles and links to publications	<p>MSc in Work and Organisational Psychology/Behaviour</p> <p>BSc in Psychology</p> <p>MSc in Psychology</p> <p>BA in Humanities (Psychology Major)</p>
Date of accreditation or last review	2017 and 2018
Date of next review	2022 and 2023

5. Type of arrangement (PRSB/awarding body/QA body)	
Name of body:	Engineers Ireland

Programme titles and links to publications	<p>B.Eng. in Biomedical Engineering</p> <p>B.Eng. in Biomedical Engineering</p> <p>MEng in Biomedical Engineering</p> <p>B.Eng. Mechanical & Manufacturing Eng</p> <p>B.Eng. in Mechanical & Manufacturing Eng</p> <p>MEng in Mechanical & Manufacturing Eng</p> <p>B.Eng. in Common Entry into Engineering</p> <p>BEng Electronic & Computer Engineering</p> <p>B.Eng. in Mechatronic Engineering</p> <p>MEng Electronic & Computer Engineering</p> <p>MEng In Electronic & Comp Eng. (Wuhan)</p> <p>MEng in Mechanical and Manufacturing Eng</p>
Date of accreditation or last review	various
Date of next review	various

9.2 Collaborative Provision

Type of arrangement	Total number
Joint research degrees	
Joint/double/multiple awards	5
Collaborative programmes	4
Franchise programmes	
Linked providers (DABs only)	

6. Collaborative provision (Type of collaborative provision)	
Name of body (/bodies):	Double Awards
Programme titles and links to publications	<p>Northeastern University, Boston</p> <p>Neoma Business School, Reims, France</p> <p>European School of Business, Reutlingen, Germany</p>

	ICADE at the Universidad Pontificia Comillas, Madrid, Spain Brock University, Ontario, Canada
Date of last review	BA in Global Business (France) BA in Global Business (Germany) BA in Global Business (Spain) BA in Global Business (USA) BA Global Business Canada
Date of next review	2016
	2021

7. Collaborative provision (Type of collaborative provision)	Collaborative Partnership	
Name of body (/bodies):	Dundalk Institute of Technology	
Programme titles and links to publications	Research Masters and Research PhD	
Date of last review	2021	
Date of next review	2026	

9.3 Articulation Agreements

Articulation agreements - Total number	1
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8. Articulation agreement:	
Name of body (/bodies):	Coláiste Dhúlaigh College of Further Education
Programme titles and links to publications	BSc Business Studies

Date of agreement/arrangement or last review	
Date of next review	
Detail of the agreement	

[Dublin City University]

2023

Annual Quality Report (Dublin City University)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2021-2022

PART B: INTERNAL QA SYSTEM

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

During 2021/22, DCU initiated the planning for a new DCU strategic plan (2023-2028). Activity during the academic year focused the development of key strategic pillars of the University, guided by a philosophy of investment in our *People*, the staff and students of the University; a *Focus* on excellence in our core areas of activity (teaching and learning, research and scholarship, a high quality student experience, external engagement), and an emphasis on the demonstrable *Impact* of our work for our staff, students, and key stakeholders.

The plan, which is expected to be approved by the DCU Governing Authority in April 2023

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	Development of a new DCU Strategic Plan	During the reporting period, there has been significant progress in developing a new institutional strategic plan. During the reporting period, the key pillars of the strategy were developed through an SMG-led process, followed by an extensive period of consultation with staff, students, Governing Authority and External Stakeholders. The final strategy will be approved by DCU Governing Authority and launched in April 2023
2	Completion of a high-level service blueprint for all services reviewed as part of the DCU Operating Framework initiative	During the reporting period, high level blue-prints aligned to the SIS University's Operating Principles were successfully developed. All developed blueprints have formed the basis for business transformation and operational redesign, both as part of the new Student Information System (SIS) Project, and as part of wider organisational restructuring
3	Completion of a quality review of the collaborative partnership for postgraduate research provision between DCU and Dundalk Institution of Technology	The quality review process for the DCU-DkIT Graduate School was completed in 2021/22. The Peer Review Group visit took place in February 2022. A Quality Enhancement Plan was subsequently developed and approved by both DCU and DkIT Graduate Research Studies Boards in October 2022.
4	Implementation of a suite of innovative pedagogies to support the roll-out of the DCU Futures programme suite, an initiative funded under the Human Capital Initiative, Strand 3	During the reporting period DCU Futures Programmes launched. DCU Futures implementation has seen the integration of a range of innovative pedagogies and approaches to assessment within modules delivered onto the DCU Futures Programmes (Challenge Based

