Institutional Review Report 2021

Technological University Dublin

QQI REVIEW

CINNTE

Contents

Foreword

Quality and Qualifications Ireland (QQI) is responsible for the external quality assurance of further and higher education and training in Ireland. One of QQI's most important functions is to ensure that the quality assurance (QA) procedures that institutions have in place are effective. To this end, QQI carries out external reviews of higher education institutions on a cyclical basis. This current QQI cycle of reviews is called the CINNTE cycle.

CINNTE reviews are an element of the broader quality framework for institutions composed of Quality Assurance Guidelines; each institution's Quality Assurance Procedures; Annual Quality Reports (AQR); and Dialogue Meetings. The CINNTE review cycle runs from 2017-2023. During this period, QQI will organise and oversee independent reviews of each of the universities and the institutes of technology.

Each CINNTE review evaluates the effectiveness of the quality assurance procedures of each institution. The review measures each institution's compliance with European standards for quality assurance, regard to the expectations set out in the QQI quality assurance guidelines or their equivalent and adherence to other relevant QQI policies and procedures. CINNTE reviews also explore how institutions have enhanced their teaching, learning and research and their quality assurance systems and how well institutions have aligned their approach to their own mission, quality indicators and benchmarks.

The CINNTE review process is in keeping with Parts 2 and 3 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) and based on the internationally accepted and recognised approach to reviews, including:

- the publication of terms of reference.

- a process of self-evaluation and Institutional Self-Evaluation Report (ISER).

- an external assessment and site visit by a team of reviewers.

- the publication of a review report including findings and recommendations; and

- a follow-up procedure to review actions taken.

This QQI CINNTE review of the Technological University Dublin was conducted by an independent review team in line with the Terms of Reference in Appendix A. This is the report of the findings of the review team. It also includes the response of TU Dublin to the report.

The Review Team

Each CINNTE review is carried out by an international team of independent experts and peers. The 2021 institutional review of Technological University Dublin (TU Dublin) was conducted by a team of six reviewers selected by QQI. Due to public health restrictions arising from the COVID-19 pandemic, all stages of the cyclical review were held virtually via Microsoft Teams. In preparation for the main review visit the review team attended training over 2 days on the 30 and 31 August 2021, and the chair and coordinating reviewer attended a planning visit on the 6 September 2021.

A full schedule of stakeholder meetings was held with the review team between 4 to 8 October 2021, during which the full review team met students, staff and external stakeholders. The timetable for the visit is appended to this report (see Appendix B).

The efficacy of the virtual review process was confirmed by the review team chair on behalf of the whole review team in the oral feedback report provided to TU Dublin on the final day of the virtual visit. The President of TU Dublin, on behalf of the institution, confirmed the institution's satisfaction and confidence in the robustness of the process.

QQI acknowledges the engagement, commitment and work of the review team and of TU Dublin in planning, preparing for and implementing the virtual review process.

CHAIR

Lauritz B. Holm-Nielsen is an innovative leader in higher education and research. He was Professor of Botany at P. Universidad Catolica del Ecuador and Aarhus University and led extensive botanical field work in the Andes mountains and in the upper Amazon basin. Professor Holm-Nielsen has a broad experience of membership of higher education and research councils, boards and advisory bodies in higher education and was responsible for reforming research training in Denmark and for introducing PhD programmes in Denmark´s research universities.

He worked abroad for many years before he became rector of Aarhus University (8 years), and then Executive Director of the Sino-Danish Center Beijing (5 years). During his tenure (12 years) as global lead specialist at the World Bank in Washington DC, he was involved in designing and reforming higher education and research systems in many countries. At Aarhus University he championed a thorough internal reform and

change process, the Academic Change Process, with the aim of consolidating the university among the top 100 global universities. He has published internationally on botany as well as on higher education policy.

He was a member of the Danish Prime Minister's Growth Forum; Vice-Chairman of the Danish Research Commission (White Paper), and the Danish Research Foundation; Chairman of the Science Research Council; Council for Development Research; the national commission for research infrastructure; and of Denmark's Fund for Nature; Nordic Academy for Advanced Study, and the Nordic University Coop.; President of EuroScience, Strasbourg; Vice-President of European University Association, Brussels; member of the Governing Board, Gothenburg University, Sweden; and of several OECD expert reviews and other international review and advisory review teams. In Europe he has worked with higher education and innovation

systems in the Nordic countries, as well as in Belgium, England, Estonia, Germany, Ireland, the Netherlands, Poland, Portugal, and Spain.

Lauritz Holm-Nielsen is Commander of the Order of Dannebrog, Denmark and Gran Oficial del Orden Gabriela Mistral (Grand Officer), Chile. He received the World Cultural Council's Gold Medal, and the World Bank's outstanding performance award. He is member of the Danish Academy of Natural Sciences, the Academy of Technical Sciences, and of the Learned Society.

COORDINATING REVIEWER

Sinéad O'Sullivan is Director of Quality at University of Limerick (UL). She joined UL in May 2019 having previously served as Director of Quality Assurance and Statistical Services at the National College of Ireland for 12 years. She has chaired and participated in several peer review teams for QQI and other higher education institutions in Ireland.

Prior to her experience in quality assurance and enhancement, Sinéad started her career in higher education through her original profession as a librarian and information specialist and gained further experience in higher education management as a student information systems implementation and change consultant with a number of higher education institutions in Ireland and the UK.

She holds a BComm, MBS in Organisation Studies and Postgraduate Diploma in Library and Information Studies from University College Dublin and MSc in Business Improvement from the University of Ulster. Her interests are in knowledge management and systems innovation, and she is currently a PhD candidate at Trinity College Dublin.

INTERNATIONAL REPRESENTATIVE

Professor Petri Suomala has been Vice President for Education at Aalto University since September 2018. Before his time with Aalto University, Professor Suomala held the same position at Tampere University of Technology. In that role, his main responsibility was to steer the development of educational offerings within the merger process of three universities in Tampere region.

Professor Suomala serves as the chairman of the board of Aalto University Executive Education Ltd and also as a board member of the Jenny and Antti Wihuri Foundation. He plays an active role in collaboration between Finnish universities as a chair of the meetings of vice presidents of education.

Professor Suomala was Professor of Profitability Management and Management Accounting at Tampere University of Technology as from 2009 to 2018. He was appointed Head of the Department of Industrial Management in 2011, Dean of Faculty of Business and Built Environment in 2014 and Vice President for Education in 2016. Professor Suomala also headed the Tampere University of Technology Cost Management Center (CMC) Research Team and worked as Adjunct Professor at Lappeenranta University of Technology, Industrial Engineering and Management, with a particular focus on business economics.

