

Technological University Dublin

2025

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**Annual Quality Report**  
**Technological University Dublin**  
**Reporting Period 2023-2024**

Technological University Dublin

2025

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**Annual Quality Report TU Dublin**  
**PART A: INTERNAL QA SYSTEM**  
**Reporting Period 2023-2024**

## 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 Template<sup>1</sup>

### Legislation

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

### QQI Documents

#### Statutory QA Guidelines (QAG)

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

#### Other QQI Policy Documents

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

### Other National/International References

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

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<sup>1</sup> These links will be updated as further guidance documents are published.

## PART A: INTERNAL QA SYSTEM

Table 1

<b>Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)</b>				
<b>AQR Part A Section</b>	<b>QQI QAG Core Sub-section No.</b>	<b>QAG Core Sub-section Title</b>	<b>ESG Standard No.</b>	<b>ESG Standard Title</b>
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 Technological University Dublin for the reporting period **1 September 2023 – 31 August 2024**.

It is to be submitted by **Friday, 28 February 2025**.

The AQR has been approved by Academic Quality Assurance and Enhancement Committee and is submitted by Jan Cairns, Academic Quality Advisor. It is drafted primarily by the Quality Framework Team within Academic Affairs, with significant input from colleagues across TU Dublin.

### Overview of TU Dublin

Deeply embedded in our region, TU Dublin has campuses in Dublin City Centre, in Grangegorman, Aungier Street and Bolton Street, and in Blanchardstown and in Tallaght, and, through our major infrastructural development plan, we are currently investing over €500 million in new, state-of-the-art, technology-enabled facilities to enhance our students' experience.

While TU Dublin is already a leader in STEM disciplines, the University also supports the largest cohort of students of business, media, culinary arts, and the creative and performing arts. We are passionate about life-long learning and, as the largest provider of part-time education, we make an important contribution to the economic life of Ireland, enabling capacity building for the future.

Our distinguished researchers and innovators are pioneers in science and technology discovery; they play active roles in informing policy and standards; and contribute to the creative life of Ireland. Our award-winning technology transfer and business incubation activity have delivered over 400 sustainable news businesses with an economic value of almost €700 million.

With an international outlook, we welcome students and staff from around the world while our strong international partnerships provide plenty of opportunities for student and staff exchange programmes; major cross-collaboration research projects; and employment opportunities. We are immensely proud of our global network of over 100,000 graduates. <https://www.tudublin.ie/explore/about-the-university/>.

## 1.0 Internal QA Framework

### 1.1 Governance and Management of Quality

#### Overarching Institution Quality Policy

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

The TU Dublin Quality Framework has put in place a 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.

Work continued in the academic year 2023/24 on university-wide policies, procedures and regulations. TU Dublin's Academic Affairs' website <https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-policies/> provides a search engine that has been designed to provide access to staff and students on Quality Framework and Academic Affairs documents, including policies, procedures, forms and terms of reference. Each document has an 'Approval Status' & 'Implementation Status', which is regularly updated.

## Governing Body

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

The Governing Body of Technological University Dublin has been established in accordance with the provisions of the Technological Universities Act 2018 and its functions are as identified in the Act. As a result of an amendment of the Technological Universities Act 2018 by the HEA Act 2022, the composition and size of the University's Governing Body and, following a comprehensive selection process, the new TU Dublin Governing Body has been formed.

Governing Body's membership is comprised of elected staff of the University, Students' Union representatives, external members appointed by Governing Body, external members nominated by the Minister for Further and Higher Education, Research, Innovation and Science, and the TU Dublin President. It will continue to play a central role in overseeing the University's activities and guiding TU Dublin's progress as it grows.

## Academic Council and its Sub-Committees

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

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

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

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

- ▶ Academic Quality Assurance & Enhancement Committee
- ▶ Academic Regulations, Policies & Procedures Oversight Committee (ARPPOC)
- ▶ University Programmes Board.

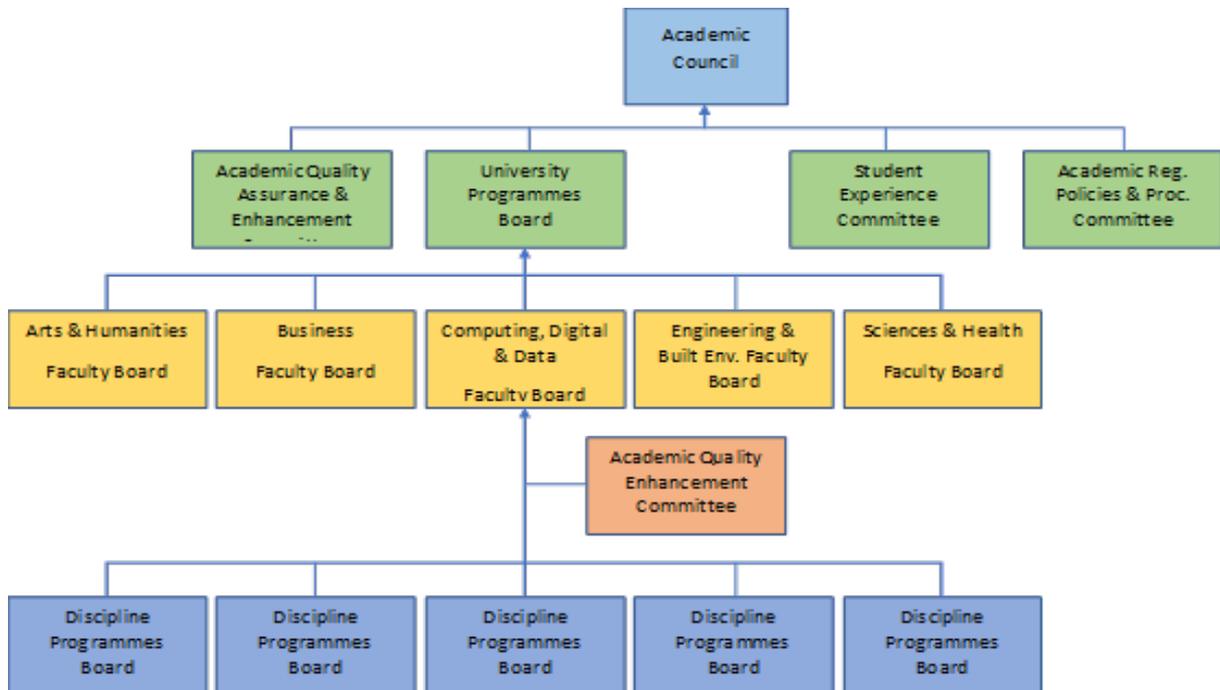
In 2022 Academic Council established the Student Experience Committee (this Committee first met in October 2023).

As part of the new organisation design, five academic faculties and their associated Schools were established in January 2023, including: Faculty of Arts and Humanities; Faculty of Business; Faculty of Computing, Digital and Data; Faculty of Engineering and Built Environment, and; Faculty Sciences & Health. Each faculty has a Faculty Board, a sub-committee of the University Programmes Board, with responsibility for supporting and monitoring the implementation of academic policies, the education model and Quality Framework across the schools, disciplines and programmes.

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. Following a review process of Academic Council and Committees' Terms of Reference, the five Faculty Deans became *ex officio*

members. The Head of Academic Affairs was formally appointed as Chair of Academic Quality Assurance & Enhancement Committee and of Academic Regulations, Policies & Procedures Oversight Committee. Terms of Reference, schedules of meetings, membership details, approved minutes and update from meetings are available through the Staff Intranet.

### **QA/QE Academic Governance Structure**



Notes:

1. Discipline Programme Boards report to the relevant Faculty Board. Each Faculty Board has an Academic Quality Enhancement Committee with a specific remit for Quality Enhancement in Teaching, Learning and Assessment.

The Discipline Programmes Boards identified above have been fully implemented in the faculty of Computing Digital and Data, and partially implemented in Faculty of Arts and Humanities. The full implementation across all faculties, originally scheduled for 2024/25 has been deferred to 2025/26 in order to put in place the requisite student representation.

## **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. Procedures for eight types of Collaborative Provision are approved, including: national collaborative provision, 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. Details on these are available at <https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/quality-assurance-and-enhancement-processes/>.

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 linked, 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 Programme 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>.

### 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 programmes <https://www.tudublin.ie/study/part-time/>
- Springboard+ <https://www.tudublin.ie/study/springboard/>
- Apprentices <https://www.tudublin.ie/study/apprenticeships/>.

The Alternative Pathways to Education website provides detailed guidance on the range of alternative entry routes to TU Dublin including (see:

<https://www.tudublin.ie/study/undergraduate/how-to-apply/entry-pathways/>):

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

### 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/>

### Advanced Entry and External Transfers

TU Dublin accepts transfer applications from students who have studied related programmes in other HEIs. 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/>.

### Transfer, Progression and Re-Admission

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 Levels 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.

Information on the processes involved when students are transferring, progressing or requesting re-admission into a full-time undergraduate programme is provided at <https://www.tudublin.ie/for-students/returning-students/transfer-progression--re-admission/>.

## 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 implemented

<https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/>.

The criteria for the approval of new programmes include: ensuring that the programme development has been informed by the TU Dublin Strategic Plan, the University Education Model and other relevant policies and guidelines; 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/lta/lta-resources/>.

Validation Panels 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 has been issued to all TU Dublin students from May 2021.

The Annual Programme Monitoring processes facilitates Programme Committees / Course Boards to reflect on programme delivery and the student experience and make regular enhancements. There are also detailed academic [policies and procedures for Programme Review, School Review and Faculty Review](#) which all focus on the quality of teaching, learning and assessment in the University.

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

The Assessment Regulations and Marks and Standards document 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 on legacy quality assurance and enhancement procedures are available at:

1. <https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/quality-assurance-and-enhancement-processes/city-centre-quality-assurance/>
2. <https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/quality-assurance-and-enhancement-processes/blanchardstown-quality-assurance/>

3. <https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/quality-assurance-and-enhancement-processes/tallaght-quality-assurance/>.

### 3.0 Learner Resources and Support

Several supports and resources are in place in the University. 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 & Learning Centre: <https://www.tudublin.ie/for-students/student-services-and-support/academic-support/awlc/> 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/safety-health-welfare/>
- Student Health Centres: <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/student-health-centres/>
- Student Counselling: [Counselling Service | TU Dublin](#)
- Students with Disabilities: The Disability Support service aims to ensure that students with disabilities do not experience any educational disadvantage and can fully participate in educational opportunities. Learning support officers provide services to almost 2000 students in conjunction with occupational health and technical advisors. [Student Supports | TU Dublin](#)
- Returning Students: <https://www.tudublin.ie/for-students/returning-students/>
- For New Students <https://www.tudublin.ie/for-students/starting-at-tu-dublin/>, 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: [www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/](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/academic-quality-assurance-and-enhancement/>.

## 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/>.

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/ltat/>. At the same weblink, information is available on the resources that the Learning, Teaching and Assessment Team provides to staff to assist them in developing their teaching practice.

## 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 as 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 provides further details to students and the public on the academic content of programmes and modules. The data provided by students through the national Student Survey has been made available to the public via the HEA website: <https://studentsurvey.ie/results/>.