		<p>Learning, Engagement with Industry, Immersive Learning Experience, Online Learning, Virtual Laboratories)</p> <p>During 2021/22, an extensive University-wide consultation process informed the development of the DCU Transversal Skills Competency Framework</p>
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1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Authority Committee Meetings	9 September 2021, 3 November 2021, 10 December 2021, 9 February 2022, 7 April 2022, 29 June 2022.
Executive Meetings	7, 21 September 2021, 5, 19 October 2021, 2, 16 30 November, 14 December, 2021 11, 25 January 2022 8, 22 February 2022 8, 22 March 2022 5, 19 April 2022 3, 17 31 May 2022 14, 28 June 2022 12,26 July 2022 6, 20 September 2022
Quality Promotion Committee Meetings	15 September 2021 17 November 2021 19 January 2022 16 March 2022 18 May 2022 29 June 2022 14 September 2022
Academic Council Meetings	6 October 2021 1 December 2021 2 February 2022 6 April 2022 23 May 2022
Education Committee Meetings	5 September 2021

	13 October 2021
	10 November 2021
	8 December 2021
	12 January 2022
	9 February 2022
	9 March 2022
	13 April 2022
	11 May 2022
	31 August 2022

1.3.2 QA Leadership and Management Structural Developments

Key Organisational Changes during 2021/22

In 2021, DCU took the opportunity to review its organisational structure, in response to the exigencies of the SIS project, to ensure that it was fit for purpose. Over the years a number of initiatives had been located in certain places for a number of reasons which were no longer appropriate as such activities became mainstreamed. For example, co-locating all 'non-traditional student' activities (e.g. Age Friendly University, University of Sanctuary) within Student Support & Development, enables a holistic, inclusive approach to ensuring the entire student cohort is appropriately addressed in our support and development activities, as opposed to having fragmented approaches. Conversely, our International Office, by addressing the entire International student journey separately was duplicating many of the procedures of Registry, Student Recruitment and Finance, where there was significantly more expertise and critical mass. Therefore the discrete functional areas of the International Office were relocated back to the relevant university departments. A similar rationale was applied to the co-location of INTRA, Education and Clinical Placements under the Office of the Vice-President, Academic Affairs.

Appointment of a new Governing Authority and new DCU Chancellor

In September 2021, a newly constituted DCU Governing Authority appointed Brid Horan as the new Chancellor of DCU. Brid Horan has over 30 years' experience in executive, non-executive, and voluntary roles in leading private and public sector organisations and a distinguished record of service and advocacy in NGOs and the arts.

She held senior executive positions with ESB as Executive Director and Deputy Chief Executive; she is chair of the Irish Cancer Society and co-founded the 30% Club Ireland, which promotes gender-balance, including opportunities for women to study for careers in STEM -science, technology,

engineering and mathematics. She has served on the board of IDA Ireland, and recently completed a term as a board member of the Dublin Theatre Festival.

Brid has also served as a member of DCU Governing Authority from September 2014 to June 2021, on the Audit Committee from 2014 to 2016 and as Committee Chair from 2016 to 2021.

Prior to joining the Authority in 2014, she was also appointed by the Minister for Education and Skills as an external member of the Expert Group on Future Funding for Higher Education in Ireland (generally known as the Cassells Group).