LEARNER REPRESENTATIVE

Dr Vivian Rath is an Adjunct Teaching Fellow in Trinity College Dublin (TCD) and the research officer on the reasonable accommodations in professional placement project with the Association for Higher Education Access and Disability (AHEAD). He recently completed his PhD on the "social engagement experiences of disabled students in higher education in Ireland" in the School of Education, Trinity College Dublin. His PhD focused on the areas of disabled student social engagement, transitions, voice, belonging and the impact of college climate.

Previous to this he obtained a master's in management from the UCD Smurfit Business School where he researched the employment of disabled graduates. A former University College

Dublin Students' Union Welfare Officer and the current Chair of the TCD Forum for Disabled Staff & Postgraduate Students, he has extensive national and international experience in promoting student voice and belonging in higher education.

Vivian has an extensive knowledge of the development of the wider student experience, having worked in the University College Dublin Office of the Registrar and Vice President for Students'. In this role he coordinated the undergraduate orientation for several years. He also has vast experience in the areas of student health and discipline. He has served as Chair of Student Affairs Ireland.

He is an appointee to the Irish Human Rights and Equality Commission Disability Advisory Committee and has a role in monitoring the implementation of the UN CRPD. He is also an appointee to the National Disability Stakeholders Group which has a role in the monitoring the National Disability Inclusion Strategy.

A former TCD Equality Champion Awardee, Vivian has been a disability activist for many years, campaigning for greater participation of disabled people in higher education and employment in Ireland.

QUALITY ASSURANCE REPRESENTATIVE

Professor Caroline Fennell BCL (NUI), LLM (Osgoode Hall), PhD (University of Wales), BL (Hon Society of Kings Inns), MIRA was appointed Professor of Law in University College Cork in 2001. She was Dean of the Law Faculty in UCC from 1996-1999; Acting Head of the College of Business and Law UCC from 2005-2006; and Dean of Faculty of Law and Head of Department from 2002-2009. She was Head of the College of Arts, Celtic Studies and Social Sciences, University College Cork from 2010-2015; and Senior Vice President Academic and Registrar of University College Cork from 2015-2018.

Professor Fennell has served as Chair of the Irish Research Council for Humanities & Social Sciences (2009-2012); and was re-appointed by the Minister to the Irish Research Council (2012-16). She was admitted to membership of the Royal Irish Academy in 2009.

Professor Fennell is currently a Commissioner on the Irish Human Rights and Equality Commission (IHREC); Chair of the European Network of National Human Rights Institutions (ENNHRI); and Chair of the Independent Anti-Racism Committee appointed by the Irish government in 2020.

Her research interests focus primarily on the areas of the law of evidence, criminal justice, and terrorism; and she has published numerous books and journal articles on issues relating to gender, constructions of fairness in crisis, due process, and criminal justice.

INDUSTRY REPRESENTATIVE

Leisha Daly, PhD, is Head of Government Affairs and Policy for J&J Supply Chain in EMEA and for J&J Campus Ireland, a role she assumed in September 2018. For the previous 10 years, Leisha was Country Director of Janssen, the pharmaceutical company of Johnson & Johnson.

Leisha started her 20-year career at J&J as Head of Medical Affairs at Janssen, and led in several senior positions in medical, sales and marketing management. In her role as Country Director, Leisha successfully led Janssen through the economic downturn to become the fastest growing pharmaceutical company and the 5th largest pharmaceutical company in Ireland.

Leisha served as President of the Irish Pharmaceutical Healthcare Association (IPHA) from 2014-2016. In this role, she led industry talks with the State, and secured a pivotal four-year Framework Supply Agreement that offers stability in the supply of medicines to Irish patients and their treating clinicians. She is a member of the board of the American Chamber of Commerce Ireland and chairs their

Sustainability Taskforce. She is also a member of the board of the Irish Management Institute, Business in The Community Ireland and a member of the Institute of Directors. Leisha is a member of Ibec's National Council & chairs Ibec's Energy & Climate Committee.

Leisha is Chairman of the J&J Campus Ireland group, an entity which seeks to combine the strengths and expertise of the Johnson & Johnson family of companies. A strong advocate for the empowerment and advancement of women in the workforce, Leisha is the J&J WiSTEM2D Ireland Programme Sponsor. This is a significant collaborative education programme in partnership with the University of Limerick and UCC, which supports and encourages women to pursue educational opportunities in STEM subjects. Leisha is also a member of the Advisory Council of Balance for Better Business.

She was recognised as one of the Top 25 most powerful businesswomen in Ireland by the Women's Executive Network in 2016 and in 2018 was recognised by the Irish Management Institute with a Life Fellowship Award for her contribution to Irish management.

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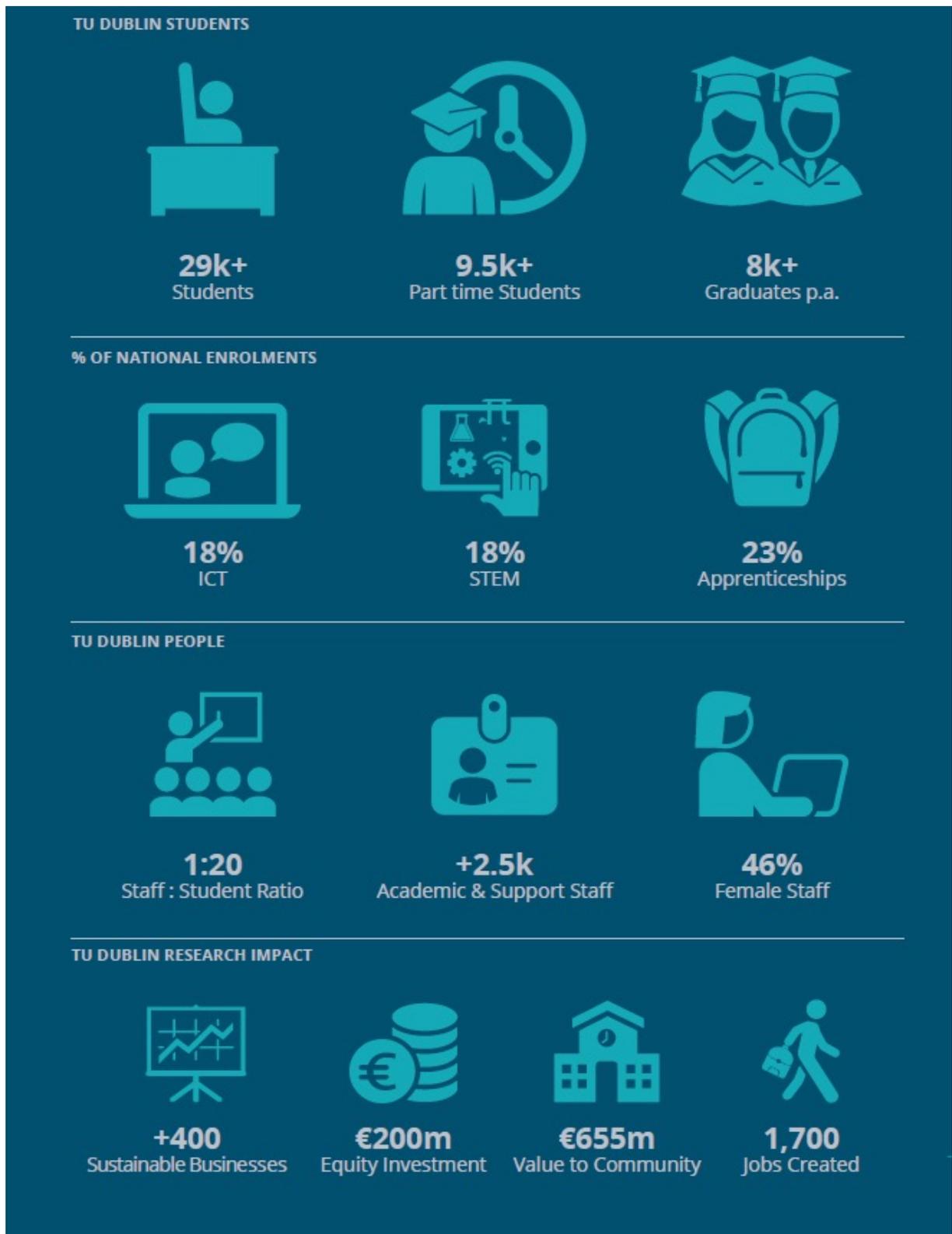Section **1**

