

Technological University Dublin

2024

Annual Quality Report
Technological University Dublin
Reporting Period 2022-2023

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Annual Quality Report TU Dublin
PART A: INTERNAL QA SYSTEM
Reporting Period 2022-2023

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.

CONTENTS

PREFACE	2
Guidelines on Completing the Report	5
Links to Reference Documents Cited in this Template	6
PART A: INTERNAL QA SYSTEM	7
Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)	7
Introduction and Overview of Institution	8
1.0 Internal QA Framework	10
1.1 Governance and Management of Quality	10
1.2 Linked Providers, Collaborative and Transnational Provision	13
2.0 Programme Development and Delivery	14
2.1 Programme Development and Approval	14
2.2 Admission, Progression, Recognition & Certification	14
2.3 Procedures for Making Awards	16
2.4 Teaching, Learning and Assessment	17
3.0 Learner Resources and Support	18
4.0 QA of Research Activities and Programmes	19
5.0 Staff Recruitment, Development and Support	19
6.0 Information and Data Management	20
7.0 Public Information and Communication	20
8.0 Monitoring and Periodic Review	21
9.0 Details of Arrangements with Third Parties	21
9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies	21
9.2 Collaborative Provision	25
9.3 Articulation Agreements	29
PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT	31
1.0 Quality Implementation and Developments	32
1.1 Strategic QA Updates	32
1.3 Governance and Management	39
1.3.2 QA Leadership and Management Structural Developments	40
1.4 Internal Monitoring and Review	41
1.4.1 Overview of Periodic Reviews	41

2.0 IQA System - Enhancement and Impacts	44
2.1 Initiatives within the Institution related to Academic Integrity	53
3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period	55
3.1 QA and QE supporting the Achievement of Strategic Objectives	55
3.2 Reviews planned for Upcoming Reporting Periods	58
3.2.1 Reviews planned for Next Reporting Period	58
3.2.2 Reviews planned beyond Next Reporting Period	59
4.0 Additional Themes and Case Studies	60

Guidelines on Completing the Report

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

Submission Process and Timeline

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

Completing the AQR

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

Report Structure

Part A: Internal QA System

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

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

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

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

Case Studies

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

Links to Reference Documents Cited in this Template¹

Legislation

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

QQI Documents

Statutory QA Guidelines (QAG)

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

Other QQI Policy Documents

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

Other National/International References

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

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

PART A: INTERNAL QA SYSTEM

Table 1

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

Introduction and Overview of Institution

This is the AQR for Technological University Dublin for the reporting period **1 September 2022 – 31 August 2023**.

It is to be submitted by **Friday, 23 February 2024**.

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 new 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 1st 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.

The reporting year 2022/23 saw more progress in the development of University-wide Quality Framework policies and processes and, following the completion of the TU Dublin Organisation Design, it has been possible to implement approved unitary processes, such as programme validation and review processes. Programme Management and the Annual Programme Monitoring processes from the three legacy organisations have continued to apply. 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 will be updated accordingly.

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).

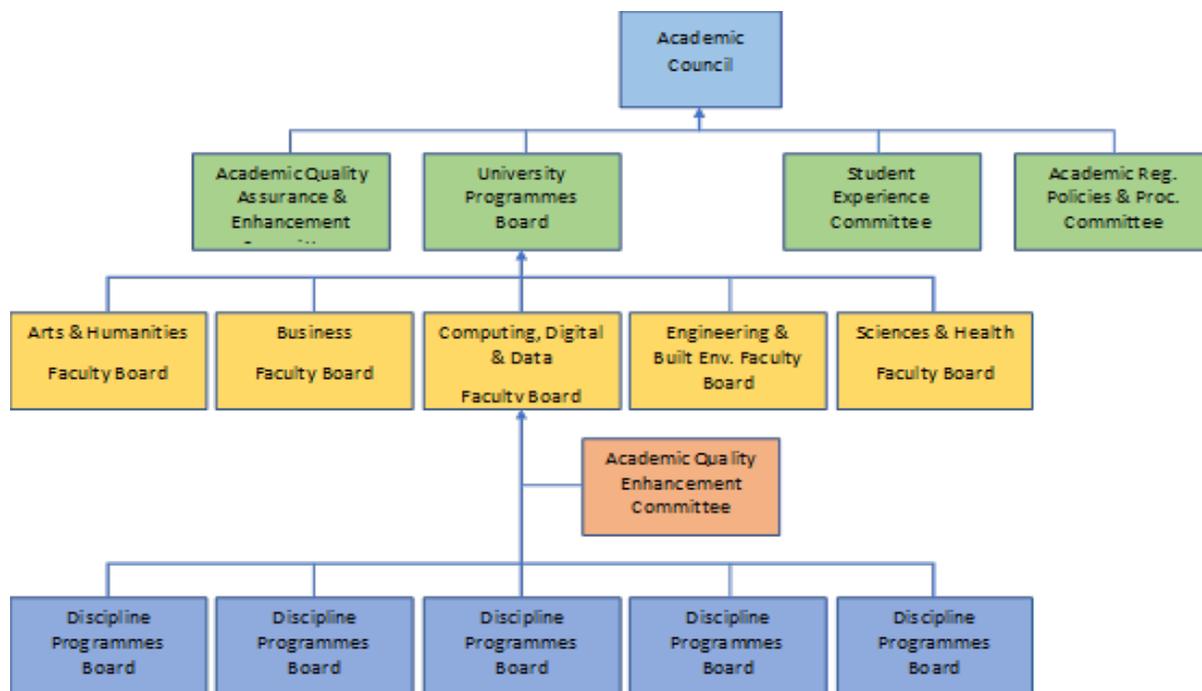
Following the completion of TU Dublin's Organisation Design and the establishment of five academic Faculties and associated Schools, Faculty Boards were established in January 2023:

- ▶ Faculty of Arts and Humanities Board
- ▶ Business Board
- ▶ Computing, Digital and Data Faculty Board
- ▶ Engineering and Built Environment Faculty Board
- ▶ Sciences & Health Faculty Board.

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

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 in quality enhancement, teaching, learning and assessment.
2. The Discipline Programmes Board identified above have not yet been implemented. They are being piloted in the current academic year (2023/24) with a view to full implementation in 2024/25.

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 Collaborative Provision (Type 1) have been approved. For other types of collaborative provision, including: linked provision, provision leading to joint, dual and multiple awards, franchise arrangements, bespoke provision, contract for services, off-campus provision, student mobility arrangements, and articulation arrangements, procedures have been drafted and are being used as working documents.

The Vice-President for Partnership's office takes responsibility for the strategic oversight, due diligence and contractual arrangements for all TU Dublin's partnerships, including linked, collaborative and transnational provision. See Part B, Section 2.0 on the establishment of the Strategic Partnerships Unit.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Programme Development and Approval is the remit of each Faculty Board which reports into the University Programmes Board. There are detailed learning and teaching resources available to advise staff on the development of new programmes including the requirement to consult with the relevant key stakeholders. The new Programme Approval procedures have been approved after consultation across the University and are available at

<https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/documents/Approved-Programme-Validation-Process-23June2021.pdf>.

These procedures outline the expected criteria for new programmes, timelines for approval, including the approval of an initial outline proposal prior to full programme development, the development of detailed programme documentation and the establishment of validation panels by Faculty Boards to review the documentation and subsequent approval of the validation panels' reports. Faculty Boards delegate much of the responsibility for programme validation to its Academic Quality Enhancement Committee. The Academic Affairs Academic Quality Advisor for the relevant Faculty is a member of Faculty Board and of AQEC and works with the AQEC through its Chair in the organization of programme validations.

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

2.2 Admission, Progression, Recognition & Certification

Access

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

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

<https://www.tudublin.ie/cao/>. Additional information is also provided to International Learners

at <https://www.tudublin.ie/study/international-students/>. Separate webpages provide detailed information to prospective applicants to Postgraduate Programmes <https://www.tudublin.ie/study/postgraduate/>, part-time <https://www.tudublin.ie/study/part-time/>, Springboard+ <https://www.tudublin.ie/study/springboard/>, and Apprentices <https://www.tudublin.ie/study/apprenticeships/>.

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

Access Routes

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

Scholarships

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

Other

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

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

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

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

Transfer

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

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

Progression

When developing TU Dublin programmes, one of the considerations is the potential progression opportunities for students on completion of the programme. As part of its programme portfolio, TU Dublin provides a ladder of opportunities so that students who may commence on a programme of study at for example NFQ Level 6 have the opportunity to progress to programmes at NFQ Level's 7, 8 and 9 where appropriate. TU Dublin also provides a range of progression opportunities to facilitate students to undertake conversion programmes which enable students to progress to another field of study which is different from the field of study of their primary third level qualification. Details of the range of full-time and part-time opportunities at TU Dublin are available at: <https://www.tudublin.ie/study/>.