It is University policy to publish on the Internet the minutes of Governing Body <https://www.tudublin.ie/explore/about-the-university/governance/> and, 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, Faculty and Professional Services Reviews at: <https://www.tudublin.ie/explore/about-the->

[university/academic-affairs/academic-quality-assurance-and-enhancement/quality-assurance-and-enhancement-processes/reports-and-responses/](https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/quality-assurance-and-enhancement-processes/reports-and-responses/).

Reports from Programme Validations and Reviews, School, Faculty and Professional Services Reviews, including responses to reports, are published on the website at <https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/quality-assurance-and-enhancement-processes/reports-and-responses/>.

## 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/academic-quality-assurance-and-enhancement/>. A process for the Review of Professional Services has been drafted and has been circulated for consideration. A TU Dublin External Examiner Policy has been approved and being implemented [https://www.tudublin.ie/explore/about-the-university/academic-policies](https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-policies).

## 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

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

<b>2. Type of arrangement</b>	<b>PRSB</b>
Name of body:	CORU
Programme titles and links to publications	BA in Social Care <a href="http://www.coru.ie">www.coru.ie</a> (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

<b>3. Type of arrangement</b>	<b>PRSB</b>
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 <a href="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">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</a>
Date of accreditation or last review	26/05/2021
Date of next review	26/05/2026

<b>4. Type of arrangement</b>	<b>PRSB</b>
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 <a href="https://www.youth.ie/programmes/projects-initiatives/nsets/endorsement/">https://www.youth.ie/programmes/projects-initiatives/nsets/endorsement/</a>
Date of accreditation or last review	27/03/2020
Date of next review	27/03/2025

<b>5. Type of arrangement</b>	<b>PRSB</b>
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 <a href="https://www.gov.ie/en/organisation-information/c2e6b-qualifications-advisory-board-qab-for-the-early-learning-and-care-elc-sector/">https://www.gov.ie/en/organisation-information/c2e6b-qualifications-advisory-board-qab-for-the-early-learning-and-care-elc-sector/</a>
Date of accreditation or last review	30/06/2021
Date of next review	30/06/2026

<b>6. Type of arrangement</b>	<b>PRSB</b>
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

<b>7. Type of arrangement</b>	<b>PRSB</b>
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

<b>8. Type of arrangement</b>	<b>PRSB</b>
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

<b>9. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Institution of Engineering Designers
Programme titles and links to publications	Bachelor of Science (Honours) in Product Design
Date of accreditation or last review	15/12/2022
Date of next review	15/12/2027

<b>10. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Royal Institute of the Architects of Ireland (RIAI)
Programme titles and links to publications	Bachelor of Architecture (Honours)
Date of accreditation or last review	07/06/2023
Date of next review	07/06/2028

<b>11. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Engineers Ireland
Programme titles and links to publications	The following Level Seven Bachelor of Engineering Technology programmes: Building Engineering, Civil Engineering, Electrical Services Engineering, Electronic and Communications Engineering, Automation Engineering, Engineering Reliability Management, Mechanical Engineering
Date of accreditation or last review	21/06/2023
Date of next review	21/06/2027

<b>12. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Engineers Ireland
Programme titles and links to publications	Bachelor of Engineering Technology in Electrical and Control Engineering
Date of accreditation or last review	21/06/2023
Date of next review	21/06/2025

<b>13. Type of arrangement</b>	<b>PRSB</b>
Name of body:	Optical Registrations Board of CORU
Programme titles and links to publications	Bachelor of Science in Ophthalmic Dispensing
Date of accreditation or last review	01/12/2022
Date of next review	01/12/2027

## 9.2 Collaborative Provision

### Definitions:

QOI'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	13
Collaborative programmes	87
Franchise programmes	4
Linked providers (DABs only)	1

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	

<b>5. Collaborative provision</b>	<b>Collaborative programme</b>
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

<b>6. Collaborative provision</b>	<b>Collaborative programme</b>
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

<b>7. Collaborative provision</b>	<b>Collaborative programme</b>
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

<b>8. Collaborative provision</b>	<b>Collaborative programme</b>
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

<b>9. Collaborative provision</b>	<b>Collaborative programme</b>
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

<b>10. Collaborative provision</b>	<b>Collaborative programme</b>
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

<b>11. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Ramon Lull University Barcelona,Spain: Zuyd University of Applied Sciences, the Netherlands
Programme titles and links to publications	Master of Science in Leading Hospitality Innovation
Date of last review	01/07/2023
Date of next review	01/05/2026

<b>12. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	United Nations Institute for Training and Research (UNITAR)
Programme titles and links to publications	Postgraduate Certificate in Global Sustainability Leadership and Entrepreneurship
Date of last review	01/03/2023
Date of next review	01/03/2027

<b>13. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Royal Hibernian Academy
Programme titles and links to publications	Diploma in Painting and Drawing
Date of last review	27/06/2023
Date of next review	31/03/2027

<b>14. Collaborative provision</b>	<b>Linked provider</b>
Name of body (/bodies):	Cambridge Education Group (Agreement not yet signed)
Programme titles and links to publications	Diploma in International Foundation Studies - Special Purpose Award (Level 6) Diploma in International Foundation Studies - Special Purpose Award (Level 8)
Date of last review	27/06/2023
Date of next review	31/03/2028

<b>15. Collaborative provision</b>	<b>Joint/double/multiple award</b>
Name of body (/bodies):	Hanyang University, Republic of Korea
Programme titles and links to publications	Bachelor of Science//Bachelor of Science (Honours) in Computer Science
Date of last review	16/05/2023
Date of next review	31/03/2028

<b>16. Collaborative provision</b>	<b>Franchise programme</b>
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Name of body (/bodies):	Pharos University in Alexandria, Egypt (Agreement awaiting signature)
Programme titles and links to publications	Bachelor of Science (Honours) in Business and Management
Date of last review	27/09/2022
Date of next review	31/03/2027

## 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.

<b>Articulation agreements - Total number</b>	<b>9</b>
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<b>1. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Beijing University of Chemical Technology
Programme titles and links to publications	Bachelor of Science (Honours) in Computer Science
Date of agreement/arrangement or last review	01/06/2023
Date of next review	01/06/2028
Detail of the agreement	3+1+1 arrangement.

Technological University Dublin

2025

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**Annual Quality Report**  
**Technological University Dublin**  
**PART B: INTERNAL QUALITY ASSURANCE**  
**ENHANCEMENT & IMPACT**  
**Reporting Period 2023-2024**

# PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

## 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 impact<sup>2</sup> 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;
- 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.

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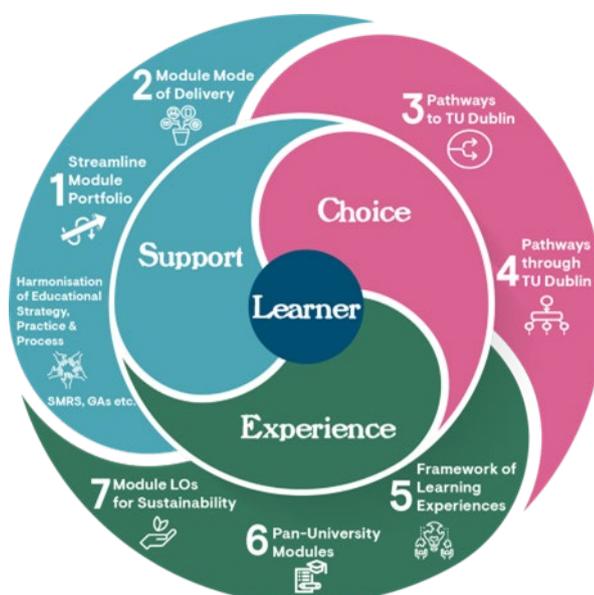
<sup>2</sup> The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: <https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf>.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

## 1.0 Quality Implementation and Developments

### 1.1 Strategic QA Updates

#### 1.1.1 The University Education Model

The University Education Model is a central component of the TU Dublin Strategic Intent, which itself is informed by the UN Sustainable Development Goals (SDGs), specifically, SDG 4 Quality Education. Embedding the University Education Model into our practice, processes and culture will empower TU Dublin to cater for the largest number of diverse learners, producing the most sought after, digitally literate, graduates, key targets of the Strategic Intent. Primarily under the People Pillar of the Strategic Intent, but with impacts under Planet and Partnership, the UEM will enable a new and different educational experience to meet the needs of the learners for the next generation.



In 2024, the University Education Model (UEM) team focused on creating awareness, advancing embedded practices and further integrating the UEM across TU Dublin. Collaborative efforts with university-wide stakeholders continued to strengthen the pedagogical, operational and governance foundations established throughout 2022 and 2023. Specific outputs of the UEM team from the reporting period include:

- **UEM Launch Event:** A high-profile UEM Launch event demonstrated TU Dublin's strong commitment, energy, and enthusiasm for the UEM. The event showcased progress in UEM alignment and implementation, highlighted by the launch of [\*University Education Model Collection 2024: A University Way of Being\*](#). It successfully enhanced visibility and strengthened buy-in across the university.
- **Comprehensive Engagement with Professional Services:** Workshops were conducted across all Professional Services and Vice-President Office groups, tailored to each functional area. These sessions enabled meaningful alignment of support structures with UEM goals.
- **Learner Assembly:** The first TU Dublin Learner Assembly took place, establishing a foundation for regular, structured learner engagement forums. TU Dublin is committed to using the Learner Assembly as a core approach for incorporating the

learner voice into the University's strategic direction. The [TU Dublin Learner Assembly Framework](#) and the [Learner Assembly Spring Report 2024](#) document the approaches taken and the lessons learned, providing a basis for future assembly initiatives.

- **Embedding UEM in Faculty and School Practices:** Faculty and School leaders were actively supported in interpreting and operationalising UEM goals from the briefing document, enhancing the integration of UEM practices in day-to-day operations and synthesised in the [UEM Engaging Workshops: A University Perspective](#) document.
- **Governance Oversight and Coordination:** Governance responsibilities were successfully concluded, with all UEM Oversight Group activities and coordinated reports finalised and documented.
- **Contribution to Strategic Academic and Curriculum Development Initiatives:** UEM Team members played active roles in shaping [TU Dublin's Graduate Attributes](#), contributing to the [TU Dublin Assessment Principles](#), and continuing work on the Liberal Arts programme development post successful validation.
- **Cross-University Collaboration through the Strategic Initiatives Group:** Coordination and contributions continued within the Strategic Initiatives Group (including EUt+, N-TUTOR, Sustainability, and EDI). This collaboration enhanced synergy across high-impact projects and aligned UEM objectives with university-wide initiatives.
- **Ongoing Support for Sustainability Education Initiatives:** Collaborative support continued for the Sustainability Education Framework, ensuring that sustainability competencies are consistently embedded across TU Dublin's academic offerings.