Introduction and Context

Introduction and Context

Technological University Dublin (TU Dublin) was established on 1 January 2019, creating Ireland's first technological university, offering programmes from level 6 through to 10 on the National Framework of Qualifications (NFQ). It serves as a key actor in engagement with business, enterprise, and the community in the greater Dublin region and nationally and aims to build a significant international presence. In coming together through designation under the Technological Universities Act 2018, the founding institutes, Dublin Institute of Technology (DIT), Institute of Technology Blanchardstown (ITB), and Institute of Technology Tallaght (ITT), sought to:

- develop Ireland's leading practice-based and research-informed university, offering pathways from apprenticeship to PhD.

- provide an environment of academic excellence for staff and career-focused students.

- ensure that graduates of the university develop attributes that prepare them for life and for fulfilling careers in a rapidly changing knowledge economy.

- be a modern, vibrant university providing differentiated technological education, deeply embedded in the economic, civic, social, creative, and cultural life of the region.

TU Dublin provides a high quality, practice-based and research-informed education for over 29,500 learners, preparing them for future work and life. The university provides student-centred learning environments on three fully serviced physical campuses. A major infrastructural development plan - costing over €500million - is underway across all three campuses and will provide state of the art, technology-enabled facilities and the biggest arts centre in Ireland. This development is being complemented by the digital delivery of services and programmes.

TU Dublin is a key national provider of apprentice education across NFQ levels, supporting ladders of opportunity for students, and sets itself as a strong advocate for access to educational opportunity at all stages of life. TU Dublin accounts for 10% of full-time and 17% of part-time enrolments in higher education nationally, and is the most popular choice for those commencing higher education, with over 11% of new entrant enrolments nationally.

Figure 1: Overview of TU Dublin (Source: TU Dublin Institutional Profile, p. 5)

TU Dublin has set itself the following objectives:

– To embed a dynamic model of education, producing the most sought-after digitally-literate graduates, transforming the learning opportunities and experience for all.

– Be the most 'accessible' Irish university, with the largest number of diverse learners.

– Be recognised as an exemplar in equality, diversity and inclusion, where people are proud to be part of a connected community, and their talents, aptitude and agility will create real impact on the global stage.

– Design and invest in 200,000+ m² of new campus development space to deliver a cutting-edge learning environment.

– Achieve and develop a body of high-calibre staff in line with international TUs, who are actively engaged in the university's shared purpose.

– Expand and celebrate our connected family of highly successful, internationally sought-after graduates.

The review team met with several staff throughout the review process – both during the planning for the main review visit and during the main review visit itself. In all cases, discussions were open and constructive, and the review team has commended staff in TU Dublin for their engagement in open and frank discussions during the main review visit. All requests for additional information were responded to quickly and openly. The review team would like in particular to thank the Institutional Coordinator for his meticulous planning and QQI's Higher Education Reviews Team for their support during the process, which facilitated the very smooth running of the virtual review.

CONTEXTUAL FACTORS

Creating a new institution is a complex and lengthy process and this complexity should not be underestimated. TU Dublin is in the very early stages of its development, and in the period

since its establishment it has achieved much, such as the development of its strategy and an institutional quality assurance framework. These achievements are even more remarkable given the impact of the global COVID-19 pandemic, which has necessitated institutional concentration on maintaining the teaching and research environment for students and staff. Progress on the continued development and implementation of its quality assurance and enhancement procedures is dependent upon organisational developments that have been very recently implemented.

Strategic Development

TU Dublin launched its strategy, *TU Dublin Strategic Intent*, in 2020. The strategy is based on three pillars: People, Partnership and Planet. Each of these pillars has associated actions, key performance indicators and an action plan lead responsible for the development of a high-level roadmap to achieve these actions.

The university has approached the development of its strategy through the lens of the UN Sustainable Development Goals (SDGs) with 'Education' as the engine, leading to a strategy evolving around the three interrelated pillars of People, Partnership and Planet.

University Leadership Team

Following the establishment of TU Dublin in January 2019, and the appointment of its first president, Professor David FitzPatrick, interim arrangements were put in place for governance and management of the university. An organisational design process is ongoing – this involves devising the governance and management structure that will support the goals and commitments set out in *TU Dublin Strategic Intent 2030*. In June 2021, it was decided that the University Executive Team (UET) would comprise the President, Deputy President & Registrar, Chief Operations Officer, five faculty deans, alongside four vice-presidents for: Research and Innovation; Partnerships; Organisation, Change and Culture; and

Sustainability (Planet). The five agreed academic faculties comprise the:

- Faculty of Engineering & Built Environment
- Faculty of Science
- Faculty of Business
- Faculty of Arts & Humanities
- Faculty of Digital and Data

The Executive Team was appointed in September 2021 with one dean not joining the university until December 2021. Other key professional services appointments were made at university level in July 2021.

Organisational Design

TU Dublin has used an organisational design process to create its new structure. This design process is consultative and is still in process: it is estimated that the school structures underpinning the faculties will not be complete until May 2022. The objectives set out in *TU Dublin Strategic Intent 2030* have informed this organisational design, which is geared towards a structure that will enable the university to successfully deliver its strategy. The organisational design incorporates three phases: Phase 1 is the high-level design of academic and professional services (completed in November 2020); Phase 2 is the detailed design required to reflect the principles established during Phase 1 (ongoing); Phase 3 is the implementation phase that will be required to successfully introduce the new organisational design.