2.3 Procedures for Making Awards

The University Programmes Board is responsible for the procedures for making new awards. A TU Dublin procedure for Programme Validation is now approved and 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 was issued to all TU Dublin students from May 2021.

The Annual Programme Monitoring processes which facilitates Programme Committees / Course Boards to reflect on programme delivery and the student experience and make regular enhancements. There are also detailed procedures for Programme Review, School Review and Faculty Review which all focus on the quality of teaching, learning and assessment in the University <https://www.tudublin.ie/explore/about-the-university/academic-affairs/quality-framework/>.

The University is committed to the implementation of systems, policies and procedures towards upholding the highest standards of academic integrity in all its educational and training provisions. The development and implementation of effective guidelines and protocols involve implementation of a range of measures and tools for informing, prevention, detection and

process driven investigation and penalty for such breaches when they occur, including observance of the new legal provision that criminalise contract cheating in all forms. There is considered implementation and preference for preventive education, i.e., development and adoption of methods for designing out, deterrence and discouragement of academic misconduct over the predominantly detection and punishment approach. This approach is being used to inform the development of the new assessment regulations and to bestow responsibility on the University to ensure that both students and staff are well informed of and fully understand what constitute potential breaches of academic integrity, and subsequently their personal responsibilities towards elimination of the potential for learners to accede to related pitfalls.

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

Further details 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

The TU Dublin website provides detailed guidance on all aspects of University Life to Learners.

The Student Website: <https://www.tudublin.ie/for-students/> is structured to be easily navigable by students, so they can easily find the details they need. It includes sections for:

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

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

Study Facilities including the Academic Writing Centre: <https://www.tudublin.ie/for-students/student-services-and-support/academic-support/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/>
Detailed guidance on using the E-learning resources of the University is available at: <https://www.tudublin.ie/connect/vle/>.

Separate guidance is tailored for Returning Students and New Students: <https://www.tudublin.ie/for-students/returning-students/> <https://www.tudublin.ie/for-students/starting-at-tu-dublin/>, providing information on getting started in TU Dublin, studying on-line, student life and covers key issues of importance to students including, the registrations process, Financial Assistance, the Academic Calendar, Active Consent, Starting Their Studies, Peer Mentoring and Student Life.

4.0 QA of Research Activities and Programmes

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

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

In addition, it is University policy to publish on the Internet the minutes of Governing Body <https://www.tudublin.ie/explore/about-the-university/governance/>, on the Staff Intranet the minutes of Academic Council <https://www.tudublin.ie/intranet/academic-council/> and its sub-committees, and the reports from Programme Validations and Programme, School, 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/>.

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 now been approved and being implemented <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

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

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

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

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

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

Date of accreditation or last review	30/06/2021
Date of next review	30/06/2026

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

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

8. Type of arrangement	PRSB
Name of body:	Society of Chartered Surveyors Ireland
Programme titles and links to publications	BSc (Hons) in Construction Management
Date of accreditation or last review	19/05/2022
Date of next review	19/05/2027

9. Type of arrangement	PRSB
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

10. Type of arrangement	PRSB
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

11. Type of arrangement	PRSB
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

12. Type of arrangement	PRSB
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

13. Type of arrangement	PRSB
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:

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

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

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

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	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	

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

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

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

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

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

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

11. Collaborative provision	Joint/double/multiple award
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

12. Collaborative provision	Collaborative programme
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

13. Collaborative provision	Collaborative programme
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

14. Collaborative provision	Linked provider
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

15. Collaborative provision	Joint/double/multiple award
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

16. Collaborative provision	Franchise programme
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.

Articulation agreements - Total number	9
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1. Articulation agreement	Articulation agreement
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.

Annual Quality Report TU Dublin
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2022-2023

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

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). In the case of the University Education Model, 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 the reporting year, the focus of the University Education Model team has been on engaging all staff across the University to support them in their initial implementation of the University Education Model. Additionally, co-design and co-development with University Education Model partners, including our students, continued. Specific outputs of the University Education Model team in the reporting period include:

- All TU Dublin Schools (26 and one Academy) were supported through bespoke and multimodal workshops to translate and action the key first steps (termed the “Seven Fundamentals”) of the University Education Model (as detailed in the University Executive Team’s ‘Brief to Faculties and Schools’). Findings from these workshops were analysed at School level and synthesised to Faculty and University levels. Reports and recommendations were produced at School (n=27), Faculty (n=5) and University (n=1) level.
- All Faculty Executives (n=5) were supported in understanding, translating and planning for leading the actioning of the University Executive Team’s ‘Brief to Faculties and Schools’. Key findings were identified and synthesised with the meta-analysis of the School-level workshops and explored with the Senior Academic Leadership Team (SALT) via an interactive workshop.
- The Sensemaker approach was extensively used to extend and further embed the learner voice as part of a holistic partnership model approach. A detailed report exploring the findings was produced and is available to all in TU Dublin.
- Co-design and develop of components of the UEM were completed including the principles of pan-University Pillar Modules and the Framework of Learner Experiences. Work is ongoing in supporting the Flexible Learning Pathways (specifically a Liberal Arts programme) and the Student Experience Transformation (SET) Programme. Additional detailing of enhanced Further Education to Higher Education pathways, amongst other items, is required.

- Ongoing Governance of the project was maintained with five University Education Model Oversight Group meetings taking place, with Minutes and Actions from these meetings are available upon request.
- The University Education Model Team continued to engage with as broad a range of partners as possible to progress the development and initial implementation of the University Education Model. In particular, engaging with key enablers such as Academic Affairs in relation to the Student Experience Transformation (SET) Programme, Programme and Module Catalogue and Learning, Teaching and Assessment (LTA), among others.

TU Dublin Student Records Management System

The transformation of education provision at TU Dublin and the full realisation of the University Education Model (UEM) requires the design and implementation of a unified student record management system (SRMS) for TU Dublin. It is a key strategic initiative for TU Dublin to replace its three current disconnected SRMSs with a single SRMS designed and configured to enable the current and future ambition of the UEM and the wider business needs of the university. The new SRMS will have in-built new or enhanced capabilities to afford students greater agency in defining their own learning pathway offered at a pace and place that suits the needs of learners, providing flexibility and responsiveness to the different needs of learners, and supporting a range of access, transfer, and progression opportunities.

The unified SRMS will provide a 'digital by default' approach to student engagement. It will have the capacity to integrate seamlessly associated systems and services thereby enhancing the university's ability to provide students with a truly digital and mobile first experience that will encompass the student journey at TU Dublin, from student recruitment to beyond graduation. It will create a university experience conducive to excellent student engagement, a learning and supportive environment that prioritises student retention and progression and affords students more choice on programmes of learning and pathways to success.

In December 2022, TU Dublin availed of a 2020 single-supplier procurement framework agreement for a managed support service for an SRMS following a tender exercise undertaken by EduCampus Services DAC as the contracting authority. TU Dublin entered a client services agreement with EduCampus Services DAC to design a modern cloud based SRMS. The system will be provided by DXC Technology in collaboration with Ellucian, a global leader in SRMS solutions for higher education.

Led and supported by our partners in EduCampus, DXC and Ellucian, we have commenced in 2022/23 the design of an industry standards-based system specifically configured to support the core business requirements of TU Dublin. The full capability of the new system is scheduled to go live in September 2025. An interim solution was implemented in Q2 of 2023 for each of

the current legacy systems to place them in more secure and stable IT environments that will sustain university business needs leading up to the 2025 go-live target. Also in 2023, significant progress has been made on the creation of the cloud hosting platform, and the curriculum capability of the SRMS that is foundational for all other capabilities to be designed.

CINNTE Review and TU Dublin Response

Academic Affairs has led the development and approval of the Institutional Action Plan in response to the Independent Review Team, under the guidance of the Academic Quality Assurance & Enhancement Committee. The Plan was forwarded to QQI in December 2022 (<https://www.qqi.ie/sites/default/files/2022-12/Technological%20University%20Dublin%20%28TU%20Dublin%29%20Cinnte%20Implementation%20Plan%202022.pdf>).

Since this submission, TU Dublin has continued to work towards the completion of the actions identified to address the recommendations arising from the CINNTE Review process. The updated Plan, submitted to QQI in December 2023, reflects the wide range of completed and ongoing projects and initiatives focused on the development and implementation of unitary policies, regulations and supports. Of the thirty-two actions identified within the Institutional Action Plan, twenty-two have been completed to date. The actions within our CINNTE Institutional Action Plan are aligned to the ten main actions from TU Dublin's Strategic Plan:

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

The University Action Plan from the CINNTE review process was approved as the first University Quality Enhancement Plan. Within the detailed plan, all actions have been assigned to the appropriate role/function, and timescales and deliverables have been identified. It is intended that this UQEP will expand to include relevant actions to be undertaken at University level

arising from Quality Review processes such as Faculty, School and Professional Services and from the Annual Quality Enhancement Process.