In 2016, she was appointed by the Higher Education Authority as Chair of an International Expert Panel to undertake a review of Ireland's Higher Education Funding Allocation Model. This determines the allocation of funding across higher education institutions including universities and institutes of technology.

More information on the membership of DCU Governing Authority can be found [here](#).

Creation of Office of Executive Director for Engagement

During 2021/22, organisational redesign of key offices with responsibility for external engagement were restructured within a newly created Office of the Director of Engagement. These include responsibilities for national and international recruitment activities, global partnership, alumni engagement, initiatives for external engagement nationally, and the governance of DCU's external relationships and partnership. The office is led by the Executive Director of External Engagement, who was appointed to DCU in December 2021.



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
DCU-DKIT Graduate School	23 rd -25 th February, 2022	Peer Review Group Report Quality Enhancement Plan
Estates Office	23 rd -25 th March, 2022	Peer Review Group Report Quality Enhancement Plan
Faculty of Science and Health	17 th -20 th May, 2022	Peer Review Group Report Quality Enhancement Plan

1.4.2 Expert Review Teams/Panels² involved in IQA

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

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	3	2	1	1			
<i>of those:</i>							
On-site processes	3	2	1				
Desk reviews							
Virtual processes							
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

Guide

Details in respect of the composition of the panels convened by the institution for review/evaluation/approval processes that concluded during the reporting period should be set out below. Panel composition should be represented as whole numbers rather than as percentages.

'Similar institution' denotes an institution with a similar scope and mission - for an IoT, this might be another IoT or a university of applied science, for example.

Please delete guide text before submission.

² 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	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	3	1	2		0	2	1			2	1
Secretary	3	2	1		3					3	
Academic/Discipline Specific	8	5	3		2	2	4			8	
Student Representative	3		3		3						
QA											
Teaching & Learning											
External Industry /Third Mission	3	2	1			3					

2.0 IQA System – Enhancement and Impacts

Governance and Management of Quality- Changes during the Reporting Period

Adoption of QQI Principles for Professional engagements with Education Programme Providers, including Programme Validation, Professional Accreditation and Approval

In October 2021, DCU Academic Council approved the adopted of the Principles for Professional engagements with Education Programme Providers, including Programme Validation, Professional Accreditation and Approval. The purpose of the Principles is “to ensure a complementary approach by PSRBs, awarding bodies and independent providers of programmes of education leading to QQI awards. The Principles were considered at the June meeting of the DCU Quality Promotion Committee and, more recently, at the September meeting of Education Committee, before being approved by Academic council at its meeting of October 2021.

New Programme Validation and Accreditation

The following new programmes completed accreditation at DCU during the 2021/22 academic year:

- BSc in Athletic Therapy and Training/MSc in Athletic Therapy and Strength and Conditioning
- BSc in Global Challenges
- MSc in Strategic Learning and Development
- MA iLéann na Gaeilge
- MSc in Health and Social Inclusion
- MSc in Specialist Nursing for Future Healthcare
- MSc in Specialist Midwifery for Future Healthcare
- MSc in Child and Family Health and Wellbeing
- MA in Documentary Practice
- MSc in Strategic Learning and Development
- Graduate Certificate in Financial Intelligence and Technology

Periodic Programme Review during the Reporting Period

The following academic programmes underwent periodic programme review during the 2021/22 academic year.

DCU Business School

- MSc in Human Resource Management,
- MSc in Strategic Learning and Development,
- MSc in Work & Organisational Behaviour,
- MSc in Work & Organisational Psychology

(incorporated into a Psychology Society of Ireland CPD accreditation)

DCU Institute of Education

- Graduate Diploma and Masters in Guidance Counselling
- Bachelor of Education (B Ed)
- Bachelor of Religious Education and English/ History/ Music
- Bachelor of Education in Gaeilge and French or German or Spanish
- Professional Master of Education (PME) (Post Primary)
- Professional Master of Education (PMEP) (Primary)
- BSc in Physical Education with Biology
- BSc in Physical Education with Maths
- BSc in Science Education

