

Technological University Dublin

2023

Annual Quality Report (TU Dublin)
Reporting Period 2021-2022

[TU Dublin]

2023

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

PREFACE

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

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

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

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

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Guidelines on Completing the Report

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

Submission Process and Timeline

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

Completing the AQR

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

Report Structure

Part A: Internal QA System

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

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

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

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

Case Studies

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

Links to Reference Documents Cited in this Template¹

Legislation

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

QQI Documents

Statutory QA Guidelines (QAG)

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

Other QQI Policy Documents

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

Other National/International References

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

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

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - QA of Research Activities and Programmes			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
5.0 - Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 - Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
2.0 - Programme Delivery and Development	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.2	Design and Approval of Programmes
9.0 - Details of Arrangements with Third Parties				
2.0 - Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 - QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for TU Dublin for the reporting period **1 September 2020 - 31 August 2021**.

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

The AQR has been approved by Head of Academic Affairs and is submitted by Jan Cairns, Academic Quality Advisor

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Overarching Institution Quality Policy

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

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

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

In 2021/22 the development of the new Quality Framework and the design and implementation of a new Organisation Design Process continued. New Quality Assurance and Enhancement policies and processes were approved and implemented in the reporting period, while the Quality Assurance Policies, Procedures and Practices of TU Dublin's three legacy organisations will continue to apply in the respective campuses, until the relevant TU Dublin policies, procedures and practices are approved and implemented.

In addition, in this interim period, the University's Academic Council strikes a balance between minimising risk to core quality assurance and awarding functions in the founding institutes,

while at the same time designing and implementing a fully integrated and unitary quality assurance framework within an agreed timeframe and enhancing the TU Dublin student experience.

Quality assurance decision-making fora Academic Council

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

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

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

1. Academic Quality Assurance & Enhancement Committee
2. Academic Regulations, Policies & Procedures Oversight Committee (ARPPOC)
3. University Programmes Board

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

1. Arts and Tourism Academic Board
2. Blanchardstown Academic Board
3. Business Academic Board
4. Engineering & Built Environment Academic Board
5. Sciences & Health Academic Board
6. Tallaght Academic Board

These six Boards were formed from the legacy Academic Councils of Tallaght, Blanchardstown and City Campus College Boards. They continued to meet until Faculty Boards were in place. The TU Dublin Graduate Research School Board now reports directly to the University Programmes Board.

In October 2021, the following further *ex officio* members of Academic Council were approved by Academic Council: Head of Academic Affairs, Vice President of Research and Innovation, Vice President of Partnership. The five Faculty Deans were also co-opted as *ex officio* members in the interim, pending the outcome of the Academic Council review process (see Part B, Section 2.0). The Head of Academic Affairs was formally appointed as Chair of Academic Quality Assurance & Enhancement Committee and of Academic Regulations, Policies & Procedures Oversight Committee.

1.2 Linked Providers, Collaborative and Transnational Provision

The academic oversight of Linked, Collaborative and Transnational Provision falls within the remit of TU Dublin University Programmes Board. All new proposals for such programme provision are considered by this committee, through the approved procedures for national collaborative provision <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/>. Procedures for other types of collaborative provision, including: linked provision, provision leading to joint, dual and multiple awards, franchise arrangements, bespoke provision, contract for services, off-campus provision, student mobility arrangements, and articulation arrangements have been drafted and are being used as working documents.

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

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

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

These procedures outline the expected criteria for new programmes, time lines for approval, including the approval of an initial outline proposal prior to full programme development, the development of detailed programme documentation and the establishment of validation panels by Faculty Boards to review the documentation and subsequent approval of the validation panels' reports.

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

2.2 Admission, Progression, Recognition & Certification

Access

TU Dublin provides detailed information to a range of potential learners through its comprehensive website.

In 2020 the Admissions Office across TU Dublin set up an interactive CAO Hub for applicants and guidance counsellors for its full-time undergraduate programmes.

<https://www.tudublin.ie/cao/>. Additional information is also provided to International Learners at <https://www.tudublin.ie/study/international-students/>. Separate webpages provide detailed information to prospective applicants to Postgraduate Programmes

<https://www.tudublin.ie/study/postgraduate/>, part-time <https://www.tudublin.ie/study/part-time/>, Springboard+ <https://www.tudublin.ie/study/springboard/>, and Apprentices <https://www.tudublin.ie/study/apprenticeships/>.

The Alternative Pathways to Education website

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

Access Routes

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

Scholarships

- [Academic](#)
- [Sports](#)

Other

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

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

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

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

Transfer

TU Dublin accepts transfer applications from students who have studied related programmes in other HEI's. Detailed guidance on the application procedures for these advanced entry applications to our full-time undergraduate programmes are described on our advanced entry website:

<https://www.tudublin.ie/study/undergraduate/cao/entry-routes/advanced-entry/>

Progression

When developing TU Dublin programmes, one of the considerations is the potential progression opportunities for students on completion of the programme. As part of its programme portfolio, TU Dublin provides a ladder of opportunities so that students who may commence on a programme of study at for example NFQ Level 6 have the opportunity to progress to programmes at NFQ Level's 7, 8 and 9 where appropriate. TU Dublin also provides a range of progression opportunities to facilitate students to undertake conversion

programmes which enable students to progress to another field of study which is different from the field of study of their primary third level qualification. Details of the range of full-time and part-time opportunities at TU Dublin are available at: <https://www.tudublin.ie/study/>.

2.3 Procedures for Making Awards

The University Programmes Board is responsible for the procedures for making new awards. A TU Dublin procedure for Programme Validation is now approved and being implemented <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/>.

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

The process for the approval of new programmes and associated awards advises academic staff to consult with guidance on good practice as well as approved TU Dublin policies. The Learning, Teaching & Assessment Team provides guidance on developing learning outcomes and assessment methods <https://www.tudublin.ie/explore/about-the-university/academic-affairs/teaching/lta-supports/>.

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

2.4 Teaching, Learning and Assessment

TU Dublin has procedures in place to assure the quality of teaching and learning. These procedures include a Student Feedback process, which consists of individual module feedback questionnaires submitted at the end of each semester and programme feedback questionnaires submitted at the end of each academic year. A new TU Dublin integrated Programme and Module Feedback Survey has been developed and a unitary survey was issued to all TU Dublin students from May 2021.

The Annual Programme Monitoring processes which facilitates Programme Committees / Course Boards to reflect on programme delivery and the student experience and make regular enhancements. There are also detailed procedures for Programme Review, School

Review and Faculty Review which all focus on the quality of teaching, learning and assessment in the University <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/>.

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

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

Further details are available at:

1. <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/blanchardstown-quality-assurance/quality-assurance-policies/>
2. <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/student-assessment-regulations/>
3. https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/quality-framework/tallaght-ga/Marks_Standards_Student_Assessment.pdf

3.0 Learner Resources and Support

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

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

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

Study Facilities including the Academic Writing Centre: <https://www.tudublin.ie/for-students/student-services-and-support/academic-support/awc/>,

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

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

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

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

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

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

Separate guidance is tailored for Returning Students and New Students:

<https://www.tudublin.ie/for-students/starting-at-tu-dublin/> which provides information on getting started in TU Dublin, studying on-line, student life and covers key issues of importance to students including, the registrations process, Financial Assistance, the Academic Calendar, Active Consent, Starting their Studies, Peer Mentoring and Student Life.

4.0 QA of Research Activities and Programmes

The University regulations under which postgraduate research programmes are delivered are overseen by the TU Dublin Graduate Research School Board and are as set out in the Graduate Research regulations, available at: <https://www.tudublin.ie/research/postgraduate-research/current-students-supervisors/>.

The University's Research Programmes are reviewed through the Programme Review process, available at: <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/>. They were most recently reviewed in March 2021. The quality of the University's research is evaluated as part of the School and Faculty Reviews. These processes are available at <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/>.

5.0 Staff Recruitment, Development and Support

The University has developed a comprehensive, unitary set of HR Policies and Procedures that supersede previous campus-centric policies and procedures. These include Policies on Recruitment, People and Development, Promotion, Pay and Health and Wellbeing. These are available at: <https://www.tudublin.ie/for-staff/human-resources/policies--forms/>

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

In addition, the University's Learning, Teaching and Assessment Team provides a number of tailored staff development programmes specifically for teaching staff. Details on these programmes are available at: <https://www.tudublin.ie/explore/about-the-university/academic-affairs/teaching/events-workshops-and-academic-programmes/> The Learning, Teaching and Assessment Team also provides staff with a number of resources to assist them to develop their teaching practice. These are available at: <https://www.tudublin.ie/explore/about-the-university/academic-affairs/teaching/lta-supports/>.

6.0 Information and Data Management

The University has a range of policies that govern the collection, analysis and use of information about programmes and other activities. These policies include Data Protection and Record Management Policies available at: <https://www.tudublin.ie/explore/gdpr/data-protection-policy/>

As part of its quality assurance procedures relevant data is collected and analysed. This data includes student admission, progression and performance data as well data provided by students as part of their evaluation of programmes and modules. Details on how data is used are contained in the Annual Monitoring/Programme Enhancement, Programme Review, School Review and Faculty Review processes available at <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/>.