TU Dublin Quality Framework

The development of the Quality Framework is nearing completion, with new policies, processes and forms/templates having been approved in the reporting year. Members of Faculty Boards and other relevant committees are asked to review and provide feedback on draft documents. This feedback is then considered by the Quality Framework Team and this may then lead to changes being made. The documents are subsequently updated and submitted to the Academic Quality Assurance & Enhancement Committee and University Programmes Board for review and feedback, before final versions are submitted to Academic Council for approval.

The following policies and processes have been approved in the reporting period:

- Admissions Policy
- Digital Badges Policy
- Digital Education Policy (see Case Study below)
- Exit Award Policy
- External Examiner Policy
- Fitness to Practise Policy

TU Dublin's Academic Affairs' website 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 will be updated accordingly.

The Organisation Design for Academic Affairs and the Quality Framework Team is now completed and all positions are filled, with each of the five Academic Quality Advisors assigned to work with a specific Faculty and its Schools. Briefing sessions have taken place with each Faculty to discuss this relationship and expectations of both the Quality Framework Team and the Faculty/Schools, as specified within a Partnership Agreement Between Academic Affairs and Faculties & Schools. This Agreement details the service activity designated to the Quality Framework Team and the responsibilities, desired outcomes, timeframes and the necessary collaborative measures with the Faculty and Schools.

QA Perspectives in 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: Underpinned by institutional transformative education, to grow University enrolments attracting new and diverse students with a target to grow total student enrolments by 12%.

Performance Objective 2: Growth in research activity by 2028, so that:- (a) 23% (25%)² of academic staff are research active; and that (b) Postgraduate research student enrolments represent 5% (6.5%) of NFQ L8-L10 enrolments per TU Act.

Performance Objective 3: To maintain leadership in supporting equitable access, participation and success in higher education.

Performance Objective 4: 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 5: 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 6: Progress EDI ambitions through the successful delivery of our Athena Swan action plan – with attainment of Athena SWAN certification at Departmental, Faculty and Institutional level.

Physical and Infrastructural Developments

Construction of the Sports Building on the Tallaght Campus reached completion at the end of 2022. Fitout and commissioning were carried out in early 2023 and the building is now in use. Construction of the Academic Hub and Library commenced on the Grangegorman campus in early 2022. This major 12,500m² building, which includes the reuse of the former North House along with significant new build, has been designed by the award-winning team of O'Donnell + Tuomey. It will provide library and study space along with a range of student supports, including Career Development Service and the Maths Learning Centre. Work continued steadily through 2022 and 2023 with expected completion late 2024.

In early 2023, construction commenced on two new general teaching buildings on each of the Blanchardstown and Tallaght campuses. These buildings are being delivered by way of a Public Private Partnership (PPP) model, managed by the National Development Finance Agency

² * Two sets of targets are included here (as per the TU Dublin Strategic Plan 2024-2028), the latter of which 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

(NDFA). Construction has continued through 2023, with expected completion in late 2024 (Blanchardstown) and early 2025 (Tallaght).

Development and planning work continues on a number of projects including the West Quad (allowing for the relocation of activities currently located in Aungier Street), consolidation and expansion of research activities, and design of indoor sports facilities for the Grangegorman campus.

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 1.1 above
2	Student Experience Transformation (SRMS)	See 1.1 above
3	Response to CINNTE Review	See 1.1 above
4	Quality Framework	See 1.1 above
5	Programme & Module Catalogue (PMC)	In 2022/23 configuration of the Programme Module Catalogue was successfully completed and the population commenced with priority for CAO programmes. A pilot project for web publication of PMC extracts was also successfully completed to support access to course information by external stakeholders.
	Student Evaluation System	See 2.2 below

1.3 Governance and Management

Body	Meeting dates
Governing Body	12 October 2022 23 November 2022 22 February 2023 29 March 2023 10 May 2023 21 June 2023
Academic Council	4 October 2022 7 December 2022 21 February 2023 26 April 2023
University Programmes Board	11 October 2022 13 December 2022 14 February 2023 28 March 2023 16 May 2023 27 June 2023
Academic Quality Assurance & Enhancement Committee	27 September 2022 29 November 2022 20 February 2023 15 March 2023 9 May 2023 23 June 2023
Academic Regulations, Policies & Procedures Oversight Committee	8 November 2022 17 January 2023 7 March 2023 2 May 2023 13 June 2023

1.3.2 QA Leadership and Management Structural Developments

Following the new Academic Affairs Organisation Design implemented in 2022, the reporting year saw the appointment of five Academic Quality Advisors (AQAs). Each AQA has a specific responsibility in respect of one of TU Dublin's five academic Faculties.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
BSc in Business and Management (in partnership with Pharos University in Alexandria (PUA)) - Review	22/23 May 2022	All validation and review reports listed here, and responses from the Schools, can be found at: https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/quality-assurance-and-enhancement-processes/reports-and-responses/
MSc in Logistics and Supply Chain Management – Review	15 June 2022	
BSc (Hons)/BSc in Computer Science – Dual degree in partnership with Hanyang University, Republic of Korea – Review	20 March 2023	
MSc in Quantity Surveying - Review	17 May 2023	
BBS in Fintech and Compliance, Level 7 (60 credit, add- on) – Validation (joint award with Ramon Lull University, Spain, and Zuyd University of Applied Sciences, the Netherlands)	27 April 2022	
Masters in Leading Hospitality Innovation (Joint award) - Validation	1 July 2022	
Bachelor of Engineering Technology in Electrical Services Engineering (p/t) - Validation	23 May 2023	
Postgraduate Diploma in Science in Human-Centred Artificial Intelligence Technologies - Validation	6 June 2023	

1.4.2 Expert Review Teams/Panels³ involved in IQA

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	8	0	0	3	3	2	
<i>of those:</i>							
On-site processes				1			
Desk reviews				2			
Virtual processes							
Average panel size for each process type*				5	4	5	

* excluding secretary if not a full panel member

³ 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		7	1						1	7	1
Secretary			8		7			1			1
Academic/Discipline Specific	12	5	7		1		2	3		8	4
Student Representative		1						1		1	
QA			9		9						
Teaching & Learning	0										
External Industry /Third Mission	6	4	2			4		1	1		

2.0 IQA System – Enhancement and Impacts

Programmes of Education and Training

Fitness to Practise

TU Dublin offers programmes that are subject to regulation and approval/oversight in health and social care, early education, youth and community. During the reporting year, the University revised its Fitness to Practise Policy so that learners' ability, conduct, and health in relation to clinical/educational/vocational placements adhere to specific standards of conduct and competence. The policy includes an investigation procedure when someone's fitness to practise is called into question. Typically, this occurs when concerns have been raised about a learner's ability to perform their professional duties safely and effectively. This could be due to issues such as:

- Misconduct: Unethical behaviour, dishonesty, or breaches of professional standards.
- Incompetence: Demonstrated inability to meet the required standards of competence in their professional role.
- Health issues: Physical or mental health problems that may impact their ability to carry out their professional responsibilities.
- Criminal convictions: Certain criminal offenses may call into question a person's suitability to practice in certain professions.

Learners on regulated programmes are held to a higher standard than other students of the university given that the focus of their training and education is protection of the public whilst on placement and later as regulated practitioners in clinical/professional settings.

To support the policy, 40 members of the university drawn from academic and professional services received a two-day training programme on fitness to practise. The training also included workshops and mock hearings based on case studies drafted by the university. Once trained the 40 members comprise the panel from which boards of three members are drawn to hear either Fitness to Practise, or Fitness to Continue to Study, or Student Discipline. The term of office for each panel member is three-years renewable once.

In addition, the University trained 12 investigators over a two-day period to conduct investigations which involve investigations of complaints, reports, or concerns raised about a learner's fitness to practise. As part of the process the investigators were trained in methods to gather evidence, interview witnesses to gain an understanding of the situation, document their findings, and produce a report upon which the Fitness to Practise Boards can then conduct a hearing into the complaint and make findings as appropriate.

Academic Affairs provides administrative and procedural supports to the School, the Board, and the Investigator in the discharge of their duties in these matters.