#### Objectives for the Next Reporting Period (2025):

To build on the achievements of the UEM, the focus in 2025 will shift toward sustained embedding, continuous improvement, and monitoring of the model's impacts. Planned activities include:

- **Ongoing UEM Implementation Monitoring and Support:** Track progress in embedding UEM Fundamentals across all Faculties and Schools. Facilitate workshops as needed to ensure continued alignment.
- **Expanded Learner Assembly Engagement:** Establish a regular schedule for the Learner Assembly, scaling up participation and refining processes based on pilot outcomes.
- **Enhanced Public Engagement and Digital Resources:** Launch a digital portal for UEM resources, including learning materials, assessment guidelines, and programme-specific case studies.
- **Support for Programme-Level Curriculum Design:** Continue to assist Faculty and Schools in enhancing curriculum designs, with a focus on integrating UEM Fundamentals into programme and modules design.
- **Strategic Partnerships and National Engagement:** Strengthen collaborations with national and international partners, particularly focusing on contributions to sustainability, learner engagement, and flexible learning pathways.

### 1.1.2 TU Dublin Student Records Management System

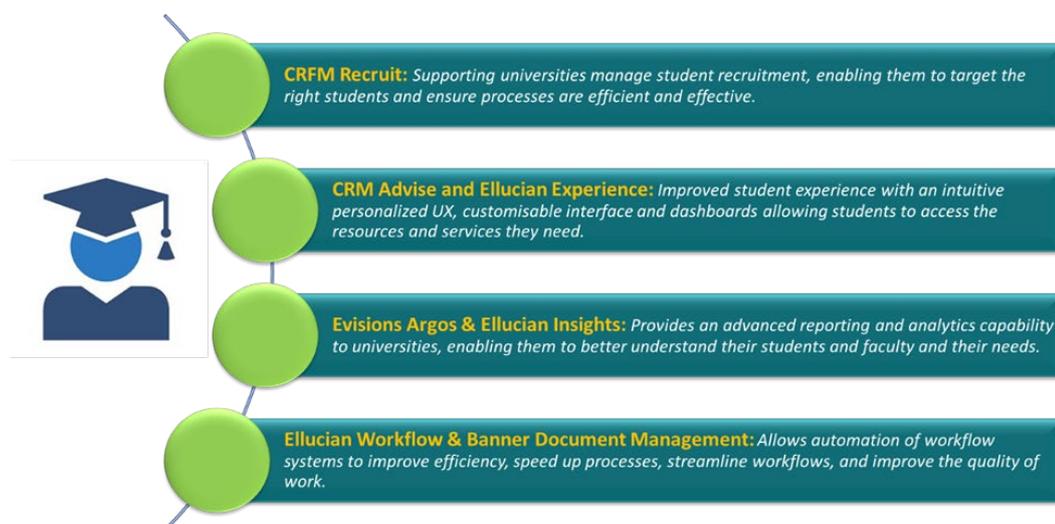
A comprehensive Student Record Management System (SRMS) is a key information technology infrastructural requirement in any modern university. It is the place where we record information on the students in our care, their academic performance and their achievements.

At the time of its foundation, TU Dublin inherited three standalone SRMS's, one from each of the founding Institutes (now university campuses) based on Banner v8.4 or 8.5. Each system was underpinned by the local academic regulations which vary across the three campuses. The legacy SRMS's were based on unsupported software and located on end-of-life hardware.

A key strategic initiative costing more than €20 million was commenced to unify these disparate IT systems and create a unitary, modern, cloud-based SRMS with enhanced capability to meet the present and future needs of TU Dublin. In parallel, TU Dublin is also developing unitary Academic Regulations which will inform the design configuration of the new SRMS.

In 2022-23, supported by our business partners in EduCampus, DXC and Ellucian, we commenced the configuration design of the 'out-of-the-box' Banner v9 system. The chosen design will align with the core business requirements of TU Dublin and specifically will enable the unitary TU Dublin Academic Regulations and support the realisation of the TU Dublin University Education Model.

In addition to Banner v9 which sits at the heart of the unified SRMS, TU Dublin will deploy additional software modules to enhance the student experience, namely CRM Recruit, CRM Advise and Ellucian Experience, and the staff experience, namely Banner Document Management, Ellucian Workflow, Evisions Argos and Ellucian Insights. These will transform the student experience, provide digital-first solutions that will afford the student greater agency in managing their education experience with greater and simpler access to information and services. The overall final solution is on track for go-live in September 2025.



### **Progress during the reporting period.**

An interim solution was developed and implemented in Q2 of 2023 for each of the current legacy systems to mitigate risks associated with the unsupported software in use and the underpinning hardware issues. This placed each into a more secure and stable IT environment that will sustain university business needs leading up to the 2025 go-live target.

Guided by the Ellucian HEEAR Model (Higher Education Ellucian Architecture Repository), significant progress has been made during this reporting period on the configuration and build of new SRMS capabilities for Person Management, Curriculum Management, CRM Recruit (to go live in November 2024), and Student Administration. Person management is complete. Curriculum programme data and configuration was completed in July 2024; building CAPP (curriculum advising and Programme planning) data, in essence the rules governing the operation of a programme, has also commenced and is on track for completion in Q1 of 2025.

In 2024/25 remaining SRMS capabilities for Student Support & Wellbeing (including CRM Advise), Student Assessment & Progression and Student Completion & Graduation are all planned for completion ca. Q2 of 2025.

This progress has not been without its challenges. Complicating each stage in the process is the need to extract legacy data from the three legacy systems, transform this data into a common format, validate it and then upload it to the new unified system. Consolidation of the data and its subsequent validation has taken more time than anticipated owing to unexpected conflicts between the original datasets. Nonetheless, through careful replanning and resourcing, the effort remains on-track for completion in 2025. Similarly, the full functionality of legacy systems to support business needs relied upon 135 third party integrations and/or customizations. A significant effort was required to evaluate and rationalize these integrations, identify those that must be carried forward and those that can be retired. This has now been reduced to 22 priority items and integration designs are now under development. Overall, the SRMS project is an ambitious programme of work that is progressing well, and TU Dublin remains on course for its launch in September 2025.

#### **1.1.3 Development of Unitary Assessment Regulations**

The development and implementation of a comprehensive and coherent set of assessment regulations is fundamental to ensuring the integrity, equity, and transparency of student assessment towards the achievement of designated award standard of academic programmes. In the reporting period, TU Dublin made significant progress towards the development and implementation of *Unitary Assessment Regulations* for taught courses. With planned implementation beginning academic year 2025-26, the efforts reflect a commitment to ensuring consistency, fairness, and clarity in how academic achievement is evaluated and recognised across the diverse and continuously evolving academic programmes.

By replacing the assessment regulations of its legacy institutions, the new regulations provide a singular framework that ensures equity and consistency across academic

disciplines and programmes. When completed, they will facilitate a seamless experience for students and staff, enabling a cohesive academic journey for learners, regardless of their programme of study or TU Dublin campus location. On integration with the new SRMS described in section 1.1.2 above, the new regulations will complete the transition to one institution in a manner committed to excellence in teaching, learning, and assessment.

#### 1.1.4 Quality Perspectives in the University Strategic Plan 2024-2028 and HEA Performance Agreement

The TU Dublin Strategic Plan, launched in September 2023 aligns with and complements achievement of key goals and targets specified in the institutional performance agreement submitted under the HEA System Performance Framework. Under the Performance Agreement, TU Dublin has committed to a suite of six objectives, namely:

- Performance Objective 1 -** To grow University enrolments through our transformative education, attracting new and diverse students, with a target to grow total student enrolments by 12%.
- Performance Objective 2 -** To ensure that all staff and students engage in sustainability education and training to equip them with the appropriate knowledge, skills and tools to help address the sustainability agenda effectively.
- Performance Objective 3 -** To grow research activity by 2028 so that 23% (25%)<sup>3</sup> of our academic staff are research active and that postgraduate research student enrolments represent 4.5% (6.5%) of L8-L10 enrolments.
- Performance Objective 4 -** To maintain our leadership in supporting equitable access, participation and success in higher education.
- Performance Objective 5 -** To grow knowledge transfer activity so as to achieve a position of top three performer nationally in 2028 in terms of the number of licences granted and spin outs created.
- Performance Objective 6 -** To build an inclusive culture, promote equality, prevent discrimination, and protect the human rights of staff, students, and everyone in TU Dublin through the successful delivery of our Athena Swan Action Plan.

Under Performance Objective 1, In addition to enrolment targets for full-time and part-time undergraduate and postgraduate students, TU Dublin has set objectives in terms of increasing progression rates for full-time undergraduate students at levels 6, 7 and 8, over the period of the plan. A specific Task Group has been established to support and monitor progress in this area. The University has also set out its ambition to enhance quality of programme provision and will assess student satisfaction through its internal survey process and through the annual National student survey, once it is re-established.

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<sup>3</sup> Two sets of targets are included here (as per the TU Dublin Strategic Plan 2024-2028). Stretch targets are in brackets and are contingent on the lifting of current constraints for Irish TUs and implementation in 2024/25 of a new workload model and career framework for the TU sector in line with the recommendations in the OECD report

In respect of Performance Objective 4, TU Dublin has set out its targets, in the context of the National Access Plan for Equity of Access, Participation and Success in Higher Education 2022-28 (NAP) <https://hea.ie/assets/uploads/2024/07/National-Access-Plan-2022-2028-FINAL.pdf>. It plans to increase the proportion of new entrants in the identified key cohorts, i.e. students who:

1. are socio-economically disadvantaged (SED)
2. are new mature entrants from socio-economically disadvantaged areas (ME)
3. have disabilities, including intellectual disabilities (SWD)
4. are members of Irish Traveller and Roma communities.

The University also aims to increase the proportion of new entrants transitioning into TU Dublin from Further Education. In addition, it has set targets to enhance progression rates of socio-economically disadvantaged students; and students with a disability.

### 1.1.5 Physical and Infrastructural Developments

Construction of three new buildings and facilities progressed to near completion in the reporting period, underpinning the University's strategic priorities in improving the student experience. The three buildings are:

- Áras Geal building on the Blanchardstown campus, which will provide new general teaching spaces, IT labs, and informal learning spaces. Use of the building and facilities is to commence in January 2025.
- The North Building on the Tallaght campus, which is to provide general teaching spaces and specialist labs for engineering, culinary arts and apprenticeship. Expected completion, including fitout, is scheduled for Spring 2025, towards commencement of use in September 2025.
- The Academic Hub and Library on the Grangegorman campus, which is expected to be completed by May 2025. It is planned to move the library collections, services and staff from Park House to the new building in the summer of 2025. A full range of services will be available from September 2025.

### 1.1.6 CINNTE Review Action Plan and Progress Reporting

This section is a continuation from the progress reported in [AQR Reporting Period 2022-23](#). With regards to the internal progress with the [Institutional Action Plan](#) developed from the [CINNTE Institutional Review Report 2022](#), in this reporting period, TU Dublin made significant progress with the following key areas (among others):

1. Complete implementation of its Organisation Design structure supporting the continued transformation and growth. For example, the roles and responsibilities of the Vice-President Partnership, the International Office and the Vice-President Research are now clearly defined.
2. Under the five academic faculty structure, initiated structured review of programmes with the primary objective of addressing programme/course duplication.
3. Committed to ensuring that student voice becomes an integral, valued part of the decision-making process throughout university functions. Relevant gaps were identified, and ['Our Student Voice Support Resources'](#) developed in consultation with the Students Union. The university also successfully implement a new Student

Feedback System, enabling academic programmes to respond to student feedback in a timely manner.