7.0 Public Information and Communication

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

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

In addition, it is University policy to publish on the Internet the minutes of Governing Body <https://www.tudublin.ie/explore/about-the-university/governance/>, on the Staff Intranet the minutes of Academic Council <https://www.tudublin.ie/intranet/academic-council/> and its sub-committees, and the reports from Programme Validations and Programme, School, College and Unit Reviews at: <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/blanchardstown-quality-assurance/quality-assurance-reports/>
<https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/quality-review-reports-and-responses/>
<https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/tallaght-quality-assurance/programme-validations/>.

8.0 Monitoring and Periodic Review

Procedures for the annual enhancement of programmes, programme, School and Faculty Review, with a strong emphasis on self-evaluation and monitoring, have been approved and are available at <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/>.

Professional Services Review procedures are currently being drafted.

A TU Dublin External Examiner Policy has been drafted and put forward for approval. Currently, the General Assessment Regulations (City), Tallaght Marks and Standards Document and Blanchardstown Assessment policy outline the process for the appointment of external examiners and their roles and responsibilities.

1. <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/blanchardstown-quality-assurance/quality-assurance-policies/>
2. <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/student-assessment-regulations/>
3. https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/quality-framework/tallaght-qa/Marks_Standards_Student_Assessment.pdf

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	40
Awarding bodies	0
QA bodies	0

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

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

3. Type of arrangement	PRSB
Name of body:	Qualifications Advisory Board for the Early Learning and Care sector (QAB)
Programme titles and links to publications	BA in Early Childhood Education https://www.gov.ie/en/organisation-information/c2e6b-qualifications-advisory-board-qab-for-the-early-learning-and-care-elc-sector/#list-of-approved-programmes-with-adherence-to-the-professional-award-criteria-and-guidelines
Date of accreditation or last review	26/05/2021
Date of next review	26/05/2026

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

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

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

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

8. Type of arrangement	PRSB
Name of body:	Society of Chartered Surveyors Ireland

Programme titles and links to publications	BSc (Hons) in Construction Management
Date of accreditation or last review	19/05/2022
Date of next review	19/05/2027

9.2 Collaborative Provision

Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'linked provider' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	8
Collaborative programmes	85
Franchise programmes	3
Linked providers (DABs only)	0

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

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

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

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

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

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

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

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

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

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

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

9.3 Articulation Agreements

Definition:

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an articulation agreement may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advance standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

Articulation agreements - Total number	9
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TU Dublin

2023

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

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.6), **Part B** of the AQR focuses specifically on the effectiveness and impact of the IQA framework on the QA activities and developments across the institution during the reporting period.

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

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

Part B provides evidence of quality improvement and enhancement and impact² of QA activities within the totality of the institution's QA system.

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

Section 2 considers the institutional analysis of IQA enhancements and their impact on a range of activities including academic integrity.

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

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

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

Case Studies

QQI recommends that written case studies should:

- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;

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

- Include a clear and concise concluding paragraph with an overview of the key outcomes/learning.

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

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Organisation Design Strategy & Implementation Project

The reporting period, September 2021 to August 2022, was a very busy period for the Organisation Design Strategy and Implementation Project. At this time, the project was focused on developing and completing the detailed designs for the professional services (which had commenced in January 2021), developing the detailed designs for our five new faculties and specifically identifying the schools that would be in each faculty and the disciplines that would be led by each school. In addition, considerable time was spent developing change trainers to roll out the University's 'Change and You Programme' for all staff and ensuring our leaders, many of whom were in new roles for the first time, attended our 'Leading through Change Programme'.

Key milestones during the reporting period included:

- Appointment of Professional Services Management Teams, March 2022 (ongoing)
- Appointment of Heads of School, March 2022
- Detailed Designs for each professional service including Research and Innovation, Partnerships, and Organisation, Change and Culture completed*, August 2022
- Detailed Designs for each Faculty and all schools confirmed, June 2022
- Appointment of Heads of Discipline, March 2022 (ongoing)
- Appointment of School Operations Leads, June 2022
- Change Impact Assessments completed for all faculties, schools and professional services, March - December 2022

** Technology Services, Sustainability, Equality, Diversity and Inclusion completed by December 2022.*

With the formal launch of the new academic structures from 1 September 2022, the University is now in a period of transition with many faculties, schools and professional services settling into their new design. In parallel, we have been developing our approach to Transformation and Change. Through our 'Strategic Intent 2030' plan and the Organisation Design programme, TU Dublin has set a goal to transform for students, staff and partners working with us. This will include transforming our student and staff experience through our education model, how we research and how we operate. We are setting out to be an inclusive, sustainable, agile and effective university. The implementation of the new organisation design with academic structures and operational functions will achieve much of this change. In addition, there are teams in place - or in recruitment - to deliver some of the required change projects; and new teams are being built to drive and support the change, including in the new functions of Organisation, Change and Culture and Sustainability.

TU Dublin Education Model

The concept of a new educational model for our learners is grounded in the original vision for a technological university for the Dublin region, where a new and different educational experience to meet the needs of the learners for the next generation is offered. Through the

University Education Model (UEM), we are transforming our approach to education to re-balance individual and collective needs. In brief, our new model of education will:

- **Include**
Make education accessible, inclusive and attainable for a broad cohort of learners.
- **Empower**
Empower learners to pursue their interests, passions, and life purpose by offering them choice and enabling student agency by removing institutional inhibitors of empowerment where these exist.
- **Grow**
Facilitate learners to discover who they are and grow as whole people through the educational experiences provided.
- **Contribute**
Support learners to realise their unique potential as individuals and in relationships with others, thereby contributing positively to the well-being and productivity of society, the planet, and its inhabitants.
- **Create**
Create a sustainable yet progressive TU Dublin where we all belong, and the experience of all learners, including staff, is meaningful, enriching, and life-enhancing.

In the last year, and building on the initial high-level UEM conceptual design, outputs include:

- Initial socialisation inputs and data were synthesised into a comprehensive thematic report with four emergent themes; connected, learner centred, graduate employability and TU Dublin enablers. The report was shared with stakeholders for continual feedback and informs the UEM development, in particular the Framework of Learner Experiences.
- The Framework of Learner Experiences was designed, developed and shared extensively for review, feedback and iteration, whereby transformative learning experiences are inclusive, authentic and digital for our learners.
- Early adopters of key components of the UEM, with a specific focus on the Framework of Learner Experiences, were identified, enabled and supported through the UEM Pathmakers Initiative (specific elements that require exploring and testing through embedding into day-to-day practice in TU Dublin).
- Detailed exploration of the 10 Guiding Principles of the TU Dublin Education Model (characterising the TU Dublin educational experience for all students), as well 'deep-dives' into critical components of the UEM (such as the Framework of Learner Experiences, Flexible Learning Pathways, the Macro/Meso/Micro levels of the UEM) have been created and shared with the TU Dublin community. A multiple mode approach has been adopted, with resources available in text and multimedia formats.
- The high-level principles of the Resource Allocation Model that relate to the University Education Model were detailed in consultation with key stakeholders and approved by the University Executive Team (UET).

- An actioning framework document was designed and developed by the UEM team to assist Discipline Teams/Schools/Faculties to deliver on the UETs 'Brief to Faculties and Schools'. The UETs '*Brief to Faculties and Schools*' focusses on seven Fundamentals, or action points, to transform programme provision within the Faculties and Schools.
- A concentrated engagement and socialisation campaign is currently underway with the UEM team engaging with Faculty and School Executives initially, and all staff within the Schools and Disciplines subsequently, to embed the UETs 'Brief to Faculties and Schools' actioning document at a local level.

A partnership and co-creation philosophy has grounded all aspects of UEM design and develop. This will continue to inform the current and future implementation and mainstreaming of the UEM.

TU Dublin Student Records Management System

Since its foundation, TU Dublin has been committed to the delivery of a significant transformation of its educational provision. Central to this transformation agenda has been the work undertaken on the organisation design of faculties, schools and professional services and the development of a university education model (UEM) - see above. A critical underpinning infrastructure for this work will be the development of a modern unified student record management system (SRMS) for the TU Dublin.

At foundation, TU Dublin inherited three similar but separate record management systems that do not talk to one another. A key strategic business goal for TU Dublin is the replacement of the current disparate legacy systems with a single unified student records management solution. To achieve this, TU Dublin will create a centralised and modernised platform designed and built on industry standards-based processes, specifically defined to cover the core business requirements of a modern Higher Education institution in Ireland. This system will both enable and futureproof the TU Dublin Education learning model. The new SRMS platform will have the capacity to seamlessly integrate associated systems and services thereby enhancing the university's ability to provide students with a truly digital and mobile first experience that will encompass the student journey at TU Dublin, from student recruitment to beyond graduation. It will create a university experience conducive to excellent student engagement, a learning and supportive environment that prioritises student retention and progression and affords students more choice on programmes of learning and pathways to success.