Staff Recruitment, Management and Development

Blended Working Policy

The term blended working refers to a combination of working from the University Campus and working remotely away from the campus. Following changes to work practices within TU Dublin during the recent pandemic and the working arrangements within TU Dublin's "Phased Return to Campus Transition Plan", a TU Dublin Blended Working Policy was approved and implemented. The University recognises that providing for blended working arrangements can enable a better work/life balance for staff, reduce stress, improve employee motivation, performance and productivity, as well as enhance the attractiveness of the University as a place to work. It is also acknowledged that blended working can support improved use of TU Dublin's physical estate.

This policy sets out how the University will implement blended working arrangements while at the same time ensuring the University's commitment to the delivery of the highest standard of services. It is founded on six key principles:

- Delivering the University mission is our priority
- Working together on campus is critical to delivering the University mission
- Blended working is an enabler of the University strategic plan
- Everyone is eligible to apply for blended working
- We will remain in compliance with all relevant legislation
- Terms and conditions of employment do not change

Teaching, Learning and Assessment

Compendium of Assessment Methods: Students' Perspectives

[TU Dublin Compendium of Assessment Methods: from Students' Perspective.](#)

The Compendium of Assessment Methods was designed to accompany the new TU Dublin Assessment Handbook and to provide the student voice within the assessment design process. The Compendium includes a rich variety of valid alternatives to more traditional forms of assessment such as unseen examinations, essays and reports that can be used to support and evidence students' learning across our disciplinary programmes. The strength of this publication is that it has been written by students who have researched each method and are presenting their perspective on the assessment process.

Nine NTUTORR project student champions were involved in the resource development process. Initially, students identified 19 assessment methods in current use across the University. Each method is described in turn, what it assesses, the benefits and the disadvantages from both the teaching and student perspectives as well as student opinions about the use of these techniques in practice. The TU Dublin methods were shortlisted by the student writing team who also decided it was important to include Universal Design for Learning, Equality Diversity and Inclusion, Academic Integrity and Employability ratings and implications of such with the assessment design process.

The Compendium was launched at the TU Dublin Showcase of Learning, Teaching and Assessment Innovations on 19 January and the authors contributed to a plenary panel discussion session entitled *Assessment Worth Talking About*.

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.

Construction of the Academic Hub and Library at the heart of the Grangegorman campus is underway. Designed by award-winning architects, the Academic Hub 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 the learning experience. The building will be a hub for academic services, housing the Academic Writing Centre, Career Development Centre, Disability Support Centre, 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 in 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 has been working towards an increasingly integrated and standardised service for library users on all TU Dublin campuses. The completion of the library management system integration project in August 2023 marked a significant milestone in the journey towards a fully integrated library service. This project integrated the three different library management systems in operation on each of the three campuses into a single system. Since the completion of this project,

students and other library users can easily 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.

In parallel with this, the ongoing expansion of subscriptions to electronic library resources (databases, e-journals, e-books) to include users on all campuses continues. TU Dublin students are increasingly benefiting from standardised and enhanced library collections, available from any campus or remotely.

Student Success Unit

The Student Success Unit, part of Student Services and Wellbeing, secured funding for a COP (Community of Practice) for the academic year 2023/24, titled "Strategies to Support First Year Students at TU Dublin". As part of this COP a "First Year Student Satisfaction Survey" took place in semester one. Careful consideration was taken to ensure the correct questions were asked in this survey, which included review of previous first year surveys, general feedback from both staff and students and a dedicated Student focus group which took place in November 2023. The Student Success Unit were delighted to announce a 30% response rate following the four weeks this survey was live. In January 2024, the survey data was presented to the Student Experience Committee. It is intended to share with all TU Dublin Academic faculties and professional services once the full analysis has been completed. The next step in this process will be to engage with campus students and staff in the different locations to discuss the results and look at strategies to support our first year students.

Information and Data Management

Student Evaluation System

Building on the success of implementing a unitary survey to Students across TU Dublin, the University in 2022 undertook a procurement exercise to acquire a new software platform to support the Evaluation of Programmes by Students. The new TU Dublin Programme Evaluation Survey was available online for a limited number of programmes for two weeks in February 2023, as part of a pilot study, and to all other major award programmes during May 2023.

The survey was issued to all registered undergraduate and postgraduate students studying on programmes leading to major awards. 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 3943 students (ca. 18% of registered students in TU Dublin) completed the survey. This total comprised of 3520 undergraduate students and 423 postgraduate students. Each Programme Chair / Co-ordinator was provided with a report summarising the responses received for each programme

and requested to use the new functionality provided in the software to close the feedback loop and summarise their observations on the feedback received and any actions arising. By closing the feedback loop, students can see that their feedback is being read and is valued.

The key themes arising from the survey are outlined below:

Theme	Findings
Quality of Teaching	<ul style="list-style-type: none"> Overall students perceive the quality of teaching to be high and appreciate the knowledge, support and understanding that academic staff have provided.
Class Interaction	<ul style="list-style-type: none"> There is a high level of satisfaction with class interactivity both with other students and with lecturers and this is of great importance to students.
Relevance to Industry and Employment	<ul style="list-style-type: none"> Students attached a high value to programmes that have industry relevance and will lead to good job opportunities. Students who stated that there was sufficient industry engagement tended to answer all other questions positively. Students' perceptions about how well their programme of study will prepare them for work and future employment deteriorates from 1st – 4th year. Many students requested more industry/community engagement, site visits and “real-world” practical tasks within the programmes.
Work Placement	<ul style="list-style-type: none"> Work placement is valued by students. A significant number of students on full-time undergraduate programmes that don't include a work placement believe the programme would benefit from the addition of a placement.
Online Learning	<ul style="list-style-type: none"> Students have mixed views on the role and usefulness of on-line learning. Students value the flexibility and the convenience of on-line learning but for many students face to face learning is more effective, especially for practical aspects and for building connections with staff and students.

Other Parties Involved in Education and Training

Establishment of a Strategic Partnerships Unit

TU Dublin has acknowledged through its recent organisational design process the value of strategic partnerships which are pivotal to the university and has established a unit to develop and nurture such partnerships across three areas namely Academic, Industry and Societal Engagement. This will

facilitate diverse collaborations that enhance student engagement, education, and societal impact. These collaborations span across industries, academia, governments bodies, and not for profit organisations as well as fostering innovation, knowledge exchange, and resource sharing. Establishing and nurturing strategic partnerships is a deliberate, long-term endeavour for the university and one of the three pillar priorities in its Strategic Intent 2030, which encompasses our vision, alignment of goals, to the mutual benefit for those involved.

TU Dublin has forged alliances with other academic institutions globally, enabling student exchanges, joint degree programs, and collaborative teaching initiatives. These partnerships offer students diverse perspectives, cross-cultural experiences, and a broader academic curriculum. They cultivate a globalized learning environment, preparing graduates for the interconnected world they'll enter upon graduation. Currently there are over one hundred academic partnerships in the University including Erasmus+ and Exchange Agreements.

Furthermore, partnerships with industry and enterprise foster experiential learning opportunities for students. Internships, and industry-sponsored projects provide students with practical skills and real-world insights, making them more employable upon graduation. As a university we also provide a variety of learning opportunities for employees of our industry partners to re-skill and upskill. Currently TU Dublin is working with a variety of industry partners (e.g. Workday, AWS) and in the coming year we have plans to grow these and add new partnerships ensuring that we have impact across all economically prominent sectors.

Strategic partnerships also play a crucial role in addressing societal challenges. Collaborations with governmental bodies, not for profit and local communities allow the university to apply their expertise to tackle pressing issues such as healthcare, sustainability, and social justice. By combining knowledge, resources, and networks, these partnerships develop solutions with far-reaching impacts.

The process of cultivating strategic partnerships demands a deliberate approach. It involves identifying potential collaborators, understanding their needs and capabilities, and aligning goals and expectations. Effective communication and trust-building are critical elements that underpin successful partnerships. Regular meetings, joint planning sessions, and transparency help sustain these relationships. However, maintaining strategic partnerships requires constant nurturing. Regular evaluations of the partnership's effectiveness, mutual benefits, and alignment with evolving goals are essential. Flexibility and adaptability in response to changing circumstances or emerging opportunities ensure the sustainability of these collaborations. This is not without its challenges as this first year of the Strategic Partnerships Unit has shown. However, the goals for the coming year include improvements in processes and underpinning technology to assist and enhance the unit's ability to meet its challenges.

In conclusion, strategic partnerships are a cornerstone of a university's success. They foster innovation, enrich educational experiences, address societal challenges, and fortify the institution's

position in the global landscape. With careful planning, sustained efforts, and a commitment to mutual growth, TU Dublin will harness the power of strategic partnerships to drive meaningful change and progress.