(Teacher Education programmes completed for reaccreditation by the Teaching Council of Ireland)

Faculty of Engineering and Computing

- BSc in Data Science
- BSc in Enterprise Computing

Faculty of Humanities and Social Sciences

- BA Gnó agus Gaeilge
- MSc i nGnó agus i dTeicneolaíocht an Eolais [retitled MSc sa Bhainistíocht agus Gnó Digiteach for new intake from 2021-2022]
- Gaeilge subject on the Bachelor of Arts Joint Honours programme
- MA in Political Communication
- MSc in Science and Health Communication [formerly MSc in Science Communication]
- MSc in Emerging Media [formerly MSc in Multimedia]
- MA in Social Media Communications [formerly MA in Social Media Studies]
- MA in Journalism
- MSc in Public Relations and Strategic Communication
- BCL (Law and Society)
- BA in Economics, Politics and Law
- BA in International Relations
- Politics subject on the Bachelor of Arts: Joint Honours programme
- MA in History
- Geography subject on the Bachelor of Arts: Joint Honours programme
- History subject on the Bachelor of Arts: Joint Honours programme
- BA in Applied Language and Translation Studies
- BA in Social Sciences and Cultural Innovation
- International Languages subjects on the Bachelor of Arts: Joint Honours programme (French, German, Spanish)

Faculty of Science and Health

- BSc Actuarial Maths
- BSc in Health & Society

- Certificate in Homeless Prevention and Intervention
- Certificate in Peer Support in Mental Health
- MSc Nursing Advanced Practice

QA of Microcredentials at DCU

DCU continues to play a central role in the evolution and development of micro-credentials and is participating actively to shape policy both nationally and internationally. DCU continues to participate in working groups aligned with the European Commission's Roadmap for Micro-Credentials, including the MicroBOL initiative. Additionally, DCU has played a key role in the development of a Roadmap of implementation for industry in conjunction with Skillnet networks. During 2021, DCU supported the analysis of the Commission's public consultation process and the forthcoming Council Resolution on Micro-Credentials along with completing a major state-of-the-art literature review. In the 2021/22 academic year, DCU also contributed to an international working group established by UNESCO on the development of a universal global definition of micro-credentials and DCU's Director of Micro-Credential Strategy and Innovation is co-chair a European Network of micro-credentials experts under the auspices of European Distance Education Network.

DCU is currently involved in a number of national and international initiatives related to the development and implementation of micro-credentials including the HCI funded IUA-led Multi-Campus MC2 or MicroCreds initiative and the ECIU University. The objectives of the HCI funded IUA-led Multi-Campus MC2 or MicroCreds initiative are,

1. to develop a national framework for micro-credentials
2. design a sustainable model of enterprise engagement
3. design and develop a Discovery Portal for Credit bearing micro-credentials and,
4. (iv) deliver a suite of micro-credentials from partner Universities.

Within the ECIU University initiative, a micro-credential approach has been adopted as the educational model of the alliance based on a draft Learner Transformation Framework developed by DCU and adopted by the wider alliance.

In October 2021, DCU Education approved the adoption of the European Commission's working definition of micro-credentials and agree on the characteristics of DCU micro-credentials. The European Commission's working definition of micro-credentials, adopted by both the ECIU University and the MC2 initiatives. Education further adopted "Alternative and Micro-credential Framework" to facilitate both the verification of learning through participation and engagement and validation of assessed learning against stated learning outcomes leading to the awarding of credits and/or credentials.

ECIU- European Consortium of Innovative Universities Update

Founded in 1997, the ECIU network is dedicated to ensuring a culture of innovation in its member institutions, and to providing a catalytic role for innovation in business and society at large. DCU joined the ECIU on 1st January 2012. As a member institution, DCU successfully applied, alongside 10 European partner institutions, for the Erasmus+ grant scheme 'European Universities'. The resulting project, entitled the European Consortium of Innovative Universities (ECIU), commenced in November 2019. The European Universities initiative takes forward the concept of collaborative networks of universities across Europe, enabling students to combine studies in several EU countries. The scheme seeks to strengthen the links between teaching, research and innovation and knowledge transfer.