The SRMS will provide a 'digital by default' approach to student engagement and is based on significant work in determining the strategic position of the University within the Dublin and national education landscape. The capability that can be offered to learners of the University that are embedded in this proposal is aligned to Government strategies around equity of access, participation and promotion of success, and the promotion of lifelong and flexible learning. It will support learner education, offered at a pace and place and in a mode

that suits the needs of learners, providing flexibility and responsiveness to different needs of learners, and supports a range of access, transfer, and progression opportunities.

TU Dublin has availed of a 2020 single-supplier procurement framework agreement for a managed support service for an SRMS following a tender exercise undertaken by EduCampus Services DAC as the contracting authority. The service will be provided by DXC Technology in collaboration with Ellucian, a higher education software and solutions company and Global leader in SRMS. TU Dublin entered a client service agreement in 2022. A definition of the proposed new system was developed through a series enterprise architecture workshops and meetings between the TU Dublin Executive EduCampus and DXC. The full programme of work will commence in early 2023 and will include a detailed discovery workstream to elucidate in detail and establish the workflows for the TU Dublin system.

Development of Quality Framework

The development of the Quality Framework is nearing completion, with new policies, processes and forms/templates having been approved in the reporting year. The consultation process whereby staff, Academic Boards and other relevant committees are asked to review and provide feedback on draft documents continues to be used. This feedback is then considered by the Quality Framework Team and this may then lead to changes being made. The documents are subsequently updated and submitted to the Academic Quality Assurance & Enhancement Committee for review and feedback, before final versions are submitted to Academic Council for approval. Draft documents and the feedback received, as well as responses to the feedback, are available for staff on the Staff Intranet at Academic Quality Framework.

The following Quality Assurance and Enhancement policies and processes have been approved in accordance with the above process:

- Protection of Enrolled Learners Policy
- Access, Transfer and Progression Policy
- Joint, Dual and Multiple Awards Policy
- Recognition of Prior Learning Policy
- Programme Review
- School Review
- Faculty Review
- Quality Enhancement of Programmes Leading to External Awards.

An implementation plan and schedule has been created to advise staff on how and when the new Quality Framework policies and processes will be operational and when the new Boards/Committees will be established.

TU Dublin CINNTE Review

The Main Review Visit (MRV) of TU Dublin's CINNTE Review took place virtually during the week of 4th-8th October 2021. This was the culmination of two years of preparation by the University's CINNTE review team, leading to the completion of the TU Dublin Institutional Profile, the Institutional Self Evaluation Report (ISER) and a set of case studies that

illustrated TU Dublin's approach to Quality Assurance and Enhancement in action across a range of projects and initiatives.

TU Dublin embraced the CINNTE review process as an opportunity to reflect on experiences prior to and since the formation of TU Dublin, in order to determine the best way forward as a new University. In particular, it welcomed the opportunity to have an international panel of experts and peers, the Independent Review Team (IRT), appraise the steps being taken to build the new University and evaluate the effectiveness of approved and emerging approaches to quality assurance and enhancement.

In May 2022, QQI published the TU Dublin CINNTE Review Report, with statements from Professor Lauritz B. Holm-Nielsen (Chair of the Independent Review Team), Professor David FitzPatrick and Dr Pdraig Walsh, QQI CEO. The report and press release including key commendations and recommendations can be found here:

<https://www.tudublin.ie/explore/about-the-university/academic-affairs/>. The recommendations identified through the self-evaluation process and within the IRT's report have already assisted the University in the continued development of the TU Dublin Organisation Design, academic policies and approaches to quality assurance and enhancement.

See Section 3 in relation to the Institutional Action Plan, on which work had already commenced in the reporting year.

Major Infrastructural Developments

September 2021 saw educational activities return to a post-Covid normality and 10,000 students and 1,000 staff fully using new facilities in Grangegorman.

Construction of the **Academic Hub and Library** in Grangegorman commenced in February 2022. Housing a consolidated Library and learning centre, at over 12,000m² the Academic Hub is a visually unique building, incorporating the existing North House building into a new, modern structure that will wrap around the existing historical site. The projected completion date is Summer 2024.

Stabilisation works to the historic **Clocktower** in Grangegorman, which is a protected structure, were undertaken in 2022 to secure the future of the building.

Construction of the **Sports Science Health and Research Building (SSHRB)** in Tallaght recommenced following Covid shut-downs, and is expected to be completed by the end of 2022. Construction of the South Dublin CC **District Heating** network is underway. It will provide low carbon heating to the Tallaght campus using waste heat from a nearby data centre, and is expected to be complete and operational by the end of 2022. The Sports Science (SSHRB) will also be heated from the District Heating network.

Design and procurement continued on **Higher Education PPP Bundle 1 (HEPPP1)**, which will deliver academic teaching space in **Blanchardstown** and **Tallaght** as part of a bundle of six projects being procured by PPP under the management of the National Development Finance Agency. The projects are expected to reach Financial Close in late 2022, with construction commencing early 2023 and completion by end 2024. The Tallaght building will also be heated by the district heating network.

1.2 Update on Planned QA Objectives identified in Previous AQR

N o.	Planned objectives (Previous AQR)	Update on Status
1	TU Dublin Organisation Design and Implementation	Please see Section 1.1 above
2	TU Dublin Education Model	Please see Section 1.1 above
3	Ongoing development of Quality Framework	Please see Section 1.1 above
4	CINNTE Review Main Review Visit and publication of report	Please see Section 1.1 above
5	University Student and Programme Information Systems (Banner 9)	Please see Section 1.1 above
6	Programme and Module Catalogue	In 2021/2022 the business process within the Programme Module Catalogue (PMC) was aligned to underpin the TU Dublin Quality Framework. The PMC system was reconfigured and the data cleansed and mapped to support this new TU Dublin process. A training hub was established and a training roadshow rolled out to the Academic Community to ensure understanding of new approach, consistency in the operation of the system and to help ensure that academic quality is enhanced in the best interests of students and staff.
7	Student Evaluation System	Please see Section 2.0 below
8	Review of Academic Council & sub-committees' Terms of Reference	Please see Section 2.0 below
9	Major physical and infrastructural developments	Please see section 1.1 above
10	HCI- funded projects	Please see Section 4 below
11	Research & Innovation	Please see Section 2.0 below

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Body	Meeting 26 25 August 2021 Meeting 27 13 October 2021 Meeting 28 9 December 2021 Meeting 29 2 February 2022 Meeting 30 23 March 2022 Meeting 31 11 May 2022 Meeting 32 22 June 2022
Academic Council	Meeting 13 6 October 2021 Meeting 14 1 December 2021 Meeting 15 23 February 2022 Meeting 16 6 April 2022 Meeting 17 22 June 2022
Academic Quality Assurance & Enhancement Committee	Meeting 8 22 September 2021 Meeting 9 3 November 2021 Meeting 10 9 November 2021 Meeting 11 25 January 2022 Meeting 12 16 March 2022 Meeting 13 27 April 2022 Meeting 14 10 May 2022 Meeting 15 24 June 2021
Academic Regulations, Policies & Procedures Oversight Committee	Meeting 8 19 October 2021 Meeting 9 7 December 2021 Meeting 10 8 February 2022 Meeting 11 12 April 2022 Meeting 12 31 May 2022
University Programmes Board	Meeting 7 28 September 2021 Meeting 8 23 November 2021 Meeting 9 15 February 2022 Meeting 10 29 March 2022 Meeting 11 24 May 2022 Meeting 12 28 June 2022
Graduate Research School Board	13 September 2021 18 November 2021 17 February 2022 12 May 2022
Academic Board Blanchardstown	21 September 2021 18 October 2021 18 November 2021 22 March 2022 15 June 2022

Academic Board Tallaght	15 March 2022 12 May 2022 14 June 2022
Academic Board Arts & Tourism	28 September 2021 18 November 2021 17 February 2022 12 May 2022 17 June 2022
Academic Board Business	30 September 2021 26 November 2021 11 February 2022 25 March 2022 29 April 2022 27 May 2022 17 June 2021
Academic Board Engineering & Built Environment	29 September 2021 21 November 2021 15 February 2022 28 April 2022 20 June 2022
Academic Board Sciences & Health	13 October 2021 1 December 2021 2 February 2022 23 March 2022 11 May 2022 20 June 2022

1.3.2 QA Leadership and Management Structural Developments

University Executive Team

The appointment of a new Dean of the Faculty of Sciences & Health was made in the reporting period.