European University of Technology (EUT+)

The first phase of the European University of Technology (EUT+) initiative concluded in October 2023 and has been funded for a further four years under the European Universities Initiative of the European Commission. The original eight partners have been augmented with an additional university from Italy joining alliance. The groundwork undertaken over the first 3 years will form the basis of engagement over the next four years, which is expected to lead to a con/federation. Notable outputs to date include the development of the European Culture and Technology Lab (/ECT Lab+) based in TU Dublin, a pilot for EUT+ Academic Press (online and also based in Dublin), progress on embedding EDI principles across the partners, and a number of academic programme clusters working on joint degree programmes. In addition to the core funding the alliance has been successful in competitive research funding awards.

Equality, Diversity and Inclusion

In the year September 2022 to August 2023 the University continued to embed EDI practices into the university systems and structures. The University Education Model was developed with significant input from EDI, and the Model recognises the importance of inclusion, putting it at the centre of the model.

EDI also played a role in the revision and consolidation of the Student Disciplinary Policy, ensuring EDI principles were embedded into the policy.

Finally, the EDI team sends out a weekly EDI newsletter to all staff and students during term time, ensuring EDI news, events and information is easily available for all of the University community.

Integration of UN sustainable development goals (SDGs)

The TU Dublin strategic intent sets out an ambition to become “a powerhouse for living & breathing sustainability”, and that all programmes will have sustainability as a learning outcome. In 2023 the University appointed a Sustainability Education team to support the achievement of these aims.

In relation to training and education:

- 34 no. workshops/seminars/webinars on the topic of embedding SDGs in the curriculum were delivered to TU Dublin school and programme teams with 569 no. staff attending. · A Sustainability Education Toolkit with resources for teaching staff was developed and launched.
- Funding was provided to Faculties and Schools via the National Forum for Teaching and Learning SATLE fund to integrate SDGs into the curriculum. · Funding was also provided via N-TUTORR for sustainability projects co-created with students as part of curricular and extra-curricular

activities. · 27 no. academic staff attended a 5ECTS CPD for Educating for Sustainability in Semester 1 2023/24.

- Sustainability was integrated into training for senior staff, researchers, and professional development programmes delivered by the Learning, Teaching and Assessment team.
- A Community of Practice for SDG Literacy with 90 members was supported and organised monthly events. In relation to Governance and Management of Quality:
- In June 2023, TU Dublin’s Academic Council approved Sustainability as one of three University level Graduate attributes. Internal QA guidelines, systems, supports and resources are being developed to implement the sustainability graduate attribute in academic programme learning outcomes. To prepare for implementation, tailored workshops are being offered to school and programme teams by the Sustainability Education unit to facilitate the embedding of sustainability into programmes as they prepare for programme reviews. The sustainability education team has appointed a team member to support each Faculty.
- To measure embeddedness and monitor the implementation of sustainability within academic programmes across the University programme catalogue the new University Education Model Fundamental 7 (see 1.1 above) sets out that “Learning outcomes related to sustainability are transparent”. The new model will be implemented over the coming years and TU Dublin will use the AASHE-STARS framework to evaluate the meaningful integration of sustainability and the SDGs in the curriculum.

In relation to Supports and resources for learners:

- To establish sustainability in the mind-sets of incoming students to TU Dublin, dedicated orientation and extended induction events have been incorporated into TU Dublin’s planning. During Orientation in September 2023 an engaging, interactive sustainability workshop was delivered to all incoming TU Dublin students. This introduced students to the SDGs and outlined the resources and opportunities available on campus. Over 5,000 students attended 30 workshops.
- An online Sustainability course was made available to all incoming students on the Virtual Learning Environment. This included an introduction to SDGs and sustainability on campus, as well as the Sulitest, a UN-supported sustainability literacy test. The N-TUTORR project developed a digital back pack for students which included an online course on the sustainable development goals. In 2023, all campuses in TU Dublin were awarded An Taisce Green Flag. The Green Flag committee is a highly student-centred process, and the assessment featured many presentations by students discussing how they addressed sustainability in their academic programmes and co-curricular activities.
- In relation to Public Information and Communication:
- Staff and students in TU Dublin are kept informed of developments in ESD via the Sustainability Education Website, an internal newsletter, Green campus Committee and Community of Practice activities, and regular news updates.

2.1 Initiatives within the Institution related to Academic Integrity

TU Dublin is committed to promote a culture amongst both staff and students to uphold academic integrity. At its most basic, academic integrity is about being honest and moral in an academic setting. To adhere to this means that we, as a university community, can have confidence in the quality of our teaching, learning, and assessment.

Assessment serves several purposes at TU Dublin: as well as assuring us that learners have achieved the required learning outcomes and the associated professional standards of the programme, assessments are also used to provide both students and the university with feedback on students' learning progress and where necessary to put in place the additional supports or resources.

Such an aspiration is not without its challenges in the face of sophisticated, accessible and low-cost cheating services. However, if the university is to have confidence in programme development, monitoring and review, assessment, teaching and learning methodologies, feedback mechanisms, professional development programmes for staff, supports and training for learners, and information for external stakeholders then all members of TU Dublin have an obligation to make academic integrity a core value of its university community.

In 2023 the university appointed an Academic Integrity Manager. It also established an Academic Integrity Policy Group to review and approve Academic Integrity-related policies, guidelines, and frameworks prior to their adoption by the university; monitor the university's Academic Integrity initiatives to ensure compliance with established policies; assess the ethical and societal implications of Artificial Intelligence deployments and make recommendations for mitigation; collaborate with relevant Schools and Professional Services to ensure consistent policy implementation across the university; and, engage with external stakeholders, experts, and regulatory bodies to stay informed about Academic Integrity policy developments. The Chair of this group is the university's member on the National Academic Integrity Network (NAIN) and participates at its conferences and on its subcommittees. This participation ensures that the university's approach to academic integrity is informed by developments sectoral both in Ireland and abroad.

In 2023 the university's policy on academic integrity was published and a webinar was held to raise awareness of artificial intelligence for all staff and students. Following from this the student declaration on the university's Virtual Learning Environment (VLE) was updated to include adherence to uphold principles of academic integrity in all work submitted to the university by students. The university's Academic Affairs webpage now has a section on academic integrity and includes a section for publications on best practices for all members of the university. Also, in 2023, the university published its unitary policy on academic integrity together with a framework for the management, investigation, and reporting of cases of suspected misconduct.

In Autumn 2023, the university collaborated with the National Technological University Transformation for Recovery and Resilience (NTUTORR) to produce and launch a student tool-kit on Academic Integrity. The university also engaged with EAB (formerly the Education Advisory Board) to develop, as part of its workplan for 2024, further resources to integrate, support and promote awareness of academic integrity across the university by using data analytics. This in turn will build learners' ethical empowerment in teaching and learning through the university's new education model (UEM), and improve programme design and development in a manner that promotes authentic learning, research, and 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/CINTE recommendation.</i> <i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
	University Education Model	<p>Building on the design and development, subsequent extensive socialisation and ongoing initial implementation across the University, the planned activities for the final six months of the University Education Model Team secondment include the following:</p> <ul style="list-style-type: none"> • UEM Launch event including UEM Case Study Compendium and UEM Launch. • Engagement-level workshop completion across all Functional Groups within the Professional Services and Vice-Presidents Office structure. • Pilot Learner Assembly to explore the concept and learn-lessons for future Assemblies. • Support Faculties and Schools in interpreting the briefing document and in moving towards embedding the UEM in day-to-day practice. • Initiate UEM Public Engagement and Promotion through branding, visual and graphic design and an associated promotional campaign with key partners. • Conclude Governance responsibility through UEM Oversight Group (OSG) coordination • Contribute to ongoing allied develop work including, but not limited to, Graduate Attributes/Outcomes conception, TU Dublin Assessment Handbook creation, Liberal Arts Programme development • Enhance cross-University synergy through coordination of, and contribution to, the University Strategic Initiatives Group (comprising EUt+, N-TUTOR, Sustainability, EDI) • Provide consultation on strategic University items such as the Student Mental Health Framework and the Unified Tertiary System (FE to HE). • Continue to cooperate and support allied initiatives and projects such as the Sustainability Education Framework development.