DCU is a key partner in the ECIU University, where learners, teachers and researchers cooperate with cities and businesses to solve real-life challenges. Together with our partners we are creating, testing and evaluating a whole new educational pedagogy. Challenge based learning (CBL) and Microcredentials are very important vehicles for progressing the vision of the ECIU University, and DCU has been to the fore in shaping policy relating to micro-credentials across the consortium, and in the EU.

During the reporting period, DCU led and contributed to a number of initiatives in support of the ECIU University. These included,

Challenged-Based Learning:

- Two challenges delivered in 2021 (Carbon-intensive transition, and The Psychological Impact or Disruption of Innovative Technologies on Society)
- CBL Workshop hosted by DCU (March 2022)
- CBL Hackathon (May 2022) & Assessment Workshop (May 2022)
- Creation of a range of shared resources to support the development of CBL initiatives: CBL Implementation Guide, DCU TEU Website on CBL, CBL Hub, Student resources designed to support CBL teaching and learning

Microcredential Development

- Content development plan 15-17 DCU Micro-credentials in the pipeline for 2022/2023
- [Micro-credentials Policy: ECIU University White Paper on Micro-credentials](#)
- Presentation on best practices & lessons learned in June 2022: [ECIU University Micro-Credentials: A vision for European learners, values and priorities.](#)
- Additional Erasmus+ Alliance/Digitalisation applications to support development in key areas

Challenge-based Research

- DCU as Lead of Work-package 2: Challenge-based research
- Chairing of the ECIUn Vice-Presidents for Research group until April 2022
- Industry engagement pilot with Intel (Sustainable Kitchen's project 2021-2022 with full-time DCU researcher). Two Irish start-ups incorporated into project (Positive Carbon and 2GoCup).
- DCU relaunched the ECIU Researcher Mobility Fund internally (late 2021). DCU funded 10 awards (16 researchers) across four faculties to travel to six ECIU partner institutions in 2021/2022.
- Presentation of Challenge-based research paper [*Challenge-based research for a stronger and more sustainable Europe*](#) in Brussels May 2022
- ECIU University research metrics report and analysis of joint European funding between ECIU partners (H2020 and Erasmus+ KA2)

MyDCU- Online Pre-Orientation and Orientation Programme

MyDCU is a flexible, hybrid orientation programme within a new Student Experience Hub. MyDCU provides incoming students with an immersive, holistic, high quality, fully online 'DCU experience'. Early access and phased release of modules ensures that students receive a 'just in time' experience, balancing 'need to know' with overload and maximising continuous engagement and confidence building.

A carefully designed balance between live online sessions and asynchronous, self-learning resources designed kept students motivated and engaged and facilitated development of digital learning skills and knowledge of the university.

High quality digital, interactive resources, (videos, quizzes, scavenger hunt, virtual neighbourhood and wellbeing/trauma-informed activities), digital badges and engagement awards were made, and a number of 'gamification' tools were used, such as, 'freedom to fail', 'completion points', leader boards and rewards.

This resource is innovative in that it completely reimagined and redesigned the student transition experience. Time was taken to design the resource to the students' needs, the context and the particular imperatives of the pandemic. Content was expertly curated to the different cohorts, programmes and level of study of the incoming students. A holistic approach, anticipating and meeting the entirety of a new student's needs – learning, social, personal, community, surroundings – was taken.

Progress on DCU Futures

DCU Futures is the most ambitious innovation in teaching and learning in the history of Dublin City University (DCU). This €19.9 million project is an unprecedented commitment to radically re-imagine undergraduate education for the 21st century in order to meet the challenge of empowering students to be future-capable and thrive in an increasingly unscripted world. DCU's solution involves stakeholders from multiple sectors/domains, comprising multiple sub-projects of varying complexity, structured around three core pillars: (i) what students learn, (ii) how students learn, and (iii) embedding key transversal skills.