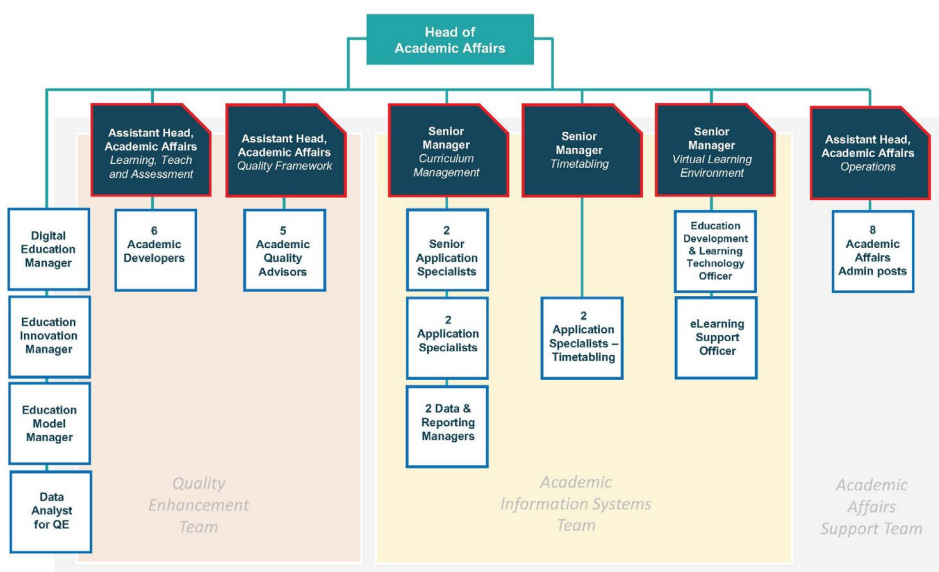
Academic Affairs Organisation Design

The Academic Affairs Organisation Design was guided by the TU Dublin Organisation Design Principles and informed by the following Vision for Academic Affairs:

- *Advancing the distinct TU Dublin Student Experience through implementation of the Education Model, enabled by innovative use of technology and informed by scholarship of teaching and learning.*
- *Safeguarding and enhancing quality through policy, processes and practices underpinning programme and award standards.*

The design (see organogram below) represents an evolution and integration of the established structures and effective processes that have existed across the three campuses of TU Dublin. Three key innovations have been introduced that will ultimately improve the ability of TU Dublin to deliver a world-class student experience. These include:

- the creation of a unified Quality Enhancement Team that integrates the Quality Framework, Learning, Teaching & Assessment activities that will support the design, delivery, monitoring and enhancement of academic programmes and individual academic staff members' capabilities.
- a specific focus on the superuser capability for academic information systems to exploit and support the use of the various systems and processes that support TU Dublin's academic mission;
- roles and responsibilities within the area with specialist capabilities to focus on the University's strategic approach to learning, teaching and assessment and the realisation of TU Dublin's Education Model.



The new Academic Affairs Organisation Design was completed and implemented within the reporting year, including the appointment of the following senior post-holders:

- Assistant Head, Academic Affairs - Quality Framework
- Assistant Head, Academic Affairs - Learning, Teaching & Assessment
- Assistant Head, Academic Affairs - Operations
- Senior Manager - Curriculum Management Team
- Senior Manager - Timetabling
- Digital Education Manager
- Education Innovation Manager
- Senior Manager - Virtual Learning Environment.

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
BSc (Hons) in Event Management (Hainan University, China) - Review	16 and 23 June 2021	https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/city-centre-quality-assurance/quality-review-reports-and-responses/
Research Programme - Review <ul style="list-style-type: none"> • Doctor of Philosophy (PhD) • Doctor of Music (DMus) • Master of Philosophy (MPhil) • Postgraduate Diploma by Research (PG Dip (Res)) 	24 and 25 March 2021	
BS in HRM - Review	14 March 2022	
MSc in HRM/PgDip in HRM - Review	14 March 2022	
BSc (Hons) in Spatial Planning and BSc (Hons) in Environmental Management - Review	6 May 2022	
MSc in Digital and Content Marketing - Review	2 June 2022	
PG Dip Business Resilience - Validation	28 July 2021	
PG Cert Business Sustainability and Leadership - Validation	23 August 2021	

PgCert in Digital Entrepreneurship/PgCert in Design Thinking and Innovation/PgCert in Entrepreneurship and Innovation for Women - Validation	20 December 2021	
MSc in Computing in Human Centred Artificial Intelligence -Validation	7 January 2022	
Master of Science in Global Food and Drink Leadership -Validation	15 February 2022	
BSc in Enterprise Cloud Computing (Add-on) - Validation	7 April 2022	
PG Certificate in Brewing and Distilling and PG Certificate in Sustainable Food Business Operations - Validation	13 June 2022	
Postgraduate Diploma in Cybersecurity/Postgraduate Certificate in Cybersecurity	10 June 2022	

1.4.2 Expert Review Teams/Panels³ involved in IQA

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	14	0	0	1	8	6	
<i>of those:</i>							
On-site processes							
Desk reviews							
Virtual processes	14						
Average panel size for each process type*				5	4	5	

* excluding secretary if not a full panel member

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

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl NI	Other European	Outside of Europe	Similar	Different
Chair	14	6	8		11	1	1	1		2	1
Secretary	14	3	11		14						

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

Academic/ Discipline Specific	15	11	4			10		1		14	1
Student Representative	0										
QA	4	2	2								
Teaching & Learning	1						1				
External Industry /Third Mission	12	6	6			10		1	1		

2.0 IQA System – Enhancement and Impacts

Governance and Management of Quality

Academic Council and Sub-committees Terms of Reference Review

It had been agreed and approved by Academic Council on its formation in 2019 that a review of TU Dublin's Academic Council and its sub-committees would take place two years after the Council's formation. Its aim was to complete the review by the end of 2021/2022 academic year so that Academic Council and its sub-committees could meet in 2022/23 under revised terms of reference and new membership aligned to the Organisation Design and the TU Dublin Quality Framework.

A working group chaired by the Head of Academic Affairs was established by Academic Council to undertake this work. In addition, the working group agreed to develop the Terms of Reference and Membership of Faculty Boards to ensure the effective and efficient implementation of the new quality framework and their alignment with, and integration into, the Academic Council structures.

Comparative evaluations of the current terms of reference of Academic Council and its sub-committees were conducted, through a consideration of the minutes of the meetings held to date and whether they reflected the terms of reference, in order to establish if some terms of reference were not relevant, required amendment or should be addressed by another committee. Current members of these committees were asked to complete a short survey on the effectiveness of the relevant committee in achieving its responsibilities as stated within the terms of reference. They were asked whether there were additional responsibilities that should be added to the current terms of reference, as well as whether there were current responsibilities that should not be in the terms of reference, what factors contributed to the effectiveness of the committees, and how they could be made more effective.

It was noted that for some of the committees, the terms of reference had yet to be fully implemented as certain dependencies were not yet in place. For example, the TU Dublin Schedule of Reviews, which is a key responsibility of Academic Quality Assurance and Enhancement Committee was yet to be implemented.

Following consideration of the feedback from the above exercises, revised terms of reference for Academic Council and its sub-committee along with the working group's summary report were submitted to, and approved at, the Academic Council meeting in June 2022. Faculty Boards' Terms of Reference were approved by University Programmes Board in May 2022. The election process for staff representatives was completed in January 2023 and it is anticipated that the newly constituted committees will meet in February 2023. Academic Council endorsed the recommendation that the proposed new Academic Council Terms of Reference and membership should be forwarded to Governing Body for approval. Governing Body approved the new Academic Council Terms of Reference on 12th December 2022.

Our Student Voice

TU Dublin's *Our Student Voice*, see Case Study within TU Dublin's Annual Quality Report 2020/21, made significant progress in the reporting year and the project has been completed within the current year. Digital resources to support the skills development of student class representatives were

created, organised into a series of episodes with which students can engage. Each episode commences with a brief video setting out three key messages and is followed by guidance and activities through which students will develop their knowledge of the University and the skills to make an impact in their engagement with the University.

A set of Digital Badges are being designed and it is intended that, once the TU Dublin Digital Badge policy is approved, badges in Active Class Representative, Curriculum Co-Designer and Quality Assurance Expert will be made available.

Our Student Voice was launched on 16th September 2022 at the *Back to the Future: Continuing our TU Dublin Education Journey*, an event hosted by TU Dublin Learning, Teaching and Assessment. The resources developed for students and staff, and guidance on how to apply for a Digital Badge, are available at <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/our-student-voice/>.

Teaching, Learning and Assessment

Lecturer Starter Pack

This online pack has been designed to provide new staff with useful resources and information to guide them in their new role as a TU Dublin lecturer. The Toolkit includes sections about Getting started - Teaching, Getting started - Assessment, Teaching Online, Key Tools and Platforms, Universal Design for Learning and Academic Integrity as well as information about Library services and Supports for students. Full-time and part-time Academic Staff are contacted within six months of starting with TU Dublin and provided with a link to the pack and an invitation to the T&L Forum for new academics.

T&L Forum for new academics

The T&L forum has been created to provide a supportive space for new lecturers at TU Dublin. The forum meets twice a semester and provides staff with the opportunity to meet other lecturers, hear from recent graduates of our Postgraduate Certificate in University T&L and ask questions about LTA @TUDublin. Webinars explore different ways to enhance student engagement in the classroom. These sessions provide teaching support for staff until they commence on the Postgraduate Certificate in University Teaching and Learning.

Information and Data Management

TU Dublin Student Evaluation System

The student evaluation of programmes survey has been operating as a TU Dublin-wide, online survey since 2020/21. In 2021/22, at the end of the first semester there was a pilot of the online module survey. Staff participating were able to add up to five optional questions to the core set of module questions. Staff were also asked after survey completion to close the feedback loop, providing a reflection back to students on the feedback received. The learnings from this pilot informed a new tender competition for the University's new Student Feedback System. The functionality to add additional questions and close the feedback loop was also incorporated in the Programme Survey and ran at the end of Semester Two. The key findings from the data received were considered at Academic Quality Assurance & Enhancement Committee and at Academic Council.