	Student Record Management System	<p>The Student Record Management System (SRMS) programme of work will continue to make progress through 2023/24 regarding the design and configuration of the new unified system. The approach being used looks at a series SRMS capabilities (or stages) aligned to a typical student life cycle. The vendors will substantially complete the design and build of the cloud-based hard and soft infrastructure that will host the new unified TU Dublin SRMS. The new systems will be configured to align with our future vision for the transformation of the student experience and cognizant of the emerging University Education Model that will be enabled and empowered by the unified SRMS. High level objectives for TU Dublin in 2023/24 include:</p> <ul style="list-style-type: none"> • Completion of the Banner v9 configuration for the Person Management capability that will define the creation of student records and assignment of an individual identify to each. • Compete and go-live with the Curriculum capability in Banner 9. This foundational piece of work will underpin many other Banner capabilities including student enrolment, registration, fees management, assessment, completion and graduation. • Configure CRM Recruit to go live in November 2024. CRM Recruit will become the primary vehicle through which TU Dublin will attract, recruit and engage new students for the 2024 recruitment campaigns. • Design and configure the systems for the Student Enrolment & Registrations and Scholarships & Bursaries capabilities. We aim to utilise these systems to register and manage associated finances for all students from September 2025. • Make substantial progress on legacy system data migration and other important applications integrations e.g. online payments, VLE etc. <p>Allied to the go live for the above capabilities, we will map current business processes to the emerging new configurations, unify and streamline those processes across TU Dublin, and support a change management process to introduce the new system in a stepwise manner with appropriate and sustainable staff training supports.</p>
	Quality Framework Support for Strategic Plan 2024-2028	<ul style="list-style-type: none"> • Supporting a review of the University’s programme portfolio to ensure that the TU Dublin offerings are fit for purpose and appropriate for today’s needs.

		<ul style="list-style-type: none"> • Oversee academic programme validation/review processes for Sustainability Education, and the embedding of sustainability principles and approaches in contextual programme and module learning outcomes. • Oversee the alignment of academic programmes and constituent modules with the University Education Model (UEM). • Oversee the development and validation (including collaborative rollout) of Access Foundation Programmes aimed at preparing students, both personally and academically, to pursue undergraduate programmes at TU Dublin. • Oversee quality reviews of postgraduate research programmes to ensure students are equipped with the discipline-specific, professional, and transversal skills and the supports they need to be successful in their research.
	Programme & Module Catalogue	<p>The focus for 2023/2024 is:</p> <ul style="list-style-type: none"> • the completion of population of the PMC and ensuring quality of information • web publication for all active programmes • knowledge sharing and harmonization of approach across TU Dublin campuses <p>engagement with the upgrade of SRMS to ensure interoperability with the PMC.</p>

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 Science (Honours) in Quantity Surveying & Construction Economics	28 February 2024	2016
Bachelor of Science in Computer Science (double degree programme with Kyungpook National University, Republic of Korea)	February 2024	2017
Master of Science in Real Estate	14 March 2024	2016 (School Review)
Master of Science in Clinical Laboratory Science	April 2024	2017
Bachelor of Arts (Honours) in Commercial Modern Music	April/May 2024	2016
Master of Music in Performance/ Conducting	April/May 2024	2017
Bachelor of Arts (Honours) in Drama (Performance)	April/May 2024	2014 (School Review)
Master of Science/Postgraduate Diploma in Computing with Development Operations Master of Science/Postgraduate Diploma in Applied IT Architecture	May 2024	2016
Bachelor of Science (Honours, Ord) Computing Bachelor of Science (Honours, Ord) Computing in Digital Forensics and Cyber Security Bachelor of Science in Computing Cloud Networking Technologies Higher Certificate Networking Technologies (Learn and Work)	May 2024	2016
Bachelor of Arts in Digital Media	May 2024	2015

Bachelor of Arts (Honours) in Creative Digital Media		
Bachelor of Arts (Honours) in Journalism	May 2024	2016
Bachelor of Arts (Honours) in Film and Broadcasting	May 2024	2016
Bachelor of Arts (Honours) in Photography	May 2024	2016
Bachelor of Arts (Honours) in Game Design	May 2024	2014
Bachelor of Arts (Honours) in Digital Production and Media Arts	May 2024	2016
Higher Certificate in Science – Laboratory Technician Bachelor of Science in Laboratory Analyst	May/June 2024	2018

3.2.2 Reviews planned beyond Next Reporting Period

A Schedule of Reviews to include School, Faculty and Professional Services Reviews is under development. Several programme reviews are being scheduled to take place in 2024/25.

4.0 Additional Themes and Case Studies

4.1 Additional Themes including reports from HCI-funded Projects

Convene/Enterprise Academy - AQR 2024

Convene, a TU Dublin-UCD collaborative project funded by the Human Capital Initiative under Pillar 3 – Innovation and Agility, is continuing its work to enable and transform university-enterprise engagement across TU Dublin. The Enterprise Academy (EA), launched in October 2022 as key output of the project, offers a single-entry point for enterprise to partner with TU Dublin on their talent development initiatives and long-term skills strategy. Throughout 2023, the EA engaged in brokering, supporting and marketing collaboration between enterprises across TU Dublin's five Faculties and 24 Schools.

A key accomplishment for 2023 was the successful outcome of a tender issued by Technology Ireland Digital Skillnet in partnership with the IDA-backed SportsTech Ireland cluster for the development of an accredited suite of programmes in SportsTech Analysis, Technology and Innovation. The EA led the multidisciplinary bid in close collaboration with three of our five Faculties who engaged systematically and for the first time, in the design, development and validation of stackable learning pathways.

Through the School of Media, 16 Intel employees completed a micro credential in Game Asset Design, the first of two Level 8 micro-credentials to offer online learning for new staff on high-end equipment. The second micro credential, Game Programming ran in 2022/23, with online delivery facilitated by the EA's Instructional Design team. The Intel solution is the basis for one of a series of accredited talent development case studies published by the Enterprise Academy. A successful funding application was made through Digital Skillnet to extend the Intel portfolio across two additional faculties.

Further to the second cohort of SGS' postgraduate Certificate in Implementing Regulatory Requirements for Medical Devices, the Notified Body Capacity (NoBoCap) partnership has been extended through the successful EU4Health consortium funding application to meet the significant need for compliance skills, also serving market operators (producers, distributors & importers). The cross disciplinary venture incorporates the EA, the School of Mechanical Engineering and the School of Chemical and Pharmaceutical Sciences. A total of six modules will be delivered by the consortium with 22 participants on the programme in 2022/23 and 47 registered for the September 2023 intake.

Former Convene Fellow, now EA Senior Engagement Manager, Dr Ciara Walsh, led a successful Springboard+ application for a Postgraduate Diploma in Brewing & Distilling. Capped at 16 participants for health and safety reasons, the programme was oversubscribed. As the first taught postgraduate qualification of its type in Ireland, this supports growth and has deepened TU Dublin's relationship with new and established actors in the sector. Thirteen candidates completed the course in June with 52 applicants for the September 2023 intake.

In June 2023, the EA hosted Workday's Business Product Acumen programme designed to build leadership capacity and create pathways into Product Management from across the organisation. Leveraging the Enterprise Faculty built through the postgraduate diploma and MSc in Product Management, 275 Workday employees attended. A second programme is planned for May '24.

The Enterprise Academy together with fellow HCI project GROWTHhub facilitated a two-day Enterprise Challenge sponsored by worldwide travel platform Travelport in May 2023. Students from across the university along with five Travelport interns, formed multi-disciplinary teams to consider how changing technologies might enhance the travel experience for users of travel apps. In June 2023 the Enterprise Challenge was validated as a standalone module to be incorporated within the curriculum and the University Education Model.

The first round of the Version 1 Certificate in Leadership Programme brokered by the Enterprise Academy and facilitated by the Graduate Business School concluded in September 23 with 68 graduates. The '24 cohort will extend to 200 employees.

Screen Ireland - Passport to Production programme, with 86 Graduates, is being rolled out across the country. The Enterprise Academy co-led the curriculum design phase of the BA (Hons) in Screen Industry Practice RPL project in conjunction with the School of Media, soon to go forward for validation.

In June the EA hosted its inaugural Future Talent Forum to drive transformative partnerships through innovative enterprise-led engagement and foster a community of talent development professionals from across enterprise and academia. Attended by over 120 talent development professionals, sessions explored critical learning design principles and workforce trends including transversal skills, generative AI, applied assessment and the value of accredited education. A skills-first approach to talent acquisition and development was a pervasive theme.

An eight-episode podcast series was developed, each featuring the invited experts at [TU Dublin's Enterprise Academy Future Talent Forum](https://www.tudublin.ie/explore/news/tu-dublin-enterprise-academy-launches-future-talent-podcast-series-.html). Episodes are published on the EA website and third-party platforms. <https://www.tudublin.ie/explore/news/tu-dublin-enterprise-academy-launches-future-talent-podcast-series-.html>

The Enterprise Academy Collaborative Talent Development Community of Practice commenced in September 2023 with 50 participants in attendance. The monthly, invite only event series fosters discussion on university-enterprise engagement featuring guest speakers from enterprise and academia. This is promoted to stakeholders across the university, enterprise, civic and enterprise partners. <https://www.tudublin.ie/connect/partnering-with-us/enterprise-academy/teaching-learning/community-of-practice/>

GROWTHHub

GROWTHhub continues to develop as a centre for entrepreneurship learning at TU Dublin. Funded by Pillar 3 of the HEA Human Capital Initiative, the GROWTHhub initiatives seek to encourage an entrepreneurial mindset for TU Dublin graduates and build on the TU Dublin environment to stimulate a culture of idea generation, exploration, and implementation. The GROWTHhub mission is to build new student entrepreneurship learning pathways, underpinning the capacity of our programmes to support entrepreneurial learning outcomes, and building a supportive environment that allows students and enterprise-based learners engage in entrepreneurship initiatives.