4. Successfully implemented a strategy for establishing, supporting, and sustaining University Communities of Practice that promote and disseminate best practices ([Case Study 1: Communities of Practice](#)).
5. Successfully implement its EDI strategy and component action plans, including (among others): [Athena Swan](#); [Ending Sexual Violence and Harassment](#); [Race Equity](#); and [Disability Support Service](#).

## 1.2 Update on Planned QA Objectives identified in Previous AQR

No	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	University Education Model	See Part B 1.1 above
2	TU Dublin SRMS	See Part B, 1.1 above
3	Quality Framework Support for Strategic Plan 2024-28	See Part B, 1.1 above
4	Further integration and enhancement of the Programme and Module Catalogue (PMC)	<p>The focus of attention for 2023/2024 included the completion of populating the PMC, data quality check, and web publication for all active programmes, both which were successfully achieved in the reporting period. However, due to the expansive nature of the project, Student Experience Transformation Programme (SET Project) stakeholder engagement to ensure interoperability and consistency between PMC and Student Record Management System extended beyond the reporting period. Consequently, the focus of attention for 2024/2025 is:</p> <ol style="list-style-type: none"> <li>1. Due to contract expiration, the procurement and implementation of Programme Module Catalogue</li> <li>2. Alignment on PMC of design modelled by the Student Experience Transformation Programme to ensure interoperability and consistency between PMC and Student Record Management System</li> <li>3. Training and engagement with Stakeholders to ensure embedding of new system and programme alignment within TU Dublin Programme schedule.</li> </ol>

## 1.3 Governance and Management

### 1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Body	11 October 2023 29 November 2023 21 February 2024 13 March 2024 27 March 2024 10 April 2024
Academic Council	4 October 2023 6 December 2023 28 February 2024 1 May 2024 25 June 2025
University Programmes Board	10 October 2023 12 December 2023 13 February 2024 16 April 2024 21 May 2024 27 June 2024
Academic Quality Assurance & Enhancement Committee	26 September 2023 28 November 2023 30 January 2024 19 March 2024 7 May 2024 21 June 2024
Academic Regulations, Policies & Procedures Oversight Committee	25 October 2023 17 January 2024 13 March 2024

### **1.3.2 QA Leadership and Management Structural Developments**

The Academic Council, chaired by the President TU Dublin is charged with establishing and maintaining the academic standards and enhancing the quality of the student experience. Stemming from resignation of Professor David Fitzpatrick, the inaugural President of TU Dublin, in April 2024, the Governing Body appointed Professor John Doran, Dean of the Faculty of Sciences and Health, as interim President.

## 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
Postgraduate Certificate in Global Sustainability, Leadership and Entrepreneurship (in collaboration with UNITAR) (Validation)	25.04.2023 (report approved September 2023)	All programme validation and review reports and responses are available at: <a href="https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/quality-assurance-and-enhancement-processes/reports-and-responses/">https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/quality-assurance-and-enhancement-processes/reports-and-responses/</a>
Bachelor of Science (Honours) in Biotechnology (Validation)	09.05.2023 (report approved September 2023)	
Postgraduate Diploma in Sustainable Food Business Operations (Validation)	19.06.2023 (report approved September 2023)	
Postgraduate Diploma in Science in Brewing and Distilling (Validation)	21.06.2023 (report approved September 2023)	
Bachelor of Science (Honours) in Computer Science (Dual Award with OTH Regensburg) (Validation)	28.09.2023	
Higher Diploma in Business in Regulatory Risk, Compliance and Sustainability (Validation)	16.10.2023	
Postgraduate Certificate in Science in Applied Machine Learning (Validation)	23.10.2023	

Bachelor of Science (Honours) in Data Science and Artificial Intelligence (Validation)	10.11.2023	
Postgraduate Diploma in Sports Analytics, Technology and Innovation (Validation)	01.12.2023 (Report approved June 2023)	
Postgraduate Diploma in Arts in Digital Design	07.12.2023	
Postgraduate Diploma in Professional Accounting (Validation)	29.01.2024	
Bachelor of Science in Computer Science International (Korean and European Double Degree) (in collaboration with Kyungpook National University (KNU), Korea) (review)	29.02.2024	
Bachelor of Science (Hons) in Quantity Surveying and Construction Economics (review)	28.02.2024	
Bachelor of Arts in Culinary Arts (Chef de Partie) Apprenticeship (Validation)	IT Tralee Validation report from 2018 adopted by TU Dublin on 16.04.2024	
Master of Science in Real Estate (review)	14.03.2024	
Master of Arts in Global Sustainability Leadership (in collaboration with UNITAR)	28.03.2024	
Master of Science in Clinical Laboratory Science (review)	13.04.2024 (Report approved June 2024)	
Master of Science in Construction Project Management Postgraduate Certificate in Science in Construction Project Management (Validation)	30.04.2024	
Postgraduate Certificate in Applied Data Science and Analytics (Validation)	08.05.2024	

Master of Music (Performance/Conducting) (review)	29.05.2024	
Master of Engineering in Mechanical Engineering and Bachelor of Science in Engineering (Honours) in Mechanical Engineering (Validation)	07.06.2024	

## 1.4.2 Expert Review Teams/Panels<sup>4</sup> involved in IQA

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

#### Guide

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

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
<b>Number of review/ evaluation processes</b>	21	0	0	0	16	5	
<i>of those:</i>							
<b>On-site processes</b>	18						
<b>Desk reviews</b>							
<b>Virtual processes</b>	3				2	1	
<b>Average panel size for each process type*</b>	5				5	5	

\* excluding secretary if not a full panel member

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

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

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	21	15	16		21						
Secretary	21	7	14		21						
Academic/Discipline Specific	46	21	25		29	11	5	1		17	
Student Representative											
QA											
Teaching & Learning	1		1		1						
External Industry /Third Mission	19	13	16		17	2					19

## 2.0 IQA System – Enhancement and Impacts

### Programmes of Education and Training

#### *Programme Co-ordinator Training*

The new TU Dublin Quality Framework Programme Management procedures include the Role of Programme Coordinator. The role of Programme Coordinator is a critical role to ensure the application of quality assurance and enhancement procedures and the development of a quality culture at programme level.

On 30<sup>th</sup> April 2024, a training session on this new role was held. This event was funded by NTUTTORG. The event focused on providing interactive sessions on the supports available to programme coordinators and how to develop a quality culture at programme level by utilising the new TU Dublin Quality Framework procedures with an emphasis on the leadership skills required to develop a team approach to quality enhancement. This session was attended by over 100 staff across all campuses and faculties.

#### *First TU Dublin Annual Showcase for Learning, Teaching and Assessment*

On 19<sup>th</sup> January 2024, the first TU Dublin Showcase for Learning, Teaching and Assessment was held. The theme of this event was on Building Connection and Community to increase Student Motivation and Engagement from Colleagues across all Faculties. It featured

- A keynote presentation “Authentic Assessment Unpacked” by Lydia Arnold, Academic Developer, Pro-Vice Chancellor Harper Adam University
- 30 oral presentations by TU Colleagues, divided in 4 sub-themes of Inclusivity, Sustainability and Authenticity
- The launch of the NTUTTORG Student Compendium on Assessment
- And a Roundtable discussion with Staff and Students “Assessment Worth Talking About”.

This session was attended by over 120 staff and students across all campuses and faculties.

#### *Development of an Academic Staff Portal*

Since the designation of TU Dublin, staff have developed a range of new TU Dublin Academic Policies, Procedures and Guidance. To make this information more accessible to staff, an Academic Staff Portal was developed to provide signposted guidance to staff on quality enhancement of programme delivery including:

- Using the University's Virtual Learning Environment
- Lecturer Starter Pack
- Learning, Teaching and Assessment Support
- Module and Programme Design
- Embedding and ensuring academic integrity
- Engaging Students in Quality Assurance Processes
- Quality Reviews
- Assessment Regulations Guidance Processes

- Collaborative Provision
- Using the Universities Timetabling System
- Requesting Support for Academic Software.

This portal will be further developed in 2024/25 as new TU Dublin policies are approved and implemented.

### ***Focus on Authentic Assessment***

TU Dublin were the recipients of QQI Funding under the Rethinking Assessment Programme for Prof Assess: A Programme-Based Approach to Building Authenticity into Assessment and Feedback Processes through Consultation with Professional, Statutory and Regulatory Bodies. This project enabled a focus on Authentic Assessment practices in the University and the Development of a TU Dublin Authentic Assessment Framework and Definition.

Definition: “Meaningful, challenging assessments designed to develop the attributes, capabilities and professional skills that prepare our students to become effective life-wide learners and responsible global citizens.”

The Framework consists of Four Dimensions: Realism, Cognitive Challenges, Critical Reflection and Feedback Processes.

As part of this project, there were a number of Authentic Assessment Workshops held. This included specific workshops for the programme teams that were involved in the project as well as wider workshops which were open to all staff in the University. The specific programme teams involved in the project were the Bachelor of Engineering Technology in Electrical and Control Engineering, the Bachelor of Science in Optometry, the Bachelor of Architecture and the Bachelor of Laws who worked together with their respective Professional, Statutory and Regulatory Bodies (PSRBs): The Royal Irish Association of Architects, Engineers Ireland, Kings Inn and CORU. These specific workshops enabled these programme teams and PRSBs to discuss the relevance of authentic assessment for developing Professional Competencies within their discipline, to recognise the level of authenticity of assessment within their programmes and discuss how it could be built on to enhance student engagement and learning.

The open workshops included in June 2023 an interactive Master Class on Authentic Assessment provided by Prof Kay Sambell, Principal Fellow of the Higher Education Authority, UK and Prof Sally Brown, Emeritus Professor at Leeds Beckett University on and in February 2024 a workshop provided by Professor Scott Slorach, Director of Learning and Teaching at York Law School on Authentic, Problem-Based Learning. The project has culminated with the creation of an Authentic Assessment Toolkit which is available as a printed booklet and website.

## Teaching, Learning and Assessment

The Learning, Teaching and Assessment (LTA) team, positioned in Academic Affairs, provides leadership in the University on the enhancement of academic practice. The activities of the LTA team include the development of staff resources, the implementation of training and development programmes related to academic practice, and direct engagement with programme teams.

In the 2023-24 academic year, the LTA team developed and launched a revised version of the **TU Dublin Lecturer Starter Pack**. This resource points new lecturers towards relevant university policies and teaching and learning resources and is aligned with the university's 'New Lecturers Community of Practice', which is also coordinated by the LTA.

Working with the QQI-funded Prof-ASSESS project, LTA staff have developed an **Authentic Assessment online toolkit** comprised of a collection of resources designed for use both by lecturers and programme teams. The toolkit is used to evaluate existing assessments at either the modular or programme level and to work collaboratively to develop more authentic approaches to assessment. The LTA team also collaborated on the development of the related 'Authentic Assessor' digital badge.