Quality Assurance of Research Activities and Programmes

Research and Innovation

Work has continued on the restructuring of the Vice President Research and Innovation office. The Office is conscious that not investing in quality is a waste of resources. The ethos of the new design is to provide better and more useful services to the TU Dublin research ecosystem.

- New appointments (Head of Research, Head of the Graduate School, Head of Technology and Knowledge Transfer) have been made and organisation redesign is now progressing in the relevant units.
 - We have appointed a Post-Award Lead to lead the research award service which is being expanded to include new services to PIs and researchers.
 - The new Pre-Award lead will be appointed shortly. Pre-award is concerned, mainly, with research proposal development and the role is to improve the quality of the university's proposals, the unit will be expanded with new services and some additional specialist roles.
 - The University's 'Open Research Support Unit' is being established to promote TU Dublin's transition to an 'Open Research Environment'
 - The VPRI office is centralising its 'Common Services' into a single professional service hub for the Office aiming to achieve consistency, efficiency and effectiveness in its own process and those it shares with others.
- New functions and services to be created in the VPRI office have been identified and recruitment will be completed in Academic Year 2022/2023 (Head of Engagement and Impact and Head of Research Ethics and Integrity) at that stage recruiting the staff for these units will commence.
- The new cRIS system has been delayed by recruitment issues but this will be resolved in 2022/23.
- The completion of the new cRIS will see the commencement of a significant integration programme across all the VPRI MISs, Finance and HR services.

TU Dublin was a founder member of the COARA group (Consortium on Advancing Research Assessment) and is now a signatory to those principles. In Academic Year 2022/2023 work will start, as part of our ongoing HRS4R project, on how the University can build the COARA principles into its recruitment and selection procedures. Extending that to career progression will depend on the outcome of the recently published OECD report on the working conditions of academics.

Research Programmes at TU Dublin

Research programmes at TU Dublin develop creative, critical and independent individuals who advance the boundaries of research and we deliver 4 research programmes. The Postgraduate Diploma by Research (PgDip (Res)) and Master of Philosophy (MPhil) programmes at level 9 and the Doctor of Philosophy (PhD) and Doctor of Music (Performance) (DMus) programmes at level 10.

The 1st edition of the TU Dublin Graduate Research Regulations was approved by Academic Council in June 2022 and is strategically aligned to QQI's Quality Assurance Guidelines for Providers of Research Degree Programmes, the National Framework for Doctoral Education and Ireland's Framework for Good Practice in Research Degrees.

Following the successful review of the University's research programmes in March 2021, changes were implemented in the 2021-2022 session. Our graduate research students are provided with opportunities to develop a range of skills, including both research and professional skills. These skills are developed by each student completing their own individual research and by completion of modules in Element 2 of the programme. Under Element 2, there are 5 modules, namely,

Module 1	Research Integrity	5 ECTS
Module 2	Starting Your Research	5 ECTS
Module 3	Progressing Your Research	5 ECTS
Module 4	Completing Your Research	5 ECTS
Module 5	Work-based Learning	5 ECTS

Students attend sessions appropriate to their stage of the programme. For example, new students attend Module 2, Starting Your Research, including induction and events providing introductions to research methodologies etc, while Stage 3 students may attend Module 4, Completing Your Research, and are provided with training to prepare for thesis submission and examination etc. Students may be assigned to discipline specific groups depending on the training topic. For example, all Stage 1 students will be provided with a general introduction to Research Methods, but may be divided into 3 groups for sessions on Qualitative or Quantitative or Mixed Research Methods. Similarly, all Stage 2 students will participate in a session devoted to disseminating research, but may be divided into 2 groups for sessions on Getting Published in 1. The Arts and Social Sciences and 2. Sciences and Engineering. Group Activities are designed to broaden the skills of research students and include interdisciplinary, teams working on use-inspired, real-world challenges.

Third-mission activities, societal and community engagement

Continuing Professional Development programmes on building community engagement into teaching

In 2021/22, the Programme for Students Learning With Communities revised and ran for a second time two innovative programmes for lecturers, following pilot runs in 2020-1. A five ECTS postgraduate online module supported seven lecturers, from TU Dublin and three other European universities, to explore how to build real-life Community Engaged Research and Learning (CERL) projects into their teaching. Co-designed curriculum-based CERL projects enhance the delivery of learning outcomes, support community goals, and give students the opportunity to work in partnership to address particular Sustainable Development Goals. Supported by guest inputs from community partners, students and other colleagues, the lecturers developed ideas about how to support and facilitate students in authentic learning with communities, responding to community ideas and questions. Feedback from participants was again very positive. One of the suggestions from participants was that it might be easier for lecturers to complete the work required of them if the module was run as a block during the summer, so the team developed a block-delivery version of the module, which was validated at the end of the academic year, as one of the suite of modules offered as part of the university's MSc Education programmes. The Programme for Students Learning With Communities has published the entire set of materials for the module in the form of a facilitator's guide, to enable other HEIs to use and adapt it, to support the global CERL community. It is available as an Open Educational Resource [here](#).

Eight TU Dublin lecturers were also supported to build or enhance their CERL practice in the second run of a year-long structured learning circle. The participants met regularly, in small groups and all

together, for peer learning and to hear from and work with invited speakers from other universities and from communities. An International Learning Circle ran in semester two, giving the TU Dublin lecturers the opportunity to engage with colleagues from 4 other universities. Again feedback was very positive. Most of the participating lecturers had already integrated a new or improved community engagement project into their modules by the end of the academic year, with the remainder actively planning projects for the following year. Staff from the Programme for Students Learning With Communities collaborated with staff in the 4 other European universities to produce a handbook for facilitators on how to run learning circles to support CERL. The handbook is available [here](#). The staff team also collaborated with TU Dublin lecturers involved in both years of the supports to produce a set of case studies of CERL projects in different disciplines, which can be found [here](#), along with case studies from the other university partners.

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

2.1 Initiatives within the Institution related to Academic Integrity

TU Dublin is committed to upholding the highest standards of academic integrity. It supports its students and staff in upholding high standards of academic integrity and provides educative resources and tools that support best academic practice. We recognise that the great majority of students can be trusted to approach their studies in a manner that is consistent with academic integrity principles. They strive to achieve the best possible learning outcomes for themselves and are ultimately rewarded for this through their successful graduation from their programme of study.

Responsibility for demonstrating academic integrity in the completion of academic coursework rests with the learner. It is expected that all interactions with TU Dublin are approached with a value system based on honesty, trust, fairness, respect, responsibility, and courage¹¹.

To strengthen our approach to fostering good academic practice at TU Dublin, an Academic Integrity Working Group was established in 2021. The working group has a partnership approach between the university academic, student and professional services communities. Its remit is to review current policy and procedure internally and with reference to external agencies, to propose new unified enhanced policies and procedures for use across TU Dublin, and to make proposals on educative initiatives to build student and staff awareness of academic integrity and good academic practice. The chairperson is also the TU Dublin representative on NAIN, ensuring that our approaches are informed by sectoral developments through NAIN and coherent with guidance emerging from NAIN and QQI. The group provides regular reports to the Academic Regulations, Policies & Procedures Oversight Committee which in turn reports to Academic Council.

The university representative on NAIN attends NAIN plenary sessions and actively participates as part of a NAIN Working Group developing a sectoral approach to academic misconduct case management. After each meeting, a summary report is provided to the University Registrar and the Head of Academic Affairs on the work of NAIN for dissemination at senior leadership levels. Regulatory updates are made available to all staff as they arrive. Where appropriate, these are taken up at Academic Council or other appropriate committees for discussion and action.

In 2021/22, the working group, through a consultative process, developed for a TU Dublin unitary policy on academic integrity and a framework for the management of cases of suspected misconduct. Both are aligned with current published guidance from NAIN (Guidelines, Principles and Lexicon of Terms) and have been approved by Academic Council. The framework also includes guidance for the recording of cases on academic misconduct and the outcomes of any related investigations.

Based on its reviews of good academic practice and learning from experiences under COVID-19, the group also made several recommendations to Academic Council and the university is actively pursuing delivery on these recommendations, including:

- **Oversight for Academic Integrity:** The appointment of a person with oversight responsibility for academic integrity and fitness to practice in 2022/23, to be situated within Academic Affairs. This appointee will assume responsibility to oversee the development and implementation of policy and procedures on academic integrity in TU Dublin and the disseminations of good practice to staff and students.