In 2021, embracing the value of interdisciplinarity, DCU launched nine new undergraduate degree programmes - BSc in Psychology and Disruptive Technology, BSc in Psychology and Maths, BEng in Mechanical and Sustainability Engineering, BSc in Digital Business and Innovation, BSc in Business Studies with Business Analytics, BSc in Chemistry with Artificial Intelligence, BSc in Physics with Data Analytics, BSc in Bioprocessing, and BA Climate and Environmental Sustainability - with a tenth programme, the BSc in Global Challenges, launched in 2022.

DCU Futures represents a focused investment in innovative pedagogies, including challenge-based learning and virtual laboratories, which embrace experiential learning, prioritise engagement with key industry partners, leverage the affordances of technology, and offer students valuable opportunities to meaningfully apply knowledge.

With more frequent career mobility and the increasing functionality of A.I., transversal skills are vital to student/graduate success. Through a process of wide internal and external collaboration, DCU Futures has architected a unique Transversal Skills Competence Framework, ensuring that these skills are embedded, assessed and evidenced in a rigorous and transparent way across programmes. As part of this, all students undertake an innovative module on Data Literacy, and can study seven different languages at varying levels.

During the 21/22 academic year, as part of the DCU Futures project, staff engaged in a highly innovative and collaborative process on transversal skills. Having identified a list of transversal skills for DCU, staff from all across the university, both academic and administrative, were invited to join one of 16 Internal Expert Panels, with over 130 staff signing up for this unprecedented initiative. Each panel was tasked with defining a specific transversal skill and, importantly, co-creating a set of competence statements that constitute this skill. Over three months, panels worked through this process, facilitated by the DCU Futures team, ensuring that our values of collaboration, transparency, innovation and scalability were fully embodied. The result was a set of 16 definitions and competence frameworks for our transversal skills, which were then refined through collaboration with external international experts.

Oversight for DCU Futures programme has been established through a Strategic Learning Innovation Projects (SLIP) steering group, to provide executive leadership and oversight in the management of all HCI 3 projects, including DCU Futures. The SLIP Steering Group is a sub-group of DCUs Education Committee and is accountable to the HEA for delivering all HCI 3 projects as planned and realising project benefits. It is accountable to the DCU Executive for risk management and governance. The SLIP Steering Group membership comprises Vice President for Academic Affairs (Chair), Deputy Vice President for Academic Affairs, Dean for Strategic Learning Innovation and the Executive Deans for each of the five faculties.

2021/22 Quality Innovation and Development Fund (QuID).

The Quality Improvement and Development fund (QuID) is an open call for enhancement focused proposals from across the DCU community, which seek to enhance quality within Schools and Units of the University, and impact on both staff and students.

QuID funding calls are currently focused on particular themes, aligned to the DCU strategic plan or particular recurrent themes emerging from the DCU internal quality review cycle. Quality Promotion Committee selected the theme of *Student and Staff Wellbeing* as the theme for 2021/22 to reflect the importance of the wellbeing of the university community as it emerged from almost 18 months of campus closures, and as the university continued to navigate learning, research and work during the COVID-19 pandemic.

The 2020/21 QUID Funding Call aimed to provide Schools and Units with an opportunity to propose projects for funding that support student and staff wellbeing. The scope of the theme was intentionally broad, but focused on projects which can show demonstrable outcomes and intended impact that contributes to enhancing wellbeing within the community. The theme of Student and Staff well-being is also aligned to the DCU strategy, including identified strategic initiatives and goals such as the DCU Healthy Campus Initiatives, Sport for All, and the Our DCU Framework.

The following projects were supported by QuID funds in 2021/22.