GROWTHhub kicked off IMMERSE, Ireland's only student start-up internship programme. Linking in with start-up and emerging enterprises, IMMERSE offers internship opportunities for TU Dublin students with entrepreneurial ambitions seeking to learn directly how start-ups operate. Partnering with the Enterprise Engagement team, four iVenTure student enterprise accelerator programmes took place across the City, Tallaght and Blanchardstown campuses. GROWTHhub continued the roll-out of climate action related entrepreneurship initiatives. This included hosting the national ClimateLaunchpad competition as well as rolling out climate action entrepreneurship initiatives at each of the TU Dublin campuses. GROWTHhub also held the second TU Dublin President's Sustainability Innovation Challenge. This year the focus was on developing enterprise solutions targeting reducing domestic food waste. Live challenge projects were also implemented with the Dublin Simon Community, the ESB and SoftCo. GROWTHhub also launched new digital badges in Entrepreneurship and Design Thinking Fundamentals which are available for TU Dublin students and staff.

The first Workday cohort commenced the Certificate in Entrepreneurial Leadership in September 2022, with GROWTHhub partnering with the TU Dublin Graduate Business School. A second cohort commencing in February 2023 and work commenced on the design of an Emerging Leaders programme.

The second GROWTHhub Entrepreneurship Education Bursary Programme saw 15 pedagogical development initiatives targeting the development of entrepreneurship competences supported. In November 2022, GROWTHhub hosted the inaugural Entrepreneurship Education Share and Learn Symposium. This event brought together over 50 entrepreneurship educators from universities across the island for 20 presentations.

Building Change, Designing a Resilient Future through Architecture Education

Built Environment accounts for 39% of global greenhouse gas emissions, with operational emissions accounting for 28%, and embodied emissions, associated with the construction of new buildings, accounting for the remaining 11%. To enable the global efforts to reduce carbon emissions, the Architecture, Engineering and Construction (AEC) industry requires graduates equipped with the knowledge and skills to address the challenges that the industry, and society, face. This necessitates the reform and refocusing of related academic programmes, the upskilling of academic staff to ensure these reimagined programmes are underpinned by a continuing culture of academic excellence related to the fields under consideration, and the support of industry, the professional bodies and government.

To address the above challenges, and under the auspices of the Human Capital Initiative (HCI) administered by the Higher Education Authority, the project partners, Technological University Dublin (lead partner), University College Dublin, the University of Limerick, South East Technological University, Atlantic Technological University and the Cork Centre for Architecture Education (a joint initiative of University College Cork and Munster Technological University), have come together in the Building Change project, piloting radical revision in architectural education to prioritise United Nations Sustainable Development Goals 2030 Climate Action (SDG 13.3) and Housing (SDG 11.1). The partners are undertaking a transformative process, reconfiguring and revising curricula to enable graduates to help society address the sustainability challenges.

The adopted approach incorporates a number of interconnected facets. A critical needs analysis is determining key skills and knowledge areas needed for future professionals and the prioritisation of these in the specific context of UN SDGs 11.1 and 13.3, working with our stakeholders to identify key skills required for the curriculum for the education of graduates with the capabilities required to meet the challenges of Climate Action and Sustainable

Housing. Studio Pilots allow the project to explore the reimagining of design studio curriculum towards a problem and design based methodology of projects that confront students with Climate Action and the Housing Crisis within both their regional areas and more broader nationally. Continuous Professional Development plays a central role in the project through the upskilling of staff to contribute to the formation and delivery of the Resilient Curriculum. An overarching goal is to engage with the RIAI towards the revision of their accreditation requirements for architecture degree programmes such that they incorporate the necessary sustainability concepts and requirements.

Recognition of Prior Learning

TU Dublin's Recognition of Prior Learning (RPL) policy, approved in 2022, is being implemented across TU Dublin, through programme validation and the review of existing programmes. RPL is embedded within TU Dublin's Quality Framework, and it is a requirement that information on RPL, for entry, advanced entry and module exemptions is available, to staff, to validation and review panels and to students.

TU Dublin is participating in the RPL for Enterprise pilot, through the Convene project/Enterprise Academy and we have received two further enquiries about programme developments for enterprise with a significant RPL element. The RPL for Enterprise pilot programme has received approval in principle to proceed to validation, representing a significant development for TU Dublin and one that will serve as an exemplar/model for others to consider. This programme provides an opportunity for high-level practitioners in the screen industries with extensive experience to formalise their prior learning and gain formal qualifications, which may have been unavailable to them when they were entering the industry.

The Convene project/TU Dublin Enterprise Academy has led these developments with input and guidance from the RPL Project Lead. They are closely aligned to the RPL project, as they facilitate enterprise to partner with TU Dublin for talent development initiatives and long-term skills strategy. The consideration of quality assurance processes from the outset has also been important in establishing rules of engagement and consideration of the proposals against approved policy and issues arising have been aired within the National Project, providing interesting and useful feedback to all involved. As a result of this particular collaboration, potential other RPL programmes have emerged and are in the early stages of development.

The publication of a pilot Technical Definition for RPL had coincided with the move to new Student Record Management Systems within in some HEIs, as in the case of TU Dublin and the move to Banner 9. The development of an 'RPL Patch' developed by EduCampus and Atlantic

Technological University and available to other HEIs will ensure that appropriate data on RPL is captured.

TU Dublin through its Project Lead continues to participate in the National RPL in HE Project which is focusing on practice share and on the development of tools, resources, forms and templates that can be used/adapted in each HEI.

Case Study 1

Title: **Developing an Enabling Digital Education Policy for TU Dublin**

Keywords: **Digital Transformation; Digital Education; Enabling Policy;**

Context

Since 2020, the embedding of digital technologies and media in higher education learning, teaching and assessment practices, at a faster than average rate, has resulted in staff and students developing more diverse digital capabilities than they might otherwise have possessed, and influencing learning expectations around the use of digital teaching and learning tools. According to Stephenson and Torn (2022, 10) 'HEIs will have to deal with the legacy of the pandemic on students' expectations of what university learning is, with a mind shift required for both students and staff'. In moving forward now, careful planning and strategic decision making has been highlighted in the literature as essential to ensure a focus on 'pedagogisation' rather than just the technology (Rapanta et al. 2021, 715).

TU Dublin is committed to "creating transformational educational opportunities that inspire, support and develop the individual in reaching their full potential" (Strategic Intent 2030). Underpinned by the key sustainable development goal no.4 (SDG) 'Quality Education', our strategic objectives include developing and embedding a dynamic new model of education at TU Dublin; providing flexibility in structure, mode, and place of delivery to suit an evolving global landscape; and delivering a digitally enhanced student learning experience that will facilitate the development of our learners to become the most sought-after digitally literate graduates. Post-Covid, developing and implementing a quality, flexible, accessible, and inclusive Digital Education Policy at TU Dublin has a strategic part to play in helping us achieve these objectives and respond positively to the changed expectations of the sector.

Developing an enabling policy

In September 2022, a Digital Education Policy Working Group was established as a sub-committee of TU Dublin's Academic Quality Assurance and Enhancement Committee (AQAEC) and tasked with writing an enabling policy that would support staff and students as they engage with digital education and offer modules via flexible delivery modes. The working group members included academic staff and academic managers, student representatives, and professional services staff from Teaching and Learning, Technology Services, Library Services, Disability Services, and the Quality Framework Team. Additional expertise was called upon as required to ensure that the policy was co-created in an open, transparent and participatory way.

For direction, the working group members turned to the guidelines on policy development offered by the National Forum for the Enhancement of Teaching and Learning in Higher Education (2021). In those guidelines an enabling policy is defined as one that is 'implementable, situated in practice and reflective of the HEI's priorities', and under the headings of 'Policy Content', 'Policymaking Process', and Policy Form and Style', fifteen criteria for enabling policies are provided. We found these guidelines hugely helpful and followed them closely as we developed our work plan.

Over February/March 2023 the first draft of the policy went out for consultation and review by relevant stakeholders, with the final draft being presented to AQAEC at their May 2023 meeting. It came before Academic Council in late June 2023, where it was approved. A copy of the policy can be accessed from the TU Dublin Academic Policies listings page.