After a successful pilot in 2022-23, the LTA team revised and refined a suite of '**Faculty Fundamentals**' workshops in the areas of writing learning outcomes, effective teaching and learning methods, assessment and feedback strategies, supporting collaborative and small group learning, authentic assessment, active learning strategies, 'digital by design' pedagogy, and communicating with learners.

Hundreds of lecturers have attended one or more sessions organised by the LTA team in the academic year. These included **Past, Present, Future: Planning and Supports for New Lecturers** - an event designed for lecturers in the early stages of their teaching journey. It specifically offered lecturers an opportunity to connect with and gain support from more established colleagues and from support staff.

Now in its fourth year, the **Higher Education Policy Engagements Series** hosted by the LTA team invites key higher education policy makers and organisations to discuss their work and share their perspectives on national and international trends and developments in higher education policy. The most recent series, which was attended by over one hundred and forty people, featured sessions on academic integrity and the work of National Academic Integrity Network, the international education mark, higher education and sustainability, digital education policy, quality enhancement at the institutional, national and European levels, and national policy developments in teaching and learning. The series forms part of the Higher Education Policy Continuing Professional Development (CPD) Certificate.

In partnership with the TU Dublin Enterprise Academy and Digital Marketing Institute, the LTA team have developed a Microcredential in **Tailored Learning Design and Delivery**. This

course addresses an identified need for a structured learning and skills development programme for educators seeking to develop their own Microcredentials.

During the summer of 2024 the LTA team designed and planned an event focusing on enhancing student engagement to take place in the new academic year. This event - **Enhancing Learner Engagement: Practices, Perspectives, and Possibilities** - featured a keynote from Professor Claire Hamshire (University of Salford) and offered an opportunity for staff to develop a shared understanding of learner engagement and to explore strategies for enhancing engagement at all stages of the learning process. It also facilitated lecturers in devising personal action plans for enhancing engagement in their respective disciplines. Further events were also planned for autumn 2024 with the contribution of Tom Lowe (University of Westminster) - again focusing on enhancing student engagement.

As part of the Prof-ASSESS project, the LTA team hosted two assessment masterclasses for staff in 2023-24, on designing effective rubrics and problem-based learning. The first masterclass featured Linda Suskie, author of the best-selling standard reference '**Assessing Student Learning: A Commonsense Guide**' for an interactive session on '**Writing Assessment Rubrics**'. The April masterclass featured Professor Scott Slorach of York Law School for an engaging session on the '**Authentic Problem-based Curriculum**'.

Thirty students completed the TU Dublin **Postgraduate Certificate in University Learning and Teaching** in 2023-24. The programme has been updated to enhance the focus on teaching methodologies, assessment methods, and inclusive practice. The **MSc in Education** programme offered by the LTA Team equips participants with the requisite advanced professional knowledge, understanding and skills to take a competent and proactive role in the development of high-quality curricula and to carry out education research using traditional and emerging research designs.

Assisted by funding by the National Forum for the Enhancement of Teaching and Learning SATLE project, from early 2024 TU Dublin began supporting twenty-one TU Dublin staff in their applications for **Advance HE Fellowships** (fellowships, senior fellowships and principal fellowships). TU Dublin applicants are currently working on their applications with a cohort of peers and are expected to submit for their chosen category of fellowship by September 2025. The LTA team developed an **LTA Affiliates** initiative in 2023/24 to provide a new avenue for academic colleagues to share and disseminate best practice in teaching, learning and assessment. Over forty colleagues from across the University were successful in their applications for LTA Affiliate status. The affiliates have supported LTA workshops, webinars and events over this academic year. This nascent teaching and learning community is expected to grow further in 2024/25, providing a vital connection between the LTA team and the five Faculties in TU Dublin.

The LTA team leads on the scholarship of learning, teaching and assessment in TU Dublin. During 2023-24, the LTA team engaged in scholarship and research related to Universal Design for Learning, Learner Engagement, online teaching and learning and the ethical use

of generative Artificial Intelligence (GenAI). This scholarship has informed practice within the LTA team and more broadly across the University.

## **Supports and Resources for Learners**

### **Library Services** (<https://www.tudublin.ie/library>)

Library Services provides student-centred services that enrich and support learning. Library Services supports the development of digital literacy and evaluation skills, which are essential components of global citizenship while also contributing to lifelong learning. Our library collections provide access to leading academic research to support the University's learning, teaching and research activities while our library spaces (physical and virtual) provide an opportunity for flexible learning and support. Experienced library staff provide expert academic support to learners at all stages throughout their academic journey. In partnering with academics and other academic and professional supports, Library Services provide an inclusive service to all students.

TU Dublin has five libraries located at Grangegorman, Aungier Street, Blanchardstown, Bolton Street and Tallaght. In addition to housing the University's print collections, these libraries provide a variety of spaces for individual and collaborative study and supporting a range of learning styles. Our libraries provide a range of spaces to support the diverse needs of learners including individual study spaces, group study rooms, sensory friendly furniture and lighting, and presentation practice rooms.

Construction of the Academic Hub and Library at the heart of the Grangegorman campus is well underway with expected completion in 2025. Designed by award-winning architects, the Academic Hub and Library will be visually unique, incorporating the existing North House building, which dates from 1854, into a new, modern structure that will wrap around the historical site - complimenting and enhancing it. Students will enjoy bright; state of the art facilities designed to promote and enhance their learning experience. The building will be a hub for academic services, housing the Academic Writing & Learning Centre, Career Development Centre, Disability Support Services, Maths Learning Centre, the Learning Teaching & Assessment unit and the multi-disciplinary library for the Grangegorman campus. The Online Library provides 24/7 access to thousands of online academic resources, including those available through our participation as full members of the Irish Research eLibrary (IReL) consortium, which support learning, teaching, and research in the University. Library Services also manages Arrow, the institutional repository, which provides open access to the research output of the University.

Library Services offers an increasingly integrated and standardised service for library users on all TU Dublin campuses. Students and other library users can easily visit and borrow from any of the University's five libraries on its three campuses and avail of standardised content discovery, regardless of where their programmes are based. TU Dublin students are increasingly benefiting from standardised and enhanced library collections, too, available from any campus or remotely.

In January 2024, a Library Manager for Teaching & Learning was appointed, with responsibility for leading a dedicated Library Services' team to develop and deliver teaching and learning support for the University's undergraduate and taught postgraduate programmes. This team's work supports the University's initiatives in relation to Academic Integrity and aligns closely with the University's Digital Education Policy, with the Library Services participating in the development of both policies. The team also strives to ensure its practices align to the University Education Model.

Support for postgraduate research students and the University's researchers is provided by Library Services' Research Services team.

Library Services support for students begins even before enrolment, with a Leaving Cert Study Programme offered free of charge to any students preparing for the Leaving Certificate Examinations wishing to avail of it. This programme offers Leaving Certificate students access to study spaces in any of TU Dublin's five libraries from May to June each year. 363 applications to participate in the programme were received in 2024. The programme helps potential TU Dublin students to familiarise themselves with academic libraries with a view to reducing library anxiety among participants. This programme aligns with TU Dublin's strategic initiatives to encourage future student enrolment and lifelong learning.

### Student Evaluation System Summary Report

The TU Dublin Programme Evaluation Survey was issued to registered undergraduate and postgraduate students studying on programmes leading to major awards to complete for 3 weeks in April. The survey provided an opportunity for students to provide feedback on their overall learning experience. The objective of the survey was to gain a holistic view of the students' learning experience at programme level, rather than feedback on individual modules or the student experience at a module level. A total of 3859 students (ca. 17% of registered students in TU Dublin) completed the survey as shown in Table 1 below. This total comprised of 3377 undergraduate students and 482 postgraduate students. Each Programme Chair / Coordinator was provided with a report summarising the responses received for each programme. The key themes arising from the survey are outlined below:

Theme	Findings
Equality, Diversity, and Inclusion	<ul style="list-style-type: none"> <li>• It was clear from the results that Students in TU Dublin feel included and welcome.</li> <li>• It was also clear that in general the curriculum presents diverse perspectives.</li> </ul>

Facilities and Services	<ul style="list-style-type: none"><li>• It was clear from the results that across all campuses consideration needs to be given to improving facilities and services. In particular, consideration should be given to enhancing social seating and spaces for informal learning.</li><li>• Consideration should be given to enhancing the advice and information provided in a range of Student Services.</li><li>• It is also clear that there is scope to improve some of the Canteen Services. In particular, small numbers of students within the free text responses commented on the high cost and restricted opening hours.</li></ul>
Engagement and Workload	<ul style="list-style-type: none"><li>• The majority of students reported to either be keeping up with their studies or slightly behind but making progress. Small pockets of students reported to be significantly behind.</li><li>• An analysis of reasons for withdrawal, clearly show of those who have considered withdrawing, the primary reason was that they felt they are significantly behind. Issues of heavy workload and ‘bunching’ of assessments, which were highlighted in free text comments may be contributing to this.</li><li>• Approximately one third of fulltime students and a quarter of part-time students stated they had no difficulty attending/accessing classes. For others, the main impediments to attendance are transport issues and costs. To facilitate those with difficulties attending students have asked for greater empathy and flexibility and the provision of on-line classes or recordings.</li></ul>

Quality of Teaching	<ul style="list-style-type: none"> <li>• Overall students perceive the quality of teaching to be high and appreciate the knowledge, support and understanding that academic staff have provided.</li> <li>• There is scope to enhance the variety of teaching methods and undertake more interactive teaching approaches.</li> <li>• There is also scope to enhance support provided, with many students stating that the support provided wasn't really sufficient and requesting more individualized support and more feedback and guidance on completion of assessments</li> <li>• Students requested more tutorials or 'Questions and Answer' sessions or increased accessibility to staff to discuss queries.</li> <li>• Students also requested more recorded lecturer material and online notes.</li> </ul>
Access to Resources and Technology	<ul style="list-style-type: none"> <li>• There is scope to enhance the provision of notes and resources and enhance their accessibility.</li> <li>• There is also scope to improve the instructions and training provided to students so they are more easily able to access notes and other resources</li> <li>• There is also scope to improve the instructions for using technologies and software that students need to use to complete their programmes of study.</li> </ul>
Relevance to Industry and Employment	<ul style="list-style-type: none"> <li>• In general, students feel that the programme will prepare them for future careers but feel that there should be more information on career opportunities arising from the programme.</li> <li>• There is also scope to use more real world examples and problems.</li> <li>• Students highly value the laboratories and practical components of their programmes, but in general would like to have more practicals included on their programmes.</li> <li>• There is scope to increase the number of optional module choices that students have</li> </ul>

	<p>so they can tailor programmes towards their own specific career interests.</p>
Work Placement	<ul style="list-style-type: none"> <li>• Work placement is valued by students and the vast majority of students who participated in work / clinical placement felt it was interesting, beneficial or enjoyable.</li> <li>• There are some areas of difficulty where students are required to undertake a significant period of unpaid placement.</li> <li>• Difficulties were also experienced by some students who had to undertake a number of other assignments whilst on work placement, consideration could be given by those programmes to these requirements.</li> </ul>
Assessments and Feedback	<ul style="list-style-type: none"> <li>• Students value the clear communication of static timetables and assessment schedules.</li> <li>• The availability of a clear and accurate assessment schedule is a key predictor of student satisfaction with their overall learning experience. That is, students who perceived they were given a clear assessment schedule were more likely to answer other questions about their learning experience positively.</li> <li>• Students would like assessments to be spread across the year, for there to be a gap between the submission of assessment and commencement of examinations</li> <li>• Students in general would like more variety in assessment and more CA type assessment and less written examinations.</li> <li>• Students would also like more timely, detailed and individualized feedback.</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• In general, the scores for students perception of the focus on sustainability was lower than the target for Undergraduate programmes and just at the acceptable target for Postgraduate programmes.</li> </ul>
Overall Recommendation	<ul style="list-style-type: none"> <li>• The number of students who would recommend their programme to another person is reducing marginally each year. Consideration needs to be given to the other</li> </ul>

	results of this and other surveys and student feedback mechanisms to understand why this is
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## Other Parties Involved in Education and Training

### *Establishment of the Strategic Partnership Unit*

The Academic Year 23/24 was the first year of TU Dublin's dedicated Strategic Partnerships unit, to cultivate collaborations in three key areas: Academic, Industry, and Societal Engagement. The unit focused on facilitating partnerships that enhance student engagement, education, and societal impact, fostering relationships with industries, academia, government bodies, and non-profit organisations. These partnerships promote innovation, knowledge sharing, and resource optimisation and align to the university's long-term vision.