Faculty/ Department	Purpose	€ Amount approved by QPC
National Institute for Digital Learning	Improving accessible and inclusive teaching and learning practices in online, undergraduate modules.	4000

Faculty of Humanities and Social Sciences	Feel Safe: Building a culture of respectful and positive sexual health on DCU campus	5000
Widening Participation Officer	Well-Being Sessions in a University of Sanctuary	3000
School of Health and Human Performance	The PAWS Project - Promoting and Supporting the Wellbeing of Students with Therapy Dogs	2500
Student Recruitment Office	Investing in our Students: healthy people, healthy university!	2500
School of Health and Human Performance	Radically reimagining the Undergraduate Curriculum with Health Literacy	4980
Pathways to Success & TEU	The Health and Wellbeing Wheel and Health and Wellbeing Space: tools to support student self-care and transition in the first six weeks at university and beyond.	4836
Counselling and Personal Development Service	Live Wise Bibliotherapy Collection Phase 2	2000
Graduate Studies Office	Wellbeing when Writing: A Retreat Supporting Mental Health and Wellbeing during the Doctoral Writing Process	3200
Business School	Staff Smart: Creating a safer and more respectful workplace culture	2500
School of STEM Education, Innovation and Global Studies	Greenhouse and Wellbeing Space at DCU's St Patrick's Campus	2500
Total		€37,016

2.1 Initiatives within the Institution related to Academic Integrity

Academic Integrity Policy Sub-Committee

Following the publication of the National Academic Integrity Network (NAIN) Academic Integrity Guidelines and the National Principles and Lexicon of Common Terms in September 2021, a paper entitled '*Towards an Institution-wide Approach to Academic Integrity*' was presented to University Standards Committee (January 2022). The paper outlined a proposed institutional approach to embed a culture of academic integrity. Amongst the recommendations was a proposal to revise the existing DCU Academic Integrity and Plagiarism Policy.

In addition, a university-wide academic integrity awareness project was conducted. The project was undertaken to 'explore and raise awareness of academic integrity across DCU. The work aimed to influence both cultural and ethical changes across the university, through a renewed sharing of responsibility for promoting academic integrity'. Recommendation 3 of the project report included: '*Review and update current DCU academic integrity guidelines and principles to comply with best practice... This should include mechanisms for managing detection, reporting and sanctioning breaches of academic integrity that are built on fairness*'.

An Academic Integrity Policy sub-committee, a sub-committee of University Standards Committee was established in 2021/22, and will be responsible for progressing the recommended policy revision. The sub-committee is thereby charged with the revision of the existing DCU Academic Integrity and Plagiarism policy to,

- Ensure its alignment with the National Academic Integrity Network Guidelines and the National Principles and Lexicon of Common Terms;
- Include integrity guidelines and principles to ensure accessibility, consistency and transparency;
- Develop mechanisms for managing detection, reporting and sanctioning academic misconduct.

The approach the responsibilities of the sub-committee in two phases:

- Phase I: Draft a revised policy with integrity guidelines and principles
- Phase II: Implementation (Develop mechanisms for managing detection, reporting and sanctioning academic misconduct).

This sub-group is chaired by the Dean of Teaching and Learning, and includes representation from University Associate Deans of Teaching and Learning, Registry, the Academic Secretariat, Faculty representatives, the Teaching Enhancement Unit and DCU Students' Union.

Research and Consultation on awareness of Academic Integrity at DCU

DCU is engaged in a unique University-wide Academic Integrity Awareness Campaign. This project is influenced by the work of NAIN (National Academic Integrity Network), and builds on existing DCU TEU projects and initiatives. It is a year-long (March 2021-February 2022) SATLE National Forum funded research project. This two-phased project will act as a tool for more focused conversations around academic integrity. It is envisaged that this work will build capacity and raise awareness of academic integrity with all DCU stakeholder groups. This, in turn, will we hope, influence both cultural and ethical changes across the university, through a renewed sharing of responsibility for the promotion of academic integrity.

The completion of the first phase required gathering and analysing data on the University's awareness of academic integrity. The preliminary analysis of the data has guided focused conversations around what is required to enhance the university's commitment to academic integrity help build capacity. This research approach provided a robust mechanism for focused conversations that will help inform future practices and policy in DCU.