The policy covers all digitally enhanced learning, teaching and assessment practices in 'In-Person On-Campus Technology-enabled', 'Blended', 'Online' and/or 'HyFlex' modules, and definitions for each modality has been provided in the policy. Follow the provision of some general principles, the body of the policy is arranged under the five main headings 'Quality Assurance and Enhancement'; 'Programme Design and Delivery'; 'Student Assessment and Feedback'; 'Accessibility'; and 'Staff and Students Training, professional Development, & Support'. The policy has been designed in such a way as to safeguard both quality assurance and academic standards, encourage quality enhancement, and ensure the provision of appropriate support for staff and students engaged in digital education.

The policy has been well received by staff and students alike. A Digital Education Policy Implementation Working Group was established in September 2023 and work is ongoing to document what will be required now to implement the policy; produce an implementation plan with associated timelines and responsibilities; and subsequently lead on realizing that plan.

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Case Study 2

Title: Learn+Work Programmeme in Networking Technologies
Theme: Access, Transfer, Progression (ATP) – exploring pathways and innovations from FE to HE.
Keywords: Internship, ICT, Progression

The Learn+Work programme, TU655, is a Level Six programme leading to a Higher Certificate in Science in Computing (Networking Technologies) in the School of Informatics and Cybersecurity. It is a collaborative initiative aiming to address skill shortages in high-tech industries by providing industry-led training and upskilling. Specifically, TU655 focuses on alleviating the critical skill shortage in the Information and Communication Technologies (ICT) sector. The programme, launched in 2016, combines elements of apprenticeship programmes and higher education, catering to industry demands for work-ready graduates. The COVID-19 pandemic accelerated the need for digital transformation, heightening the demand for networking talent.

TU655 follows a unique structure, alternating between academic study and work placements. Students engage in 5-month academic blocks and 7-month work placements, with work scheduled four days a week, allowing one day for coursework. This arrangement facilitates close monitoring of student progress during placements. The programme primarily attracts mid-career changers and individuals seeking to upskill within ICT, with a significant portion being between 24 and 34 years old.

To support students' transition to the workplace, the programme provides various preparation supports, including mock interviews, briefings, and CV tutorials. Regular board meetings assess student performance and readiness for work-based elements, contributing to a low attrition rate of 4%. Pre-screening of candidates ensures the recruitment of committed students, enhancing employer confidence in the programme's graduates.

Moreover, TU655 offers students access to industry certifications, such as the Cisco Certified Network Associate (CCNA) training pathway, enhancing their employability. A high percentage (up to 85%) of graduates secure full-time employment in the ICT workforce after completing the programme, with many joining the company where they completed their work placement. The programme boasts a high employer retention rate, with 98% of placement companies returning to take on new students annually. Furthermore, a significant portion of graduates (65%) choose to further upskill by pursuing honours degree-level studies in cloud computing or

cybersecurity. An exemplar graduate testimonial is available, showcasing the programme's success in producing skilled and employable graduates. Overall, TU655 exemplifies a successful model bridging the gap between education and industry needs in the high-tech sector.

Case Study 3

Title: Assessment of ophthalmic dispensing students on work placement
Theme: Assessment feedback as a means of enhancing student learning and teaching practice

Theme: Assessment feedback as a means of enhancing student learning and teaching practice

Keywords: Work placement, case records, formative feedback

Abstract:

The submission of case records for graded formative feedback by ophthalmic dispensing students out on work placement, allows students to improve their technical knowledge, while simultaneously benefitting college mentors (doing the grading) by obliging them to keep up to date in their own product knowledge

Students in their third (and final) year of the Bachelor of Science in Ophthalmic Dispensing spend the entire of that academic year out on work placement in a community optical practice. While on work placement they are assessed by their placement supervisors on a pass/fail basis and by their University Mentors who grade student submissions. As part of their assessment, they have to submit 50 case records on 50 spectacle dispenses that they carry out while in practice. The submission of these case records is staggered across the academic year, in order to allow the case records to be marked in sufficient time for the students to use the feedback from preceding records, to inform the writing of subsequent records. Placement supervisors are advised not to help students write the case records, but it is recommended that students discuss the feedback on the case records with their placement supervisor, particularly in cases where the advice from the college mentor may seem different to that which the student has learned in practice. When the work placement is complete students come into the university for final practical and oral examinations. One of the oral assessments is based entirely on the student's submitted case records.

While there are other elements to the students' assessment while on placement, this element is the most significant in terms of improving students' technical knowledge. From the University mentors' perspective, the marking of these case records often obliges mentors to look up new spectacle lenses, tints and frames and it gives college mentors a good idea of what is being dispensed in community optical practices. In this way the mentors' knowledge is kept up to date and examples from case records supplied by third year students are sometimes used to illustrate points in first and second year undergraduate teaching.

Case Study 4

Title: Optometric Practice Placement: Final Clinical Examination

Theme: Assessment feedback as a means of enhancing student learning and teaching practice

Keywords: Clinical placement, authentic assessment, formative feedback

Abstract:

Final year students of the TU Dublin BSc (hons) Optometry programme undertake a supervised practice placement of five-month's duration in a community optical practice. A significant element of assessment is a Final Clinical Exam conducted in a "real world" environment. This presents several challenges including standardisation of the assessment. It is possible to manage this challenge by having appropriate training and clear guidelines for assessors and by ensuring that students receive constructive feedback in a timely manner.

Final year students of the TU Dublin Bachelor of Science (Honours) in Optometry programme undertake a compulsory five-month practice placement in a community optical practice, supervised by a suitably qualified optometrist (practice educator) liaising with a university-based optometrist (tutor). Graduates of the Optometry programme are eligible to register with the CORU Optical Registration Board (ORB), so, before graduating, they must meet all standards of proficiency (SOP) defined by the regulator. These SOPs are assessed as appropriate throughout the programme, with many being included during the placement.

While on placement, students are required to complete a minimum number of eye examinations, covering a broad range of patient types in preparation for independent practice. They also submit several case studies, sample patient records, and self-reflection blogs. The overall grade awarded for the placement comprises multiple summative and pass/fail elements. The single most significant element is the Final Clinical Examination for which 25% of the overall marks are awarded. This assessment must be passed on a standalone basis. In the latter stages of the placement, students are assessed by their university tutor carrying out an eye examination during a visit to the placement site. Students subsequently receive formative feedback to aid in their preparations for the Final Clinical Examination. This exam is a clear example of authentic assessment, which is considered "best practice" when assessing students in towards the end of an professional undergraduate degree.

This examination is conducted in the National Optometry Centre, situated on the TU Dublin Grangegorman campus. Candidates have no prior knowledge of the patient being examined. While being observed by an assessor, each student carries out a complete, timed eye examination, after which they are subject to viva voce questioning by the assessor on the examination structure, diagnosis of the problem and management of the patient.

Managing Challenges

There are significant challenges in terms of resources and standardization in both long case assessment format, as employed here, and the objective structured case examination (OSCE) model, often used to assess medical and paramedical students. However, one advantage of the long case assessment format is that the candidate acquires a real case history from the patient, rather than being presented with an “artificial” case scenario, created for the purposes of the examination. The long case model tests the candidate’s problem-solving skills in a real world environment.

While it is impossible to standardise patients for the examinations, subjects are recruited from the NOC patient database, as their previous ocular status can be reviewed during the selection process. This reduces the likelihood of candidates being presented with an overly complex (or simple) case for the examination.

TU Dublin assessors are all experienced optometrists and undergo specific training to carry out these clinical exams. Standardised assessment forms are provided with which to grade all elements of the exam. In addition, a feedback template is available to record notes during the exam, allowing detailed feedback be provided to each candidate. One of the external examiners appointed to oversee the optometry programme is also present in the NOC during the examinations. This demonstrates best practice by having independent oversight of the clinical examinations.

Given the challenges of standardising the grading of “real world” clinical examinations, a meeting of assessors is held to moderate candidate grading on completion of the exam session. This ensures fairness to all candidates and offers peer support to the clinical assessors involved. This is particularly important for less-experienced members of the assessment team. The external examiner also attends the meeting.

Unsuccessful candidates may be offered an early opportunity to retake the assessment, after first receiving detailed feedback on their initial performance. A different assessor is used for any such supplementary examinations to avoid the risk of bias.

Conclusion

Authentic assessment models are considered “best practice” when assessing clinical skills in Optometry. However, conducting clinical assessments presents several challenges including resourcing and standardisation. It is possible to manage these challenges by having appropriate training and clear guidelines for assessors and by ensuring that students receive constructive feedback in a timely manner.