In its academic partnerships, TU Dublin has prioritised global alliances to provide enriched learning opportunities. Initiatives like student exchanges, joint degree programmes, and collaborative teaching broaden academic offerings and cultural perspectives. TU Dublin maintains over 100 active academic collaborations, including Erasmus+ and Exchange Agreements. These engagements prepare students for an interconnected world, equipping them with diverse skills and experiences for global challenges. The unit actively seeks collaboration opportunities by identifying potential partners aligned with the university's strategic priorities and leveraging existing university networks.

Industry and enterprise partnerships continue to play a vital role in bridging academic knowledge and real-world application for TU Dublin. Internships, industry-sponsored projects, and co-created programmes offer students hands-on experience and practical skills, significantly enhancing their current and future employability. Simultaneously, the university supports its industry partners through re-skilling and up-skilling employee programmes, addressing workforce needs in a rapidly evolving economy. This year, the unit prioritised expanding existing industry relationships and forming new alliances across key economic sectors.

Societal engagement forms another cornerstone of the unit's efforts. Collaborations with governmental bodies, non-profits, and local communities allow TU Dublin to apply its expertise to address pressing issues such as healthcare, sustainability, and social equity. These partnerships generate innovative solutions with meaningful societal impact, reinforcing the university's commitment to creating positive change.

The unit's first year highlights the importance of a deliberate and structured approach to cultivating strategic partnerships. Identifying suitable collaborators, understanding their objectives, and aligning mutual goals are critical steps in building successful relationships. Communication and trust are foundational, achieved through regular meetings, joint planning sessions, and transparent processes. However, challenges have arisen, particularly in streamlining operations and adopting supportive technology. Addressing these challenges will

be a key focus for next year, enhancing processes and implementing supportive technology solutions.

Maintaining partnerships requires ongoing effort. Regular 360 reviews and evaluations are crucial to sustaining these collaborations. Flexibility and adaptability are vital to respond to changing circumstances and emerging opportunities. The unit adapts to changing needs and environments, regularly revisiting its mission and objectives, ensuring alignment with the university's strategy and incorporating feedback from partners and internal stakeholders. Using data analytics, the unit tracks the impact of its initiatives to guide future efforts, including the number and diversity of partnerships established, and identifying sectors with further collaboration potential.

In conclusion, the Strategic Partnerships Unit has laid a strong foundation, fostering impactful collaborations across academia, industry, and society. These partnerships enrich the educational experience, drive innovation and address societal challenges. With sustained effort, enhanced processes, and a commitment to mutual growth, the unit will continue to expand its impact, delivering lasting value for students, partners, and the broader community.

### ***Membership of the European University of Technology***

EUt+ Accelerate follows the first phase of the European University of Technology initiative. Funded over four years from 2023 to 2027 the alliance now consists of nine university partners working towards confederation or federation. This phase will see the implementation of joint European degrees at bachelors and masters level; and cotutelle agreements for PhD supervision. Three new Research Groups have been given approval to proceed towards full Research Institute designation. There is also a significant emphasis on supporting staff and student mobility by streamlining the processes. Partnerships with NGOs and commercial/corporate organisations across Europe is developing with Telefónica in Spain and the United Nations Institute for Training and Research (UNITAR) being the first. Functions such as Academic Affairs, Research Support, HR and IS are considering the longer-term options for greater integration in the context of greater strategic support for the initiative in Europe.

Engagement with other Irish universities that are members of European Universities Initiative (EUI) alliances and national bodies is becoming more regular and with a view to informing a national strategy. This will become more relevant as the end of the current funding period draws close and decisions about the future of the EUI will be decided.

### ***Quality Assurance of Research Activities and Programmes***

Consistent with QQI guidelines, each higher education institution is responsible for organising an integrated system of quality assurance in relation to its research activities. These should build upon the peer review mechanisms widely employed in research funding and publication and incorporate relevant metrics. This should be complementary to the QA procedures put in place to quality assure research programmes, and should include the QA framework for the governance, design, managing, resourcing, monitoring and review of research activities across the institution.

The Graduate Research School Board is designed as the over-arching entity to oversee the quality assurance of research programmes across Technological University Dublin and develops, monitors and implements the graduate research regulations available at <https://www.tudublin.ie/research-innovation/research/postgraduate-research/current-students-supervisors/>. All research programmes at TU Dublin are developed in line with the Topic-specific QAG for Providers of Research Degree Programmes, Ireland's Framework of Good Practice for Research Degree Programmes and National Framework for Doctoral Education, The development of research programmes at TU Dublin is also informed by the EUA CDE Salzburg Principles and Salzburg II Recommendations.

The Research Programme Committee is a sub-committee of the Graduate Research School Board and prepares all material for review of TU Dublin's research programmes through the programme review process. The most recent external review was in March 2021. The quality of the University's research is also evaluated as part of the School and Faculty Reviews. All review processes are available at <https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-policies/>.

Organisational Design at TU Dublin has integrated all research activities under the Governance and Management of the Vice President for Research & Innovation. To enhance the governance and management of research at TU Dublin the Research and Innovation Academy was established and it developed TU Dublin's first Research and Innovation Strategy, with a key objective to support high quality impactful activities. The role of the Academy is to oversee the implementation of the strategy and to advise on matters relating to research including quality has been developed and approved in 2023.

### *Integration of UN sustainable development goals (SDG)...*

TU Dublin has continued its commitment to 'Creating a Better World, Together' as stated in its [Strategic Intent 2030](#) with publication of the second phase through publication of [Strategic Plan 2024 - 2028](#). Within the 'Planet' pillar, developing responsible global citizens through staff education and training, embedding sustainability into all programmes and increasing sustainability literacy have been identified as areas of strong strategic focus with clearly identified targets and timelines.

The TU Dublin strategic plan indicates an intention to prepare our graduates to be well rounded, independent thinkers and lifelong learners with the aptitude to adapt to this changing world and to roles that do not currently exist. Integral within this, a dynamic new model of education will inform how we design our curriculum and the attainment of generic outcomes independent of subject disciplinary knowledge by specifying what we want our students to become and what competences all graduates need to acquire. Academic Council approved the adoption of three overarching graduate attributes: People (digitally capable, life-long learners), Planet (sustainability focused, global citizens) and Partnership (collaborative, real world problem solvers). The Planet graduate attribute is linked to the university strategic intent, UN SDGs and EU sustainability competency framework [GreenComp](#). These graduate

attributes will be considered during programme reviews that take place as part of the university academic review process. The graduate attributes are also underpinned and supported by other policies such as the [Digital Education policy](#), [EDI policy](#), Sustainability Education Policy that is currently in the last stages of approval process and the University Education Model.

In the academic year 2023/24 there has been considerable progress towards delivering the strategic intent of increasing staff capacity and sustainability literacy and embedding sustainability learning outcomes in every programme in the University. The primary focus of [Sustainability Education team](#) has therefore been to work with Faculties, Academic Schools and programme teams to support them in their implementation of the Academic Framework and as they continue to embed sustainability in the curriculum. To this end, the following actions were completed by the Sustainability Education Team over the course of the 2023-24 academic year:

- 47 sustainability education presentations and workshops were delivered to TU Dublin school and programme teams with 1,186 no. staff attending. Content included learning and supports for embedding SDGs and sustainability competences in the curriculum.
- There were 2,088 interactions with the online Sustainability Education Toolkit which contains resources for teaching staff to support embedding of sustainability in the curriculum.
- A new collaboration between Societal Engagement and Sustainability Education began to develop the Students Learning With Communities Plus (SLWC+) pilot. This evolved out of the original SLWC programme, but with the requirement that projects' objectives and deliverables are linked to the SDGs, enhancement of sustainability competences of students (linked to graduate attribute 'Planet' and GreenComp competency framework) and with the TU Dublin Strategic Plan and University Education Model objectives
- TU Dublin, in partnership with ATU, SETU and the National Forum of Teaching and Learning (T&L) jointly developed and delivered the Education for Sustainability Digital Badge to over 140 participants from the participating technological universities and further education sector. 47 participants from TU Dublin were awarded the Digital Badge with further 15 being awarded a facilitator's digital badge.
- The TU Dublin CPD in Sustainability Education (10 ECTS) ran in Semester 1, with 21 staff participants completing the programme.
- 97 staff members completed Climate Action Leadership Training.
- The Sustainability Education Team collaborated with Digital Education/Academic Affairs to support 16 Sustainability and Digital Education Learning Enhancement Projects under the SATLE fund, receiving €5000 each to develop their sustainability education initiatives.
- SATLE 2022 projects began in the academic year 2023/24. These were 20 Learning Enhancement Projects delivered via the 5 Faculties which facilitated projects that embed sustainability in the curriculum.
- 18 Staff members became Climate Fresk Certified Facilitators and held 3 Climate Fresks during the 2023/24 academic year with over 150 participants.
- The Sustainability Education Symposium was held on the 12th June 2024 showcasing best practice examples of embedding sustainability in the curriculum using GreenComp

competency framework from colleagues across the university to an audience of over 60 TU Dublin staff.

TU Dublin have also acted as a leader in Sustainability Education, including the following events and honours:

- TU Dublin hosted the 8th national ESD Forum in December 2023. The event convened over 170 participants from across Ireland to focus on United Nations (UN) Sustainable Development Goal (SDG) 4 Quality Education and share examples of innovation and good practice in learning and action for sustainability across all levels of the education system. The [Education for Sustainable Development \(ESD\) to 2030](#) progress report was formally launched during the event and is the first progress report under ESD to 2030, the Second National Strategy on Education for Sustainable Development.
- TU Dublin hosted The Higher Education Climate Leadership Summit on 18<sup>th</sup> June 2024 which had 90 attendees from across Irish 3<sup>rd</sup> Level Institutions. The event convened over 100 senior leaders and teaching staff from higher education institutions in Ireland to discuss the important role that higher education plays in addressing climate change through action.
- TU Dublin has been recognised as the first European *Centre for Sustainability Across the Curriculum* in 2024.
- TU Dublin was the first University in Ireland to deliver Sustainability Orientation to all 5,500 incoming students.