As referred to in the ISER and confirmed in discussion during the main review visit, some developments have not progressed due to the delay in finalising the organisational structure. Participants in discussions highlighted that the priority for the university has been to 'transition safely'. The review team acknowledges the importance of a safe transition and recognises that this transition is taking place during a period impacted by a global pandemic. The review team also acknowledges that new structures are being put in place on a weekly

basis and that significant developments have occurred in the period between the submission of the ISER and the review visit.

Notwithstanding this delay, in order to create a coherent and inclusive university approach it is necessary to ensure that staff and students feel part of the process. From discussions with students and staff it was evident that they felt they were on the TU Dublin journey together, and that their voice had been included in the process, with many using the word 'we'. This was especially the case of students, who felt that faculty and professional supports services management respected and included their views.

Other factors

The review team also acknowledges the impact of nationally agreed employment contracts, which outline required teaching hours for academic staff. This contract is currently being reviewed by the OECD, which intends to report on this review in late 2021.

COMMENDATION

1. The review team commends the university on the comprehensive process it has undertaken towards developing its strategy, in which it engaged with over 2,500 stakeholders to hear their views and insights and debate the challenges and opportunities facing higher education.

2. The review team commends TU Dublin on the inclusion of student and staff voices in the organisational development process, as it demonstrates a wide level of consultation in the process of the amalgamation and formation of TU Dublin.

RECOMMENDATIONS

1. The review team recommends that TU Dublin moves quickly towards establishing a 'one university' structure, eliminates any duplication of functions across campuses, and maintains focus on the simplification of structures and process.

2. In acknowledging the university's objective of consultation and ensuring an orderly and safe transition, the review team recommends that a balance be struck between the need to complete the organisational design process and have structures in place, and the urgency with which some matters need to be progressed.

3. The review team further recommends that, subject to clearly defined objectives, the university ensures appropriate delegation of authority and devolution of resources to faculties and schools to support them in delivering on change, consolidation, and review of programmes and research.

APPROACH TO QUALITY ASSURANCE AND ENHANCEMENT

Soon after its establishment, the university took the decision to create a new set of policies and procedures rather than simply adopt one or merge the systems of its founding institutes. TU Dublin is in the process of developing a student-centred quality framework. Through an iterative and consultative process, it has defined a set of principles and philosophical perspectives to underpin the new framework and to guide the university's approach to quality. As cited in the ISER, p.8, these principles are:

Student-Centred Approach
The framework will assure the quality of the total student experience, require good practice in all aspects of student learning, and foster and support a student-centred learning environment.

High Academic Standards
QA processes and procedures will be transparent, evidence-based and objective, and will rigorously interrogate academic standards and identify best practice and areas for improvement.

Stakeholder Input
While all stakeholders will be involved in the QA/E system, the student voice and external peer involvement will be critical elements of the Quality Framework, and the interests of the professions, employers and society more generally will inform our Quality Framework.

Agile & Responsive
The Quality Framework will ensure the university is agile and can respond to the needs of internal and external stakeholders, such as students, staff, industry, and society in a timely, flexible, and robust manner.

Enhancement
The Quality Framework is underpinned by the recognition that there is always scope for enhancement. Hence processes will aim to continuously improve the student learning experience.

Equality, Diversity & Inclusion (EDI)
Equality, diversity, and inclusivity will be central tenets of the Quality Framework and will be reflected in the processes and procedures.

Benchmarking
Independent external review and benchmarking against national and international standards will be an essential element in the TU Dublin Quality Framework.

Innovation & Context
The Quality Framework will encourage and support pedagogical innovation, while recognising the uniqueness and context of disciplines, programmes, and students.

The university's new policies and procedures have been designed to support TU Dublin's distinctive mission and scope and to reflect the above agreed principles. In taking this 'first principles' approach to practices that are intended to deliver on enhancing the quality of the student experience, while drawing from national and international good practice and the significant repository of excellence within the university, TU Dublin aims to take a flexible and systemic approach to quality. As detailed in the ISER, the quality framework provides the basis for embedding a quality culture that builds upon the quality assurance and enhancement of the merged institutions.

In the interim period between the establishment of TU Dublin and the implementation of the university-wide quality framework, the well-established quality assurance processes and procedures of the three predecessor institutions continue to apply to the three campuses. The university has sought to co-ordinate these processes; this was evident throughout the current COVID-19 pandemic, during which the university adopted a co-ordinated and consistent approach across all campuses. This included emergency quality assurance measures for approving amendments to policies, procedures and processes.

Institutional Self-Evaluation Report (ISER)

Institutional Self-Evaluation Report (ISER)

The ISER and its accompanying appendices provide a comprehensive description of the status of TU Dublin's progress to becoming one organisation and achieving a unitary quality assurance and enhancement framework. The process used to produce the ISER drew upon the many consultative and reflective processes already in place within the university, which was engaged in the concurrent process of creating its new identity, mission, values, and strategy. The ISER Steering Group and ISER team used the outputs of those processes as well as a comprehensive series of additional mechanisms such as briefings to university committees and communications to staff and students via e-zines to inform the CINNTE review and ISER development.

The ISER Steering Group represented a range of stakeholders – academic and professional services staff, and students. Staff consultation and involvement in the self-evaluation process was achieved through a series of teams, each of which was led by a chapter lead. In order to ensure staff and students were informed of, and had the opportunity to participate in, the CINNTE review, a comprehensive communication exercise with the staff and student body was initiated. This included presentations to the University's Academic Council and academic boards. Other communication included a series of staff e-zines (December 2020, June 2021, September 2021) and an internal CINNTE webpage. A separate communication exercise with the student body was carried out through the students' union. Communication was further enhanced through the direct involvement in the

preparation of documentation of staff drawn from across TU Dublin, alongside representatives from the student body.

The Institutional Profile, which has been described by TU Dublin as the university's first public document, was also subject to several rounds of consultation and approval within the university.

As well as being sufficiently descriptive, the ISER provides a balanced and realistic evaluation of where improvements need to be made within the university across a range of headings outlined in Objective 1 of the CINNTE review. In this sense, the ISER is written in the future tense and lays out a series of plans to develop its quality assurance and enhancement framework and the systems required to support it. Thirty-one recommendations arising from the process of self-evaluation are set out in the ISER, and these have been mapped to the pillars of *TU Dublin Strategic Intent 2030*. The successful implementation of these recommendations will be dependent on their integration with strategic and operational actions of the action leads and action teams. In order to manage the many significant projects that may arise from these recommendations, the university has created a programme office. Training is also being provided

to action leads on change management to assist with the roll-out of projects.