DCU Academic Integrity Week

DCU participated in Academic Integrity Week, held on 18th-22nd October, 2021. This week-long initiative comprised a number of synchronous and asynchronous online events for students and staff to prompt them to think about academic integrity, understand its importance, and learn about how they can uphold it (full programme linked [here](#)).

Students were encouraged to engage in a number of interactive challenges to test their knowledge on academic integrity, including, the Academic Integrity Challenge and the 'exCITING' Library Referencing Challenge. Students were also encouraged to engagement with the QQI [My Own Work](#) website to support your own academic integrity

A staff focused online seminar, "Academic Integrity Shared Conversation and Introduction to National Guidelines & Lexicon" introduced staff to the the recently launched National Academic Integrity Guidelines and National Principles & Lexicon of Common Terms The presentation was followed by an online discussion, which aimed to build shared awareness of academic integrity through introducing some preliminary findings of a DCU-wide research study in this area.

Integrity- Erasmus+ Project

DCU Teaching Enhancement Unit (TEU) worked with partner universities on the INTEGRITY project, funded under the KA2 strand, aimed at enhancing the quality of teaching and learning processes that are based on the principles of academic integrity, supported by policies, mechanisms, and tools that

help prevent and detect cases of plagiarism in higher education. As part of this collaboration, TEU developed a resource toolkit for academics to support them in designing assessments that actively encourage academic integrity. The suite of resources advanced for the toolkit includes a literature review publication; a set of twelve principles and related explanations; interactive glossary; self and team checklists; animated scenarios; and a collection of case studies.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation. If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1	DCU Strategic Plan	Finalisation and launch of the 2023-2028 DCU Strategic Plan
2	DCU Operating Framework	Further structural changes to ensure strategic alignment and continued implementation of the SIS operational principles to include revised operational blue-prints, including release 1 of applications and admissions service
3	MS Power BI- Report Development	Development of a range of user-focused reporting solutions through the implementation of Microsoft Power BI to enhance evidence-informed evaluation and decision-making at DCU
4	ECIU	Implementation of the ECIUn+ goals in relation to the implementation of challenge-based learning opportunities and microcredential development

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Please provide a composite update on new and continuing objectives arising from previous reviews here.

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Unit to be reviewed	Date of planned review	Date of last review

3.2.2 Reviews planned beyond Next Reporting Period

Provide a link to the published review schedule for any reviews beyond the upcoming reporting period.

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4.0 Additional Themes and Case Studies

Guide:

This section provides the institution with the opportunity to provide details of key themes or specific topics arising during the reporting period, as well as more detail on related cross-institutional quality enhancement initiatives that occurred during the reporting period.

In a specific reporting period, QQI may request updates on specific national thematic areas, or may invite the institution to submit a case study from a list of topics linked to national policy developments. Themes or topics may also be identified by the institution which arise from specific local initiatives or activities, and/or from national policy initiatives. They should be developmental and relate to quality, QA and QE.

The themes identified by QQI for this reporting period are:

- **Ensuring the quality assurance and enhancement of work placements. An examination of the lessons learned and challenges ahead.**
- **Enhancing student engagement in partnership with postgraduate and postgraduate research students. Taking a closer look at student-staff partnerships, the QA of research and/or research assessment; barriers to effective partnership.**
- **Ensuring IQA can effectively facilitate and support access, mobility and progression of refugees and asylum seekers.**

Other possible topics for consideration may include:

- Student survey data - its impact in effecting positive change
- Academic Integrity
- Rethinking Assessment

The institution is invited to provide case studies demonstrating any of the themes identified above and/or other themes relevant to QA and QE during the reporting period. In doing so, the institution is encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Selected case studies should not have been submitted previously as part of the institution's AQR.

Guidance for Drafting 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;
- Avoid long descriptions of processes, but rather focus on the any challenges encountered (and how these were overcome) and impacts (intended and unintended) achieved;
- 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.

Please delete guide text before submission.