- **Staff Empowerment:** TU Dublin is engaged with the NTUTORR (National Technological University Transformation for Recovery and Resilience) project, an innovative collaboration across the Technological Higher Education sector to transform the student experience. Targeted for consideration to be delivered under this programme are digital systems for end-to-end management of examinations including online proctoring and plagiarism detection. Academic Integrity training resources for staff was made available, covering: Promotion a culture of academic integrity; Identifying & responding to breaches of academic integrity; Teaching, learning and assessment-- implications for academic integrity, and; Assessment design choices for academic integrity.
- **Empowerment of Students:** Enhancement of student induction processes to inform students of the importance of academic integrity and support the embedding of appropriate practices. We have incorporated into student orientation a suite of modules developed in partnership with Epigeum to promote awareness of academic integrity and the avoidance of misconduct. This includes specific elements designed for student use and for staff use. Where students are found to have digressed from good academic practice, they may be directed to revisit specific modules and other learning to reinforce the importance of academic integrity. All Year 1 students are enrolled on the Academic Integrity for Students course.
- **Learner Support:** Continuing ready access for learners to opportunities to develop their academic writing, assessment preparation, researching, referencing, and other relevant skills. These supports are available to all students on good academic practice with tailored support for individuals who have specific needs or concerns. Increased emphasis is to be given to the educative and preventative roles of student-centred learning support units including the Academic Writing Centre, Library Services and Maths Learning Support to foster good academic practice and discourage malpractice.
- **Student Agency:** A Student Academic Integrity Code of Practice is in development. International research indicates that such honour codes have a positive impact on student awareness of academic integrity and on reducing incidence of academic misconduct. This will be finalised in 2022/23. It is intended to have it incorporated within student handbooks, on VLE, and to be the focus of specific information delivered during student induction. A linked student declaration is also to be finalised to act as an aide memoire for students on the need to comply with academic standards when submitting coursework for assessment, formative or summative.

TU Dublin supports an annual Academic Integrity Week. During the week, a series of interactive webinars and discussion fora were hosted to examine different aspects of learning, teaching and assessment and the promotion of academic integrity in these activities. All such events are open to staff and students alike.

A key lesson emerging from COVID-19 is a need for greater focus on authentic assessment to mitigate against academic malpractice. To enhance assessment design and other mitigation measures, an *Authentic Learning and Assessment Practice Exchange* <https://tudublin.sharepoint.com/sites/AuthenticAssessment> was created by TU Dublin Learning, Teaching & Assessment. Activities focus on staff development for curriculum design and delivery. Events were organised within TU Dublin for lecturers to share their experience of embedding innovative forms of authentic assessment in their programmes, including:

- The use of ePortfolio in the Dublin School of Architecture as digital repositories of student work, student reflection, and continuous assessment.

- Incorporating audio recording and feedback for reflective practice assessments and vivas on the BA (Hons) in Digital Marketing.
- Piloting alternative assessment methods using debate formats and video assignments with students in Environmental Engineering.

A Community of Practice was established with plans to engage university teaching staff in the iterative development of a TU Dublin Authentic Assessment Framework. The purpose of the CoP is to support the exchange of ideas and practices, creating shared resources, and contributing towards the development of a set of institutional guidelines and best-practice recommendations for authentic assessment. It currently oversees a funded scholarship scheme for lecturers developing innovative authentic assessment approaches and is working to develop a framework for guiding similar assessment design. As part of its work, the CoP also periodically hosts workshops, events and master classes on the theme, offering a flexible and informal platform for TU Dublin teaching staff to share tacit knowledge, learn together, and develop professionally.

Our Student Union has been proactive in its support for, and promotion of good academic practice. TUDSU representatives have provided important inputs into the development of policy and procedures. They support good academic practice and run campaigns at examination times to encourage students to avail of the educative supports available to them when planning and completing their coursework submissions e.g., Academic Writing Centre, Library Services and Maths Learning Support.

[1] ¹ International Center for Academic Integrity [ICAI]. (2021). *The Fundamental Values of Academic Integrity*. (3rd ed.). p. 4
www.academicintegrity.org/the-fundamental-valuesof-academic-integrity [Accessed 22 December 2022]

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

1.	Development of University Education Model	<p>Building on the initial design and development, and subsequent extensive and ongoing socialisation across the University, the planned activities for 2023 include the following:</p> <ul style="list-style-type: none"> • Continue to develop and embed the learner voice as part of a holistic partnership model approach, with extensive use of the Sensemaker approach. • Co-design and develop components of the UEM that require additional detail; including, but not limited to, the pan-University Pillar Modules, enhanced Further Education to Higher Education pathways, Flexible Learning Pathways (specifically a Liberal Arts programme) and the Framework of Learner Experiences. • Support Faculty/School/Discipline Teams to action the UET 'Brief to Faculties and Schools', with a specific focus on translating and actioning the Seven Fundamentals. • Continue to engage with as broad a range of stakeholders as possible to progress the design, development and, ultimately, implementation of the UEM. In particular, engaging with key enablers such as Academic Affairs in relation to the Student Record Management System, Programme and Module Catalogue and LTA (Learning, Teaching and Assessment), among others.
2.	Development of TU Dublin Academic Quality Framework	<p>It is intended that all policies and processes within TU Dublin's Quality Framework will be drafted and approved by June 2023. Much of this work has already been completed at the time of the submission of this AQR, and the focus for the remainder of the year will be on student assessment regulations and collaborative provision processes.</p> <p>The Organisation Design for Academic Affairs and the Quality Framework Team is now completed and all positions are filled, with each of the five Academic Quality Advisors assigned to work with a specific Faculty and its</p>

		Schools. Briefing sessions have been organised with each Faculty to discuss this relationship and expectations of both the Quality Framework Team and the Faculty/Schools, as specified within a Partnership Agreement Between Academic Affairs and Faculties & Schools, which details the service activity designated to the Quality Framework Team and the responsibilities, desired outcomes, timeframes and the necessary collaborative measures with the Faculty and Schools.
3.	Student Records Management System	The full programme of work as discussed in Section 1.1 above will commence in early 2023 and will include a detailed discovery workstream to elucidate in detail and establish the workflows for the TU Dublin system.
4.	CINNTE Review	Academic Affairs has led the development and approval of the Institutional Action Plan in response to the Independent Review Team, under the guidance of the Academic Quality Assurance & Enhancement Committee. The Plan was forwarded to QQI in December 2022. The recommendations and actions within the plan have been integrated into TU Dublin's first University Quality Enhancement Plan (UQEP). The UQEP is a live document that is continually updated to include relevant actions that need to be undertaken at university level arising from quality review processes such as Faculty, School and Professional Services reviews, and from the Annual Quality Enhancement Process. While the TU Dublin CINNTE Institutional Action Plan assigns actions to all the recommendations from the CINNTE Review Report, the University Quality Enhancement Plan also assigns actions to those recommendations made by TU Dublin as a result of the self-evaluation process and included in the TU Dublin Institutional Self-Evaluation Report.
5.	Development of Unitary Programme & Module Catalogue	The focus of attention for 2022/2023 is: <ul style="list-style-type: none"> • the completion of population of the system and quality of the published information • the engagement and knowledge sharing of the TU-wide process and consistency in TU Dublin approach across the campuses and establish additional supports including webinars, web pages and onsite training labs.

		Work will be undertaken to publish the catalogue information from the aligned system to the TU Dublin website.
6.	Student Evaluation System	As a result of a procurement process which took place in July 2022 a new Software Provider was selected. TU Dublin is now working with a new software provider to configure a centrally administered common programme survey that incorporates randomly selected modules for full implementation in 2024.

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Given that implementation of TU Dublin's new Faculty and School Organisational Design started in September 2022, it is envisaged that the related reviews will be scheduled from academic year 2023/24. In the intermediate period, Programme Reviews will be undertaken per policy guidelines, and new programme validations will be processed on demand from academic units.

3.2.2 Reviews planned beyond Next Reporting Period

Status is outlined in 3.2.1 above.

4.0 Additional Themes and Case Studies

4.1 HEA Human Capital Initiative (HCI) Theme

CONVENE

Convene, a TU Dublin-UCD collaborative project funded by the Human Capital Initiative under Pillar 3 - Innovation and Agility, is continuing its work space in transforming university-enterprise engagement. A key milestone for the project has been the official launch of the Enterprise Academy on 27th October, 2022 offering a single-entry point for enterprise to partner with TU Dublin on their talent development initiatives. This launch also preceded the third Convene Enterprise Forum, hosted by TU Dublin with a panel of enterprise leaders discussing the topic 'Skills for a Sustainable and Resilient Future.' More than 150 attendees across enterprise, academia and policy participated in the event, which featured then Tánaiste Leo Varadkar as a keynote speaker.

In the area of Accredited Talent Development, in January 2023, TU Dublin signed a Collaborative Provider partnership with Screen Ireland, a strategic partner in Convene's sector-focused approach to skills and talent development. Through Convene, collaboration with Screen Ireland has expanded significantly building on their first-of-its-kind competency framework published in July 2022, including Passport to Production, a work-based learning programme that aims to expand talent pathways into the screen industry.

A collaboration with Intel included the delivery of two Level 8 micro-credentials in immersive technology, a fast-growing sector in Ireland. Company executives completed Game Asset Design, as an upskilling solution to enable training of new staff on high-end equipment using immersive technologies to simulate training requirements in a more efficient way. The second module, Game Programming, in Semester 2, 2023, encompasses enhanced online delivery facilitated by the Enterprise Academy's Instructional Design team.