COMMENDATION

1. The review team commends the university on its institutional self-evaluation report (ISER), which is a coherent and self-evaluative portrayal of the university's progress towards achieving a unified quality assurance and enhancement framework. The linkage of its recommendations to TU Dublin's strategy provides a roadmap for the university in terms of its enhancement agenda.

RECOMMENDATION

1. The review team recommends that the findings arising from the self-evaluation process be prioritised, interdependencies identified, weighted, and given implementation timescales in the context of the strategic plan so that appropriate resources are made available to progress these recommendations. In order to maintain momentum and buy-in to the process, quick wins should also be identified.

Quality Assurance/Accountability

Quality Assurance

OBJECTIVE 1 – CURRENT QUALITY ASSURANCE PROCEDURES

OVERALL ASSESSMENT OF QUALITY ASSURANCE PROCEDURES

The review team established early on in its consideration of the information provided by TU Dublin that the Annual Quality Reports (AQRs) for the years 2018-19 and 2019-20 could not contribute significantly to its findings. This decision was based on the fact that the 2018-19 report referred to the procedures of the three former institutions rather than TU Dublin and that the information provided in the 2019-20 report was also, to a large extent, available in the ISER. This decision was reached as a result of the timing of the CINNTE review and does not relate to the quality or completeness of the information contained in the AQR submitted by TU Dublin.

TU Dublin is in the very early stages of its development and as previously outlined, is still finalising its governance and management structures. In terms of Objective 1 of the CINNTE review – i.e. to review the effectiveness and implementation of the QA procedures of the new technological university through consideration of its procedures – the review team is satisfied that good progress is being made towards the development of a single quality assurance and enhancement framework that is supported by a range of policies and procedures. The review team considers it too early to make a judgement on the effectiveness of the framework, policies and procedures, or their implementation. Many of the university's policies and procedures are still in draft format and are in the process of moving through the university's governance structure. However, the review team is confident that the

majority of policies and procedures will be in place by September 2022. The review team is also satisfied that the quality assurance procedures of the three founding institutions used by TU Dublin during the interim period since its establishment have been substantively effective. For example, programme validation and review procedures and external examination have continued to be operated using the individual procedures of each of the institutions. The ISER does refer to a lapse in services and unit review due to staff shortages. Understandably, the prospect of being subject to organisational design has made many schools/units unwilling to commit to the review process, and since the onset of the COVID-19 pandemic, quality assurance offices have prioritised programme validations and reviews.

The following paragraphs outline the review team's findings in each of the specified areas of QQI's Core Statutory Guidelines for Quality Assurance.

COMMENDATION

1. The review team commends TU Dublin for the process by which its Academic Quality Framework (AQF) is being developed. There is evidence of an iterative and consultative approach to the development of policies and procedures which will aid the AQF's implementation and in embedding a unified quality culture**.**

GOVERNANCE AND MANAGEMENT

TU Dublin is evolving a unitary university governance structure moving from a model that entails three independent college campuses to achieving central control, balanced with a devolved structure, thereby allowing for delegation and autonomy at various levels of the university. Key to this is the establishment of a five-faculty structure across the university with around 25 schools (the exact composition is as yet unclear).

It is intended that various units at faculty and school levels will be granted autonomy in a defined framework and that there will be consistency of organisational structure. It is anticipated by the university that this structure and control system will empower the deans, to whom school heads will report. The deans, in turn, will report to the Registrar.

Responsibility for resource distribution will be delegated to faculty level and deans will therefore be critical to ensuring delivery of the strategic plan and the maintenance of quality in that delivery across the university. Given that deans have only recently been appointed, schools are yet to be established and the new school heads appointed, there are a number of variables still to be confirmed in respect of this structure.

The ISER describes the governance and management arrangements and confirms that interim arrangements have involved academic boards of the founding institutions retaining their existing committee structures. Central oversight is currently provided by *inter alia* a president's group and a registrars' group, and this has facilitated an agile response to the COVID-19 crisis. This is described in the ISER (para 2.3, p. 8) as follows:

"TU Dublin's Academic Council, the President's Group and, since 2020, the University Programmes Board and the Academic Quality Assurance and Enhancement Committee ensure central oversight of the outputs of the approval and review processes. A Registrars' Group established in 2019 has focused on managing the existing quality processes, sharing practice across the campuses while implementing a consistent approach to changes. This has enabled the university to respond quickly and consistently to the COVID-19 emergency".

The future devolution of responsibility and the new process of academic governance planned is described as follows (ISER, para 2.41, p. 9):

"In our new Quality Framework, a number of processes are now devolved to Schools or Faculties. New programmes will be considered

and approved at Faculty Programmes Board level (through the AQEC), enabling Schools to respond quickly to opportunities and industry/ sectoral demands. Changes to existing modules, and some changes to programmes, will be considered and approved at School level, encouraging innovation, and supporting a culture of continuous improvement. This responds to feedback from staff who consider current processes to be cumbersome, bureaucratic, and mitigating against timely responses to opportunities as they arise."

The governance chart at figure 2 very clearly sets out the proposed TU Dublin QA/E governance structure. However, the ISER also notes that interim arrangements will continue until the faculty structure is in place.

This is a cause of some concern, given the acknowledgement in the ISER that, historically, approval processes such as programme validation, change and review were considered to be slow. Notwithstanding the necessary due diligence processes required for collaborative provision, participants also commented on the ability of the university to take advantage

of opportunities in collaboration with other providers.

If this transition's pace of change is slow, there could be a tendency for legacy bodies to bed down. This, in turn, could hamper devolution of authority of functions to schools as well as the credibility of the faculty oversight structure. It could weaken the interrelationship between resourcing at faculty level, and the delivery by schools of effective and quality change. The review team is of the view that information flow and decision-making rationales must be visible to all bodies – i.e. University Executive Team, Academic Council and Governing Body – to deliver the strategic plan and quality agenda.

Further, the review team finds that the pace of change and the number of innovations to be bedded down simultaneously is currently a challenge for TU Dublin.