### *Equality, Diversity & Inclusion*

In this year, the University continued to embed EDI practices into the university structures. New roles in the EDI team as part of the Organisational Design were recruited and appointed, with new leads for Race Equity and Gender Equality/Athena Swan. As part of national HEA funding, the university also recruited a Sexual Violence Prevention and Response Manager, who took up this role this year. The team supported the development of key policies, including the Domestic Violence Leave Policy and the Fee Support Policy.

Following the riot in Dublin in November 2023, the EDI Director, along with the VPs for EDI in other Dublin city Universities engaged with the Dublin City Task Group to promote the need to EDI, and for the task group to be guided by EDI Principles in its work.

This year the University also established a University of Sanctuary Steering Group, to guide the university's application for University of Sanctuary Status in Academic Year 24/25. The EDI team also began work on developing an EDI strategy, including consultation across the university. The strategy will be completed in the next academic year.

Following Organisational Design, the University's Executive Team approved Terms of Reference for an EDI Council in July 2024. This Council will oversee TU Dublin's work on EDI, including delivery of EDI KPIs in the University's Strategic Plan, implementation of the EDI strategy, and will make recommendations to the UET in issues related to Equality, Diversity and Inclusion. This Council, which has members from across the University,

represents EDI being more deeply embedded into the operation of the university, ensuring the EDI continues to be embedded across its work, rather than being the work of one team.

## 2.1 Initiatives within the Institution related to Academic Integrity

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 supported through the provision to all registered students of the university of training media on the topic of Academic Integrity. All students are required to undertake this training, and levels of completion can be monitored as an analytic output from the university VLE. 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.

TU Dublin's Academic Integrity Policy, related procedures, guidance, and support media are available at <https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/academic-integrity/>

### 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

#### 3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation. If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1	Adoption of Unitary Assessment Regulations	Development, stake holder consultation and approval by Academic Council.
2	Adoption of enhanced programme validation and programme review process integrating university strategic objectives	Development, stake holder consultation and ratification by the Academic Quality Assurance and Enhancement Committee of the Academic Council
3	Undertake a holistic and objective assessment of the programme portfolio considering the anticipated competence and skills needs of wider society and the university's target profile.	Undertake review of programmes with the primary objective of addressing programme/course duplication. Subsequently to schedule programmatic reviews in a collective and strategic manner as to optimise utility of the 5-faculty structure.

### 3.2 Reviews planned for Upcoming Reporting Periods

#### 3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Bachelor of Arts (Honours) in Commercial Modern Music	March 2025	2016
Bachelor of Arts (Honours) in Drama (Performance)	May 2025	2014 (School Review)
Bachelor of Arts (Honours) in Creative Digital Media	May 2025	2015
Bachelor of Arts (Honours) in Photography	May 2025	2016
Bachelor of Arts (Honours) in Film and Broadcasting	May 2025	2016
Bachelor of Arts (Honours) Journalism	May 2025	2016
Bachelor of Arts (Honours) Game Design	May 2025	2014 (validation)
Bachelor of Arts (Honours) in Media Production and Digital Arts	May 2025	TBC
Higher Diploma in Computing (Informatics & Cybersecurity)	To be scheduled	2015
Higher Diploma in Computing (Enterprise Computing and Digital Transformation)	To be scheduled	2018
Bachelor of Science (Honours, Ordinary) Computing	April 2025	2018
Bachelor of Science (Honours, Ordinary, Higher Certificate) in Computing with Information Technology Management	April 2025	2018
Bachelor of Science (Honours, Ordinary) in Computing with Language	April 2025	2018
Bachelor of Science (Honours, Ordinary) in IT Management	April 2025	2018
Bachelor of Science (Honours, Ordinary) in Computing with Machine Learning/Artificial Intelligence	April 2025	2018
Bachelor of Science (Honours, Ordinary, Top-Up) in Computing with Software Development	April 2025	2018

Bachelor of Science (Honours) in Information Systems and Information Technology	April 2025	2016
Bachelor of Science (Honours, Ordinary) Cloud Computing & DevOps	April 2025	Validated 2018
Higher Certificate in Science in Laboratory Technician Studies & Bachelor of Science in Laboratory Analyst Studies	June 2024 & December 2024	2018
Bachelor of Science in Biosciences & Bachelor of Science (Honours) in Biomolecular Sciences (add-on programme)	March 2025	2018
Bachelor of Science (Honours) in Clinical Measurement Science	April 2025	2016 (School Review)
Bachelor of Science (Honours) in Architectural Technology	April 2025	2019
Bachelor of Architecture (Honours)	March 2025	2018 (School Review)
Bachelor of Science in Auctioneering, Valuation and Estate	May 2025	2016 (School Review)
Master of Science in Spatial Planning	May 2025	2008 (School Review)

### 3.2.2 Reviews planned beyond Next Reporting Period

As part of the Student Experience Transformation Project (SET Project), there is a firm commitment to develop and implement an Enhanced Programme Review and Validation process, that ensures that academic programmes align to all policies and procedures approved by Academic Council. Foci of the enhancement will be on the alignment to the University Education Model, Sustainability Education, EDI and TU Dublin Graduate Attributes.

## 4.0 Additional Themes and Case Studies

### Case Study 1: Communities of Practice

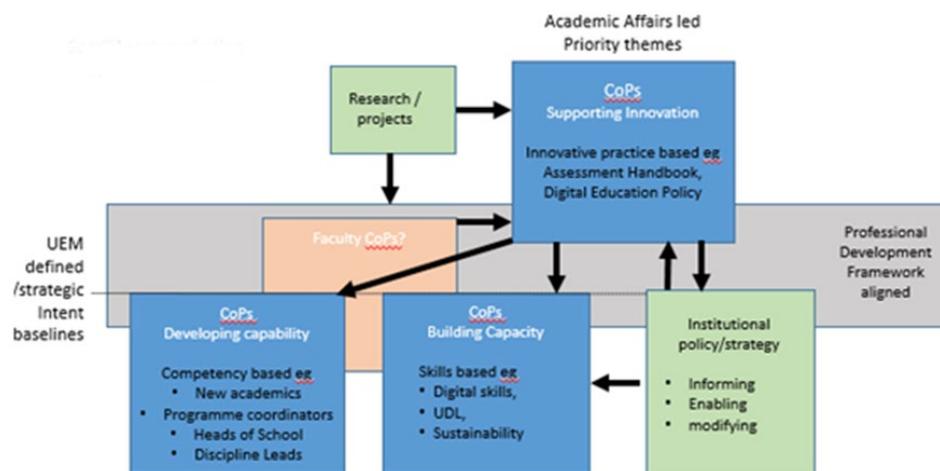
Theme: Staff Development

Keywords: Staff Development, Communities of Practice

The below case studies demonstrate how TU Dublin is Enhancing Staff Engagement and Staff Development Through Communities of Practice. Communities of Practice (CoPs) are naturally forming groups of individuals who come together through a shared passion or goal and to learn by reciprocating knowledge, experiences and ways of addressing problems (Lave and Wenger, 1991). The TU Dublin CINNTE Review Panel in 2022 recommended that TU Dublin further develop the communities of practice concept, ensuring that, through dissemination of best practices and peer-to-peer as well as professional pedagogical support, the most impactful educational innovations are leveraged across the university.

To further support and expand the range of Academic CoPs across the University, TU Dublin has established an annual support call to encourage facilitators to maintain existing or develop new communities of practice. Three main purposes for maintaining and establishing CoP are to:

- Develop capability.
- Build capacity.
- Support/sustain Innovation and innovative practices.



Categorisation of Communities of Practice (CoP)

In TU Dublin, it was very important that CoP are seen as being “For Staff and Lead by Staff” and are driven by the needs and interests of staff. Our Communities of Practice operate by creating collaborative spaces where both academic and professional services staff could share knowledge, skills, and experiences. By bringing together staff with common interests or professional challenges, CoPs can foster a sense of belonging, encourage peer learning, and create requisite support networks, whilst also facilitating staff to learn.

For each of Academic Years 2023/24 and 2024/25 13 Communities of Practice were supported. Some of the initial CoPs have been continued, some discontinued and some new CoP have been launched. Some Communities of Practice were also able to secure funding for their activities from a range of sources.

These communities that it was agreed to support were:

2023/24	2024/2025
1. Authentic Assessment	1. Entrepreneurship and Innovation
2. RPL	2. New Lecturers
3. On-line Stem Quiz Assessments	3. Research Culture
4. Strategies for Supporting 1st Year Student Success	4. Transformative Learning Supporting Student Employability
5. New Lecturers	5. Including Students with Intellectual disability
6. Collaborative Talent Development	6. Universal Design
7. Hyflex Delivery	7. Collaborative Talent Development
8. Research Living Lab	8. SDG Literacy
9. Educators for Healthcare Practitioners	9. HyFlex Delivery
10. Developing Undergraduate Practice Based Research	10. Race Equity
11. Race Equity	11. Gender Inclusion
12. SDG Literacy	12. Undergraduate Practice Based Research
13. Entrepreneurship and Innovation	13. Authentic Assessment

The support provided by Academic Affairs included induction training for new facilitators and periodic CoP facilitator meetings so that facilitators could share tips and approaches to building communities and assistance for the promotion of the work of the Communities of Practice. This diverse range of CoP were empowered to organise a range of activities throughout the academic year. At the Review of the Communities in Feb 2024, facilitators shared their experience with a view to exchanging tips and challenges.

The key challenges identified for sustaining and growing a community of practice was time. Facilitators operate on a voluntary basis. There is sense that staff across the University are extremely busy and for practice exchange events, that require participants to volunteer on a rotating basis to share experiences, facilitators are finding it difficult to get volunteers

who need persuading to present. There were also challenges identified around marketing CoPs and growing membership. It was felt that non-participants might feel that you need to be an expert in a topic to join the CoP, whereas CoPs ideally should have members with a range of expertise, and that people with limited experience and an interest in an area are welcome to join. It is also important for CoPs that the participants feel that they are in a “Safe Space” to share views / practice without judgement. For larger CoPs, there were also challenges with converting passive participants into more active members. Some of tips for success that were shared between facilitators were:

- Online events appear to be more attractive to participants who are geographically dispersed.
- It is useful to have some in-person events/meetings to build trust and a sense of belonging.
- Having a regular time slot each month has worked well for some CoPs.
- Having a couple of participants share their practice in the area at the beginning of the CoP meeting has worked really well.
- Having faculty led events, which are open to everybody.