In activities to broaden access to talent between enterprise and on-campus learners, a second pilot programme was completed in May 2022, with 6 enterprise partners and 48 students from 13 disciplines. This offering, which addressed a pressing need for work placement alternatives for Tourism and Hospitality students during the pandemic, is being reconfigured by the Enterprise Academy's educational design specialists to encompass an Enterprise Challenge module and expanded offerings for both current and professional learners in a range of transversal skills.

Pilots are ongoing to integrate commercial and open-source assets into programme design. This supports optimal learning pathways while maximising the use of class time for debate and contextualisation - commonly referred to as the flipped classroom.

An abstract for a presentation titled "TU Dublin Enterprise Academy: A Programme Development Lifecycle Model for University-Enterprise Engagement" was accepted for the University Industry Innovation Network (UIIN) conference in Budapest in May, 2023.

GROWTHhub

The GROWTHhub project, funded under Pillar 3 of the HEA Human Capital Initiative commenced in 2021. This project, a collaborative initiative with South East Technological University, seeks to support TU Dublin education model by encouraging growth and entrepreneurial mind-sets among our students. GROWTHhub initiatives encourage the nurturing of an entrepreneurial mindset for TU Dublin graduates and builds on the TU Dublin environment to stimulate a culture of idea generation, exploration, and implementation. The GROWTHhub mission is achieved by building new student entrepreneurship learning pathways, underpinning the capacity of our programmes to support entrepreneurial learning outcomes, and building a supportive environment that allows students and enterprise-based learners engage in entrepreneurship initiatives.

In 2022, the GROWTHhub Entrepreneurship Education Bursary Programme supported 12 Entrepreneurship Competency Development Projects from staff across TU Dublin campuses, building on 15 projects funded in 2021, and an additional 12 projects to be funded in 2023. In addition to workshops on entrepreneurship education by leading international experts, GROWTHhub, in collaboration with the European Council for Small Business, hosted the Entrepreneurship Education Share and Learn Symposium with over 50 entrepreneurship educators attending from across the Irish HEI system. The GROWTH Talks interviews with successful entrepreneurs and innovators continued on from its launch in 2021.

Immersive and accredited entrepreneurship activities offered to TU Dublin students during 2022 included the enterprise design Venture Lab and Social Enterprise Lab modules, the IMMERSE student start-up internship programme, and the ivenTure student enterprise accelerator programme. Design Thinking workshops were rolled out on programmes at each of the TU Dublin campus locations, and GROWTHhub also provided support for the Enactus student society.

GROWTHhub hosted several ideation challenge events including the TU Dublin Alumni Ideation Challenge with the Dublin Simon Community and the inaugural TU Dublin President's Sustainability Innovation Challenge with students from across TU Dublin participating. With the Stellenbosch Business School from South Africa, GROWTHhub supported TU Dublin postgraduates to participate in the Common Purpose Global Leader Programme where the students collaborated on the challenge "How can our cities overcome crisis by advancing the UN Sustainable Development Goals?". GROWTHhub also took on the National Lead for the global ClimateLaunchpad climate action business idea competition.

Working collaboratively with the TU Dublin Graduate Business School, the Certificate in Entrepreneurial Leadership was designed and piloted with Workday at the end of 2022 and will be rolled out across the Workday leadership in Dublin in 2023 and 2024. Also collaborating with the Graduate Business School, three postgraduate programmes (Postgraduate Certificate in Digital Entrepreneurship, Postgraduate Certificate in Creativity and Design Thinking, and Postgraduate Certificate in Creativity, Entrepreneurship, and Innovation) were designed and launched with Springboard support. Each of these

programmes include modules developed through the Entrepreneurship Education Bursary Programme.

In 2023, GROWTHhub will launch its digital badge to recognise learning of students engaged in entrepreneurial activity, a club for student entrepreneurs, and the TU Dublin Student Entrepreneur Awards. The Entrepreneurial Ambassador initiative that will see successful entrepreneurs and innovation leaders engage with each school to support school level activities will be rolled out across the University. GROWTHhub will also complete and roll out online design thinking training for students, and will provide entrepreneurship modules across the University with access to entrepreneurship education resources. GROWTHhub will also engage with TU Dublin academic schools to plan how entrepreneurship learning can be enhanced on their programmes, using the entrepreneurship learning outcome audit completed in 2022. In terms of enterprise-based programmes GROWTHhub will launch a microcredential Entrepreneurial People programme and will engage with enterprise partners for the design of new enterprise-based initiatives. Supporting entrepreneurship education at TU Dublin, a continuing professional development Certificate in Entrepreneurship Learning and Assessment, validated in 2022, will be rolled out in early 2023.

National RPL Project

The TU Dublin Recognition of Prior Learning policy was approved by Academic Council in June 2022. This policy aligns with the Pilot Framework for the Recognition of Prior Learning within Higher Education, available at <https://www.priorlearning.ie/resources-tools/pilot-framework-rpl-higher-education>. Associated procedures are being designed and developed within TU Dublin and all information in relation to the RPL within the University will be consolidated within the Academic Affairs website.

TU Dublin has participated in testing the Technical Definition (Data) for RPL by assessing the considerations in programmes and disciplines within TU Dublin and identifying possible anomalies and outliers. The purpose of this Technical Definition is both; to assist institutions in developing their capacity to collect RPL data for internal use, and support HEIs in achieving consistency in RPL data collection. Within TU Dublin, this will inform both the design of the Student Record Management System referred to in section 1.1. It will also assist in ensuring that, where there are RPL touchpoints with TU Dublin processes, these processes facilitate the capturing of RPL data.

TU Dublin responded to the call for RPL for Enterprise Pilots, through the CONVENE project which is exploring with a TU Dublin partner Screen Ireland how RPL might support screen industries staff, who have significant experience and expertise but not all with relevant higher education qualifications. The pilot will have a particular focus on how SI's Competency Framework might map to the NFQ and lead the development of pathways into higher education using RPL.

Cyber Skills Project

Cyber Security has been identified as a critical skill needs area by the Irish Government. The Cyber Skills Project is an 8.5 million Euro investment to build a sustainable learning environment that leverages the best people and knowledge from three HEIs, to deliver an industry ready workforce proficient in cyber security skills.

The project is led by Munster Technological University (MTU) with TU Dublin (School of Informatics & Cybersecurity) and University of Limerick as partner Universities. Other affiliate partners are Cyber Ireland and Virginia Tech which add a national and international voice to the planning and operations of the project. Each partner brings a wealth of knowledge and skills from their own strengths in cyber security and the goal is to deliver professional level course content and infrastructure (Cyber Range) that enhances and complements the current offerings from the individual institutions.

Innovations in the areas of micro credentials, development of new types of courses in OT (smart manufacturing) and for the SME sector are providing a badly needed talent supply in areas not traditionally serviced by cyber security courses. Further developments will target the financial sector, health sector and educational sectors, as all of these sectors have been under high profile cyber-attacks in recent years.

4.2 Case Studies

Case Study 1 - Technology Enhancement for Quality Assurance and Management of Tailored Industry Work Placements - a Case Study in Food Science?

Theme: Quality Assurance and Management of Work Placement

Keywords: Work-placement, Learning agreement, Reflective Assessment, Blog, GoogleApps

This project uses technology in the design and implementation of a quality curriculum model for validated work-placement modules in Food related BSc Programmes. The success of the curriculum design has been largely because of the judicious use of technology; firstly, to manage the complex process of placing individual students in an appropriate role within a suitable industry, and secondly, to quality assure the student learning outcomes for an industry-based learning environment, and thirdly to enhance the assessment and feedback both of core competencies and graduate attributes. The technologies utilised included several of the Google Apps from the G Suite (GoogleForms, GoogleSheets, GoogleDocs, GoogleDrive), as well as the blog tool in the Blackboard VLE.

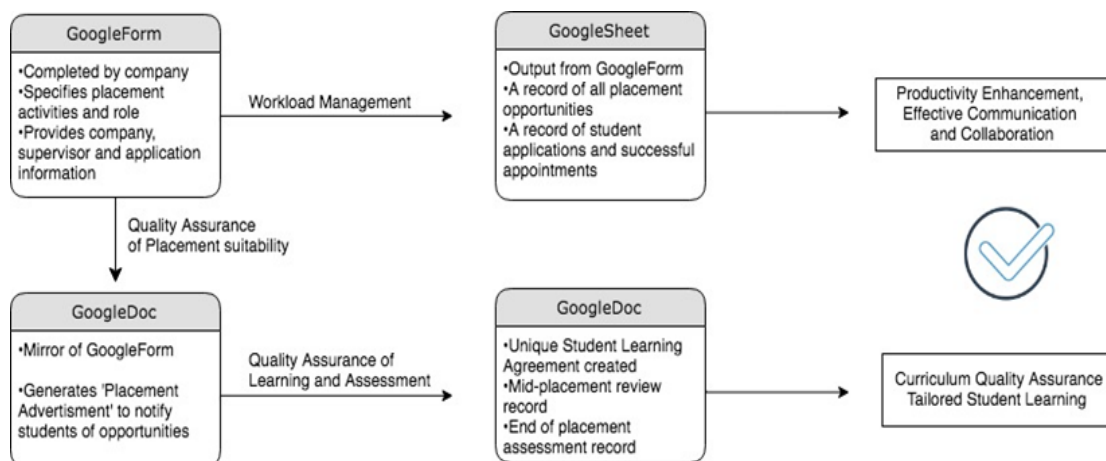


Figure 1. Overview of Google Apps in Food Industry Work-Placement curriculum

The advantages identified were:

- The technology was successfully adopted by all work-placement stakeholders - tutors, students and companies.
- Companies could identify the type of learning activities that are relevant to the student on work-placement giving confidence to the company that they were a suitable organisation to support a student on placement.
- Companies could select from a range of suitable activities to build a bespoke work-placement that is suited both to the company and the student.
- Our range of companies and types of opportunities was rapidly expanded.
- The students are clear from the outset what the placement would involve, empowering them to select an appropriate opportunity to match career aspirations;
- The management of the placement allocation process was streamlined.
- The student has a personalised and bespoke learning agreement as a document that can empower them to have conversations with the industry supervisor if the appropriate learning activities are not being provided to them.
- The learning agreement forms the basis for structuring a mid-placement review between the industry placement supervisor and the student enhancing feedback on performance in a structured manner.
- The learning agreement can structure the conversation with academic tutors who visit the student on the work-placement, assuring that the student is achieving suitable learning while on placement.
- The learning agreement forms the basis for feedback and remedial action if the student is not engaging fully in the placement experience.
- The learning agreement forms the basis for the industry supervisor to assess the student learning at the end of placement.
- The completed and signed learning agreement forms the basis for the University to decide if a student has met the learning outcomes of the industry placement. Meanwhile using the online blog assessment has helped.

- University staff remain abreast of developments in Industry through engaging in the blog assessment and reading the diverse experiences of the students.
- Students can share experiences and learn from each other.
- Students are supported while separated from the peers for the first time in their Programme of study.
- Students can actively reflect on their overall development, linking placement experiences to theory and finding evidence for the development of graduate attributes and allowing them to articulate these and enhance future employability

The Key learning points from the project are:

1. Technology has improved the management of the work-placement process, from generating ample high-quality and relevant placement opportunities, increasing productivity through better collaboration and communication.
2. Technology has guaranteed the quality of the placement, from defining suitable learning activities, through to the creation of individualised Learning Agreements.
3. The online reflective blog assessments support students' reflection on learning, as well as fostering a community of learning amongst peer groups.

A full description of the project is available in

Dunne, J. (2019) 'Technology enhanced food industry engagement and work placement curriculum quality assurance', Learning Connections 2019: Spaces, People, Practice, University College Cork, Cork, Ireland, 5-6 December, pp. 39-44 <https://cora.ucc.ie/handle/10468/10726>

Dunne, Julie (2021) "Technology Enhancement for Quality Assurance and Management of Tailored Industry Work Placements," Irish Journal of Academic Practice: Vol. 9: Iss. 1, Article 4. <https://doi.org/10.21427/yjrx-7p82> Available at: <https://arrow.tudublin.ie/ijap/vol9/iss1/4>

Case Study 2 - Developing an Open-Book Online Exam for Final Year Students

Theme: Open book assessment and Academic Integrity

Keywords: Machine Learning, Open Book assessment, Academic Integrity, Anxiety/Stress and Exams

Introduction

In the assessment of coursework, especially for high-stakes final-year undergraduate courses such as the programmes presented in this case study, the generally accepted method of summative end-of-semester assessment is closed-book, proctored exams. Such closed-book assessments encourage students to “predict” what questions might appear on the exam, which ultimately encourages rote, surface learning (lower-order questioning).

While the COVID-19 pandemic quickly forced assessment to take a dramatically different form, many institutions have reverted to proctored assessment due to the academic integrity concerns of open-book assessment. However, the need to provide assessment instruments that fairly and validly assess student knowledge (employing high standards of academic integrity) in an open-book format was a high priority for our faculty, as there are significant benefits to running such assessments, both from a student-centred viewpoint and from a learning outcomes viewpoint.

This case study describes the process applied to develop open-book online exams for final year (undergraduate) students studying Applied Machine Learning and Applied Artificial Intelligence and Deep Learning courses as part of a four-year BSc in Computer Science [1], however, this method and approach could easily be applied to any subject examination. We also present processes used to validate the examinations as well as academic integrity methods implemented [1].

Challenges

Moving to an open-book online exam presented two significant challenges. The first is how to adapt the exams themselves and the second is academic integrity.

When adopting/mapping the traditional closed-book exams to open-book exams, a review was conducted of useful resources for developing open-book online examinations (in response to the COVID situation that led to online assessments) and recommended the work of the Centre of Teaching and Learning at the University of Newcastle, Australia [2] to all academic staff. This work presented two resources for developing open-book questions: One based on Bloom's Taxonomy [3], and the other based on Socratic Questioning [4]. The challenge with moving to more open-style exam questions, is that you tend to transition upwards on the Bloom's Taxonomy, thus in many cases making the questions themselves more high order and more difficult than their proctored counterparts. Great care was taken when this mapping took place and examples of the closed book and equivalent open book exams can be found in the paper [1].

One of the department's primary concerns for academic integrity was plagiarism during open-book online exams. One of the initial approaches developed was centred around academic honesty principles. This consisted of students signing (virtually) the University-wide plagiarism policy, coupled with a session during each revision class about the importance of understanding the policy and what it means (both for consequences and ethically). The use of highlighting the policy was in some cases found to reduce the amount of plagiarism in computer science courses [5]. Another proactive (and perhaps also reactive) approach was the inclusion of an exam viva after the examination. This consisted of a ten-minute viva-style session with 20% of each exam cohort. The students were randomly pre-selected before the exam (but were not told until after the exam to avoid additional stress or anxiety). The pre-selected students took part in the viva straight after the exam. The students were not assessed on the correctness of their answers but were asked Socratic questions such as, "Where did you get that idea?" or "By what reasoning did you come to that conclusion?". Students were provided with details about the process prior to the exam. With GDPR compliance, students

selected for the post-exam viva were asked for their consent for the recording of the session. 100% of the students opted for this. This was a positive response, and additional future work could unpack the underlying reasons for opting in for this. No students were identified as plagiarism concerns based on the viva responses. Finally, Urkund (<https://www.orkund.com/>) plagiarism detection software was used for the final student uploads which were in word or PDF format. No academic integrity cases have been found thus far. Full details on the criteria and processes can be found in [1].

Impact

Over the two years of open book examinations, there was no statistically significant difference in performance to that of the traditional proctored examinations. There was one exception to this. This year (January 2023) the results were statistically significant, with the results improving. This is currently under investigation, but this year was the first year we created the option of taking the open book exam virtually or in a lab in college (that was supervised, only for communication). This may have impacted the results and can be seen as another step forward in the offering to students. From a student-centred viewpoint, the table presented below shows a wholly positive experience of the open book examination.

Survey Question	0	1	2	3	4
Clarity of instruction for the entire process	0	0	0	3	24
Online process (teams and moodle for instructions and upload)	0	0	0	1	26
Exam Questions (structure, wording and clarity, please ignore difficulty)	0	1	0	4	22
Exam time limit, including additional time for uploading	2	2	2	4	17
Upload Procedure	0	0	1	4	22
The use of Urkund Plagiarism	0	1	6	7	13
The use of a VIVA for plagiarism purposes	0	0	5	14	8
Lecturer availability prior to exams for questions	0	0	0	1	26
Lecturer availability during the exam for questions, and in case issues arise	0	0	0	1	26

The only stand-out concern for students was the time limit. This year we reduced the number of questions to combat this.

Students cited some issues when taking open book exams:

- "Yes, issues locally with laptop. Had to switch laptops and email study docs. Took some time."

- "When reviewing the answers I type I realised that some sections of one or two answers were missing. I am not sure if this was my typing skills not keeping up with my thought process or if I had accidentally deleted / overwritten some parts"
- "I struggled with timing and having to type out the questions. In written exams I usually get to attempt all questions but with this one, I struggled to get the required questions done on time."

Where the issue at home was taken on board with the option to sit the examination in a lab (thus using university equipment) or virtually. There were also several positives about the experience:

- "The open-book format for the online exams worked well and reduced the overall stress of the exam"
- "More relaxed doing at home. Less stress overall. Open-book exams still require you to understand the topic but does not rely on memorising large chunks of information"
- "I think the open-book-style questions put much less focus on memorisation, which is good"
- "The biggest positive I found was it removed stress because you can work in a comfortable environment and the fact I didn't have to take as much time off work or have to commute to the college for exams also meant I didn't have to worry about transport, traffic conditions, finding my seat etc."
- "It does change the concept of the exams, from a closed-book is usually memorise the information. In this open-books the most important is understand what are you talking. I think that it's better in this type of module."

Conclusion

Overall, the processes seem to be positive for both students and academics alike. While there are some bugs still to iron out, such as the timing, the approaches implemented so far seem to be positive for the students, with many citing a reduction in stress and anxiety, as well as a feeling that they understand more from this type of assessment. From an academic integrity viewpoint, the measures put in place seem to be providing a fair assessment for all. New work is underway to adapt continuous assessment using a similar technique.

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