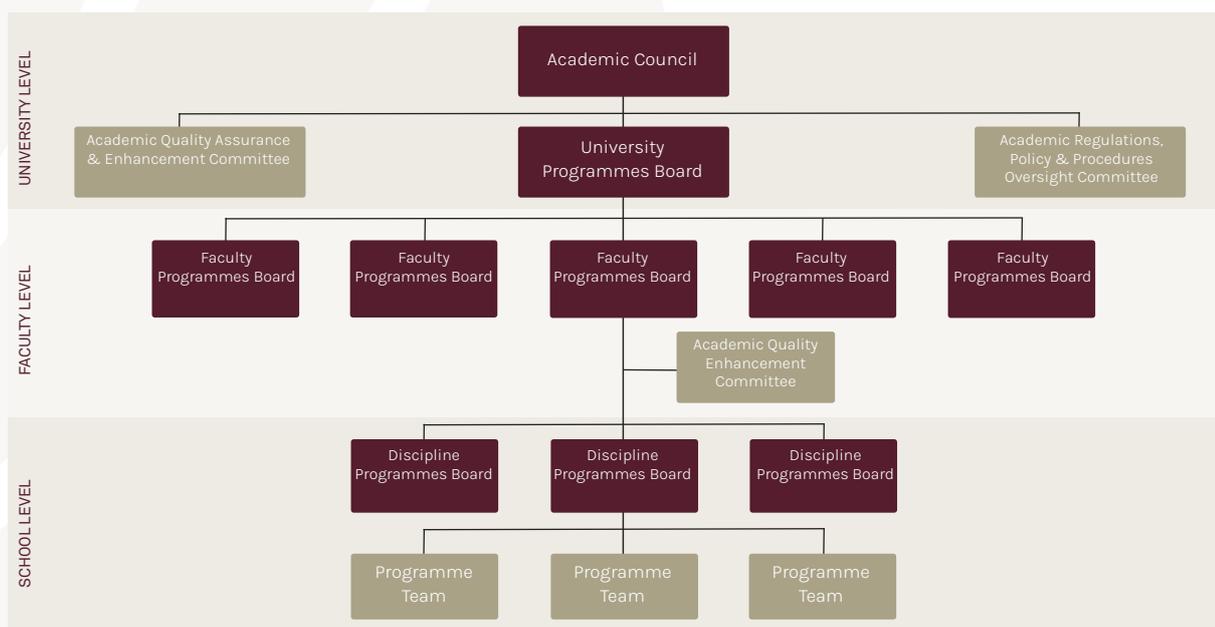The future academic faculty structure is described thus in the ISER (para 2.3, p. 8):

Figure 2: TU Dublin QA/E Governance Structure (Source: TU Dublin ISER, p. 9.)

"As the organisational design is implemented, the five new faculties will establish Faculty Programme Boards[1]. Each Faculty Programme Board may establish sub-committees, one of which will be an Academic Quality Enhancement Committee (AQEC). Discipline Programmes Boards will also be established, reporting to Faculty Programmes Boards. Faculty and Discipline Programme Boards will have key roles in QA/E. The flow chart below illustrates the QA/E governance structure within the University, at University, Faculty and School level".

It is important for TU Dublin to develop its structures with a view to avoiding unnecessary complexity. The remit of technological universities is to respond to and address in part, strategic needs. A level of programme approval which includes many stages of consideration and approval is open to delay at the very least. Having an agility to respond is thereby compromised. Approval processes should be robust, but delegated to the lowest level of decision-making possible, with strict standards of review and oversight, in order that quality standards are maintained while ensuring that opportunities for new programme development or collaboration are not lost.

As faculties should be closest to understanding such relationships and innovation, they should be so empowered by appropriate delegation of authority. There is potential at faculty level to leverage the opportunities offered by accreditation bodies and processes to assist/encourage the coming together and collaboration of different units working in similar disciplines – e.g. engineering degrees. The disciplinary basis which was used for conversations around organisational design across TU Dublin has been seen as a positive focus and could also assist in this process.

To deliver on this agenda, there would need to be further strengthening and empowerment of faculties including resourcing for finance/HR/student services/library utilising a business partnership model. In spite of the COVID-19 pandemic, TU Dublin has moved ahead to develop its QA/E framework, thereby demonstrating an ability to be agile and accountable within a devolved structure. The review team is of the view that this work needs to be built upon.

As discussed in the ISER (para 1.5, p. 3) the transitioning process for Academic Council is complex. Prior to the establishment of TU Dublin and in order to fulfil the requirement in the relevant statutory guidelines, the three predecessor institutions, as part of the transformation process, established six Academic Boards, and the Graduate Research School Board, to act as the operational/legacy committees of the TU Dublin Academic Council. The Academic Boards, which report directly to Academic Council, were delegated authority to manage QA in accordance with the existing quality frameworks of the three predecessor institutions. This Academic Council was replaced in December 2019 with a revised structure based on institutional consultation (Figure 3). This new Academic Council adopted a sub-committee structure which includes, the Academic Quality Assurance and Enhancement committee; the University Programmes Board, to which report the Academic Boards and the Graduate Research School Board report; and the Academic Regulations, Policies and Procedures Oversight Committee.

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1   The title Faculty Programmes Board was changed to Faculty Board shortly after submission of the ISER to QQI.
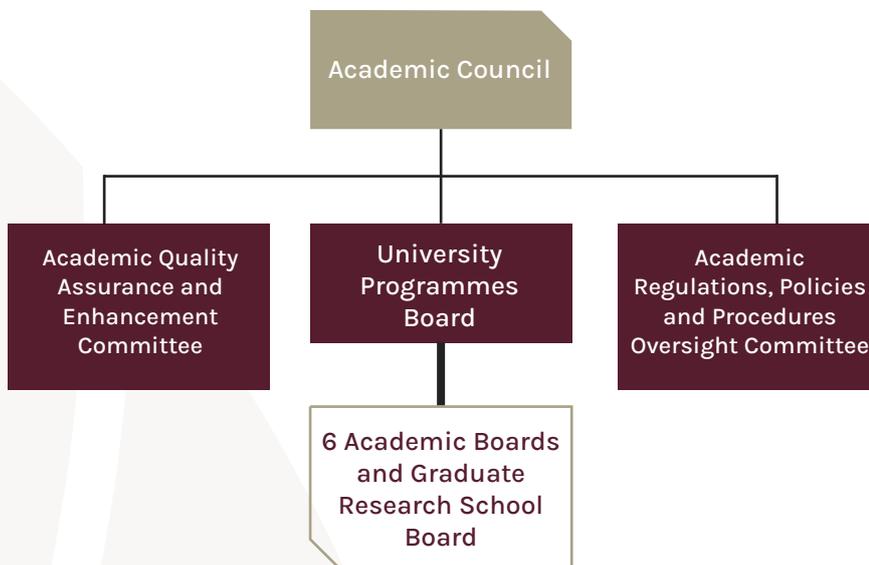
The review team is of the opinion that Academic Council must have oversight credibility and power as an all-institutional body. A balance is required between centralisation and autonomy. This will be reflective of an overall trade-off between autonomy and quality assurance. To deliver on this, faculty deans must be ex-officio members of the new Academic Council, which, after all, is the highest academic approval body in the university.