To continue to build on the foundations of these emerging CoPs, annual calls will be issued so that successful Communities of Practice can be sustained whilst enabling academic staff to propose new CoPs. This approach should enable staff to share practice and organise expert led events on key areas that staff themselves identify as being important to them. Support will continue to be provided to facilitators through periodic meetings and *A Guide for Facilitators to Communities of Practice* co-authored with the University of Adelaide (<https://www.adelaide.edu.au/learning/ua/media/3275/cops-in-higher-education-a-guide-for-facilitators-10032023.pdf>) was provided to each facilitator.

## Case Study 2: Peer Assisted Learning for retention and student success

**Theme: Student Retention and Success**

**Keywords:** Peer assisted learning, widening Participation, transition to university.

**Abstract:** Peer Assisted Learning (PAL) is provided on modules perceived as traditionally difficult and have a poor student success rate. PAL leaders are recruited from cohorts of students previously supported through peer assisted learning. PAL is provided on modules that teach Electronic Engineering, Computer Science Programming, Computer Science Networking, Marketing, Management, Fundamental Math, Intermediate Math and Advanced Math modules. PAL offers students a valued support structure that aids transition into tertiary education whilst simultaneously improving students subject-matter comprehension and confidence.

Main: Students on the TU Dublin Access Foundation Programme tend to have language and acculturation challenges that can inhibit their learning and social interactions at university.

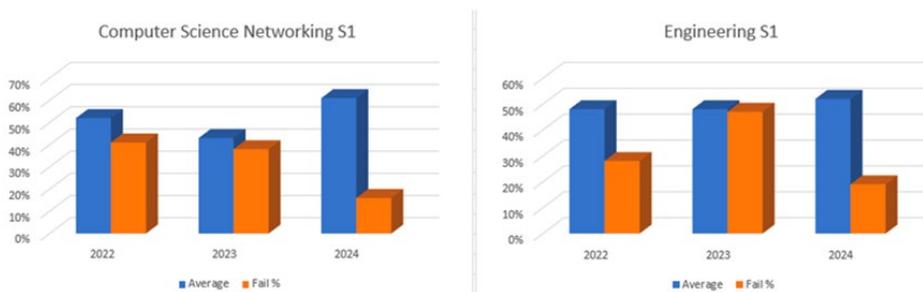
Thus, PAL, on TU Dublin Access Foundation Programme provides valued support encouraging greater participation in tertiary education by under-represented socioeconomic groups, including mature adults with low prior educational attainment, and prepare them for undergraduate programmes. PAL has become an essential part of the acculturation of student into university life while providing valuable academic support. 10 PAL sessions training sessions per week are delivered over the academic year.

In looking at progression and retention data, PAL introduced on modules in 2023, showed a notable increase in progression and average grade where PAL was introduced.

To read more on PAL at TU Dublin, see Evaluating a Peer Assisted Learning Programme for Mature Access Foundation Students Undertaking Computer Programming at an Irish University:

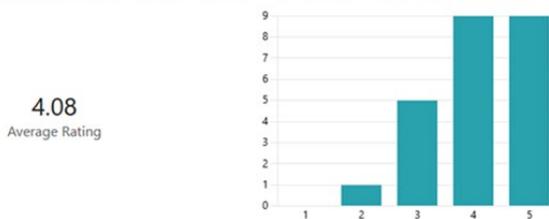
Bermingham, N., Boylan, F., & Ryan, B. J. (2022). Evaluating a Peer Assisted Learning Programme for Mature Access Foundation Students Undertaking Computer Programming at an Irish University. *Journal of Peer Learning*, 14(5), 52-70. DOI: 10.21427/40w2-hk09 <https://journalofpeerlearning.org/articles/100>

Below shows the non-progression rates (orange) and averages (blue) before PAL introduced. PAL introduced for these modules in 2023, shows a notable increase in progression and average grade where PAL was introduced.



**Student Feedback Summary (Anonymous Submission):**

How beneficial were the PALs for helping you understand the course material?



On the Foundation programmes we plan to continue to support the PAL approach while building a PAL community. Already previous PAL students have become PAL leaders, and a future aim is that PAL Leaders will be promoted to the role of Supervisor. This community building approach increases the year-on-year viability and effectiveness of PAL.

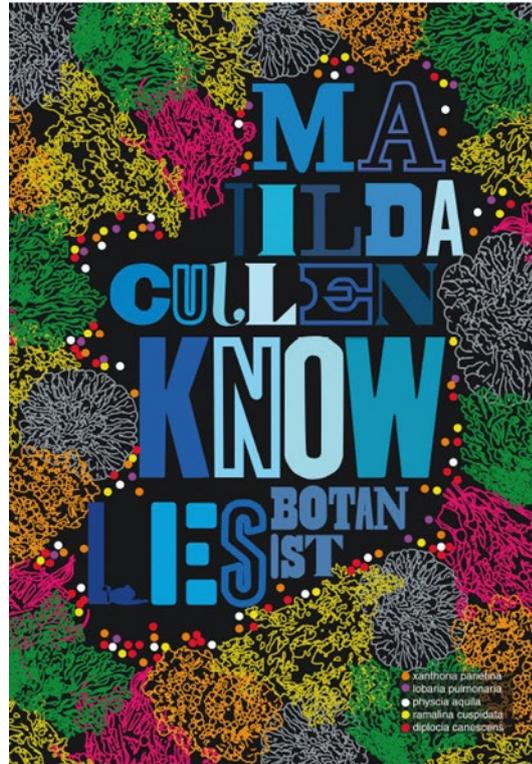
### **Case Study 3: Hidden Scientists/Hidden Creatives**

**Theme: Equality Diversity and Inclusion**

**Keywords:** STEM, interdisciplinary learning, visual communication

**Abstract:** The concept of the Hidden Scientists/Hidden Creatives student-led exhibition stemmed from a casual conversation. The TU Dublin School of Biological, Health and Sports Sciences wanted to highlight underrepresented women in Sciences, Technology, Engineering, and Mathematics (STEM). The question then arises: How could the School of Art and Design contribute to this important initiative to address EDI initiatives in the university?

**Main:** Female scientists are largely underrepresented in Sciences, Technology, Engineering, and Mathematics (STEM). The TU Dublin School of Biological, Health and Sports Sciences wanted to showcase the scientific accomplishments of several underrepresented women. Thus, a collaboration with TU Dublin School of Art & Design was established. The learning outcomes of an existing module on the BA in Visual Communication Design programme, showed compatibility with the project's goals. Students from the BA in Visual Communication Design programme student were assigned a female STEM expert. Through studio-based learning the students designed the deliverables, which were A2 posters showcasing and celebrating women from STEM. The posters were printed and publicly exhibited during May 2024 at TU Dublin's East Quad. The long-term goal of this initiative is to permanently display the posters within the School of Biological, Health, and Sports Sciences, TU Dublin and to consistently add to them annually. The core aim of this interdisciplinary project will continue, partnering STEM students with Art & Design. This collaborative interdisciplinary learning approach meets learning outcomes on both the STEM programmes and the Art & Design programme, thus providing authentic real-world learning and assessment for all students involved.



Poster design is by Hannah Corble. Matilda Cullen Knowles was an Irish botanist, and the design is inspired by the work of the graphic designer Gail Anderson

## Case Study 4: Language Acquisition and Multilingualism

**Theme: Learning Through Practice**

**Key words:** Inclusion, language acquisition early years, peer learning

**Abstract:** This case study relates to Year 3 Early Childhood Education and Care (ECCE) Work-based students and is carried out in their workplace which is an Early Years setting. It is an example of how Practice Based Research can be used to link theory and practice in a setting, and practice to theory during college modules. It also has the dimension of producing examples from practice that can be used for further teaching, learning, and research.

**Problem:** With recent demographic changes in most Early Years settings, particularly in urban areas, it is likely to have young children from different language backgrounds acquiring English for the first time. To accommodate and acculturate children from diverse language backgrounds, student educators can benefit from specialised knowledge relating to the stages second language acquisition children will go through, as their trajectories will be different to those of their native speaker peers.

### Solution: Students engaging in a Practice-Based Research Task

In this ECCE programme, a Practice Based Research Task aimed to address the problem in practice. Students were introduced briefly to frameworks of stages of Second Language Acquisition and ways of supporting children at each stage, taking account also, of the need to support the children's well-being and identity through valuing their home language. Each student carried out observations in their setting, of a child's language development gaining additional information from the parents regarding the child's background and first language acquisition (Parental consent was provided).

As the semester progressed, students presented their experiences in class which supported more in-depth study of theory and practice. Mid-way through the semester each student wrote up a case study of the child observed and presented this as learning within a tutorial. Thus, students learned from the case studies of their peer and an element of peer assessment was included in the assessment process.

Future: The Case studies were collected and stored in a bank for use with full-time students or students who do not have access to children acquiring English as a second language. These case studies will provide the students with authentic learning which they can analyse drawing on their own learning and experience.

Impact on student learning: It was a very meaningful task for students which empowered them to work in a focused way with second language children and their families. This opened them to issues of inclusion and diversity. They particularly enjoyed the presentation sessions and learned from the diversity of experiences shared by other students. Selected case studies have been used in a qualitative content analysis study of the 'Silent Period' in second language development:

<https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1009&context=cassart>

This project supports UN Sustainable Development Goals ensuring inclusive and equitable quality education and promote lifelong learning (Goal 4) and reducing inequalities within and between countries (Goal 10).

## **Case Study 5: Create and Connect**

**Theme: Peer Assisted Learning**

**Keywords:** authentic learning, cocreation, students as producers, group work

**Abstract:** The school of Art & Design at TU Dublin provides a 10 ECTS Credits module for students in the first semester of their final year. During the culminating year of their degree

a primary pedagogical aim is that students will demonstrate their ability to act as responsible, civically and ethically minded individuals and as a group. Thus, the module aptly asks that students, as a group, organise and present at a public event related to their discipline, either Creative Industries or Visual Culture. This module provided the students with the opportunity to organise, design and engage fully in a semi-public seminar.

**Methodology:** Students brainstormed a topic and a suitable venue that would accommodate a public seminar. Inspired by the work of Oldenberg and driven by issues of gentrification, the lack of artistic spaces and post-pandemic challenges of social connection the class settled on a topic and a venue. As opposed to formal lecturers and tutorials, pedagogy involved real world learning: seminar organization, promotion, realization and documentation. While much of the work was done as a group, building on earlier modules such as Project Management, Cultural Policy and Marketing, each student also worked autonomously and individually. The students met as a class once a week to partake in a seminar with lecturers acting as mentors, to review progress. The rest of the work was organised by the students where they negotiated as a team. The module assessment valued peers working together and provided opportunity for peer assessment.

#### Impact on student learning

The peer learning and student cocreation design focus of this module enabled students to authentically develop their identity as artists, as creators in public artistic spaces. Also, students developed confidence and responsibility to projects through this authentic learning project.

Additionally, to the public event, and the connections that developed, each student wrote a research paper. The research papers were later included in the School of Art & Design Graduate Exhibition in June 2024 and are available on the website:

<https://gradx.ie/courses/creative-industries-and-visual-culture/talking-points-seminar-create-and-connect/>.

**Future:** The research papers have become learning artefacts to future students on the module and will continue to support the development of a learning community that supports and builds confidence and identity of these student creatives.