When reading the ISER, the review team had noted with some concern the description of Academic Council's composition, which described the Academic Council as an elected body with only the President and Registrar as ex-officio members. However, such is the dynamic nature of progress on the implementation of new structures, the composition of Academic Council was updated during the review team's site visit. The terms of reference of Academic Council (approved by Governing Body) allowed the President, as Chairperson, to appoint three additional members to Academic Council. The President used this provision to add the following as ex-officio members:

– Head of Academic Affairs

– VP Research

– VP Partnerships

The President also proposed the addition of the faculty deans as ex-officio members. This proposal was supported by Academic Council members, and hence a proposal was made to Governing Body to add the deans to the membership. These additions are welcomed by the review team, which is of the view that these appointments need to characterise the new Academic Council.

The efficiency of Academic Council's deliberations should be monitored in view of a relatively large membership, which reflects the organisational structure of the university. The envisaged process whereby delivery through Academic Council Committees as part of the framework, may ensure greater agility and an ability to be an active and very important partner in the university's change process. However, the review team questions whether a leaner structure would be an option. The review team is of the view that Academic Council must have a role in the oversight of the research agenda and prioritisation process and should be representative of the three pillars of the university – education, research, and engagement. Notwithstanding this, the review team welcomes the devolution of programme validation to faculties, with the appropriate oversight by the University Programmes Board and Academic Council.

The review team sees obvious and quick wins in ensuring the consistency of academic decision making within programmes and the elimination of any remaining differences between marks and standards applied in similar offerings across the university; consideration of these areas should be expedited to demonstrate academic unitary approach to quality. This should build on and strengthen the success of the unitary CAO project (ISER, para 4.3.5, p.23 – 24), which should lead to a single university quality approach, making the single portfolio choice a reality and so ensure that cross-university decision is fair to students – for example, in the ISER (para 2.5, p. 11):

> *"These regulations and associated procedures continue to apply as new TU Dublin policy and regulations are being developed. Considerable progress has been made in developing new policies and regulations, however, a common marking/grading system has yet to be adopted. Facilitation of a new grading system will be a core priority for the new student record system currently being procured. It is intended that policies and regulations relating to assessment, e.g. around student progression, reassessment, review of marks and appeals and breaches of assessment regulations (academic integrity), will be approved and implemented across the University as soon as possible."*

The review team finds that a greater degree of urgency is required here.

Professional body accreditation processes (para 6.2.1, p. 38) need to be expedited across the university and collaboration between academic units and inter-disciplinarity encouraged. The latter can be promoted through faculty support, including funding, incentivised collaboration opportunities, and staff buy-out time. All of this will support TU Dublin in being more agile and responsive, particularly with regard to programme development and approval. Good ideas must be enabled and should grow rather than being stymied because they can't get out of the system due to a lack of agility in approval mechanisms. Interdisciplinarity could also be delivered upon with some strategically identified

initiatives. Resources from the university and the release of staff time would facilitate collaboration on strategically important and prioritised themes. The faculties and schools must not become hermetically sealed or siloed in their approach to research and programme development.

To enable this agenda, consideration should be given to allow some flexibility to the structure below faculty level. Schools and departments may differ in evolution or speed of change, and this might be institutionally tolerated through an acceptance that, once the follow-on structures are in place, the gaps will close. Such an approach would also serve to further develop the role and authority and enhance the visibility of deans who will be seen to have a strong role. The deans will both deliver academic input and perspective to UET decisions as well as following through on UET prioritisation and resourcing decision-making.

In recognition of the fact that the UET has only just been established, the review team has some concern about the constraints imposed by the limitations of an evolving structure and the legacy issues relating to academic contracts as well as the requirements of the legislative structure.

However, the authority and ability of UET to deliver on the university's change agenda is key to TU Dublin's success and, in that regard, the review team finds that there must be both quick wins and endorsement of the delivery of the change agenda. Perfection may be the enemy of the good, and delay in waiting for the perfect structure should not impede action as structures will, in any event, evolve over time.

Prioritisation is key here, particularly given the limitations on resources, and a clear rationale as to decisions on resourcing to deliver on the strategic plan is vital.

In that regard, under actions proposed in the ISER, the following (rec 6.3, p. 48) should be prioritised:

"A University wide cost model(s) and a process for allocating revenue arising from collaborative programmes across Schools/Faculties/units should be developed".

The UET needs strong communication with both Academic Council and Governing Body. If it is seen as a challenge to finalise school and departmental structures within a defined timescale, deans should be empowered and granted flexibility to develop the structures below faculty level which are supported by the UET through the appropriate allocation of resources.

If the organisational design process proves slower than envisaged, the conversation in respect of the structure of the schools can continue longer at the level below faculty. There can be learning through the review of successes and failures of other merging and changing university structures, both nationally and internationally, through a process of benchmarking.

Members of Governing Body that met with the review team indicated that the Governing Body has to date been preoccupied with compliance and risk. It has a key role, however, in terms of its oversight of the delivery by the President and UET of the strategic plan and, so, must make time for consideration of these matters.

As delivery of the strategic plan is also, in part, the business of Academic Council with respect to the delivery of the academic strategy of the institution, there must be an understanding by Governing Body and good communication with regard to Academic Council decision-making. The current process, whereby Academic Council minutes are taken as read by Governing Body is, arguably, not sufficient for that purpose. The university should consider other ways to ensure a meaningful flow of information and discussion between Academic Council and Governing Authority. The role of Governing Body with respect to quality is not fully articulated in its terms of reference or those of its sub-

committees. Since establishment, the Governing Body has been working on compliance and risk issues which have an impact on quality. However, it was recognised by representatives of the Governing Body during the main review visit that greater emphasis on strategic matters is now timely.

Student Voice in Governance

While there appears to be good student representation on each individual campus, this does not appear to have evolved into a 'one TU Dublin' process yet. During the main review visit, students reported experiences where student support for issues tended to be localised at a campus level rather than at an institutional level. Additionally, the review team finds that there should be commitment to student voice engagement as part of the decision-making process in line with the NSteP (National Student Engagement Programme) Steps to Partnership Framework from senior-level management within TU Dublin.

RECOMMENDATIONS

1. The review team recommends that the oversight of quality assurance and enhancement by Academic Council be enabled and strengthened through the appointment of deans and the VP Research as ex-officio members of Academic Council. Deans are also an important link between Academic Council and the University Executive Team. The size of Academic Council must be continually monitored to ensure that it can fulfil its decision-making remit.

2. The review team recommends that progress on academic structures and governance be sequential. Below the level of faculties, the process of delivering on the creation of schools within the faculties should be delegated to deans who have appropriate autonomy in terms of timelines and feasibility. There must be appropriate

devolution of resources to faculty deans from UET. In turn deans must deliver resources to support schools in delivering on change, consolidation and review of programmes and research. The potential for leveraging accreditation bodies should be explored to assist/incentivise the coming together of different unit offerings e.g. engineering units/degrees.

3. The review team recommends that TU Dublin ensure the regular and meaningful flow of information between the UET, Governing Body and Academic Council.

4. The review team recommends that TU Dublin, as a matter of urgency, commits to ensuring that the student voice is an integral, valued part of the decision-making process at senior level in the university. The current structure should be reviewed, with student input, to identify gaps in the process.

PROGRAMMES OF EDUCATION AND TRAINING

The interviews during the main review visit demonstrated that both students and faculty & staff perceive programmes to be the focal point of operations. Students see themselves as going through a programme of study and as one participant put it, *"the programme is really the unit of analysis"*.

The review team acknowledges positive efforts made in respect of the development of programmes within TU Dublin with respect to content, engagement, and student experience. As concluded in the ISER (p. 21):

> *"considering the totality of the student experience at TU Dublin, evidence from StudentSurvey.ie is that 78% of them are satisfied with their education at TU Dublin."*

This overall performance and stated student-centricity provide a good foundation for further improvement. Given the strong traditions within legacy institutions, long-term work is needed at the programme portfolio level and throughout support processes to make sure that a consistent quality of experience is offered to students across the institution and that staff members have sufficient agency in key roles (especially the programme coordinator role). The university has leveraged opportunities for student pathways from NFQ Level 6 to NFQ Level 10 and has created opportunities for engagement with industry. This has also supported cross-disciplinary partnerships through resource sharing and open access to research facilities.

The review team sees potential for future programmes, or portfolios of programmes, to be seen not as a path-dependent outcome, as have been the strengths of the founding institutions, but instead where TU Dublin can differentiate itself from other institutions with a growing emphasis on cross-unit collaboration in creating programmes and curricula. This requires thinking that stems from research strengths and the engagement potential of the whole institution and could build on systematic processes and related metrics used throughout the lifecycle of programmes – from initiation to end of life. In moving to a unitary institution, decisions will have to be made on the programme portfolio and the direction that it should take.

The self-evaluation report sets out the following purposes of educational programmes (ISER, p. 22):

> "Academic programmes in higher education fulfil multiple purposes, including providing students with the necessary knowledge, skills to prepare them for future careers and active citizenship; and creating a broad advanced knowledge base and stimulating research and innovation".

Thus, from the university's point of view, the programmes represent a primary mechanism

for the university's impact on society. The programme portfolio serves also as a window into the university and can be seen as a concrete representation of TU Dublin's identity and purpose as an institution. TU Dublin has made a number of recommendations relating to programme provision, which were considered by the review team. (ISER p. 29):

4.1. The following, inter alia, should be foregrounded in the development of the University Education Model:

a. the importance of the nature and consistency of the student experience across the University, including initiatives promoting and enabling student success; see also Recommendation 3.1.

b. the development of capacity for engagement and research.

c. internationalisation of the curriculum.

d. embedding of sustainability in the curriculum.

There are several positive aspects to the student experience in TU Dublin. Many students pointed out during the site visit that individual faculty members are willing to help and engage in dialogue when students recommend initiatives or pose questions. At the same time, further developments are required. It was reported by undergraduate students during the main review visit that the feedback channels are not always straightforward – there are several layers of process before the matter reaches the head of school or another appropriate level. However, the review team heard, once the feedback reaches the appropriate level the experience is that the matter usually will be actioned, which is positive.

Based on this, it could be worthwhile to clarify further the escalation processes for student feedback – from course tutor to lecturer, to course coordinator, and, finally, to head of department or head of school.

As a positive remark, many of the interviewed students expressed their views regarding TU

Dublin community by using the word "we". This seems to indicate that there is already a perception of substantial amalgamation among students from legacy institutions. However, many anecdotes that students shared demonstrate that more needs to be done in this respect. For example, TU Dublin should consider how it can make sure that students feel equally welcome in all campuses and have good access to all services irrespective of their physical location.

The proposed University Engagement Model includes the development of capacity in engagement and research. Engagement can take many forms and directions. Overall, the interviews during the review week show that TU Dublin has strong channels (through its legacy institutions' traditions) towards societal and industry engagement which inform programme provision and development. The review team views it as important to maintain and further strengthen these channels – for example, by making sure that the engagement does not depend too heavily on individual relations and ensuring that systems are put in place to formalise arrangements.

As set out in the ISER, TU Dublin's internationalisation is viewed as a priority that can deliver benefits and enrichment for all. This is evident at the level of TU Dublin's internationalisation objectives, as ISER (p. 28) states:

"TU Dublin recognises that the modern labour market expects interculturally competent graduates who can work efficiently and effectively in rapidly changing, diverse contexts, and where global mobility throughout their careers is the norm rather than the exception."

International engagement and student mobility, including Erasmus opportunities, are available for staff and students. Examples of initiatives include recently-funded IMPACT projects with strong features of internationalisation – for example, the provision of international learning opportunities for students across disciplines.

Through internationalisation-related research groups and CPD programmes for staff, TU Dublin endeavours to commit to global engagement and foster intercultural learning experiences.

To support lecturers in the integration of international and intercultural dimensions into curricula, TU Dublin has facilitated communities of practice that foster engagement with the internationalisation process. The ambition associated with this approach is to build a university-wide culture of support for internationalisation at home within the curriculum, which is welcomed by the review team.

Students at all levels pointed out that they would appreciate more opportunities to socially engage at both class level and across TU Dublin. The Education Model should facilitate this. As this has been clearly an inherent challenge during the pandemic, active measures could be considered to support students to engage with each other as more face-to-face interaction becomes possible with the lifting of pandemic restrictions.

Another feature of the proposed Education Model is embedding sustainability in the curriculum. All modern higher education institutions must consider how to incorporate sustainability within their programmes and research. Sustainability as a perspective is also a necessity in modern higher education. There are different strategies available to institutions to achieve integration of sustainability within their curriculum. Institutions may consider, for example, providing specific programmes and packages of modules (minors). Alternatively, more integrative approaches may accommodate sustainability as a perspective in various learning objectives or outcomes, thus building in a cumulative sense throughout the curriculum.

TU Dublin, on the basis of the student and faculty interviews as well as ISER process, is in the middle of this strategic consideration. In doing so, it should ensure that it reflects further on the implications that any developments will

have for the university's programme portfolio (for example, the need for new programmes addressing sustainability). In addition, and importantly, TU Dublin should also consider at programme and module level what the balance between various generic skills (including sustainability) and disciplinary skills (some of which may also be directly or indirectly linked to sustainability) should be. When considering the possible inclusion of sustainability within programmes of study and any associated revisions to learning outcomes, students' overall workload will need to be carefully monitored and acted upon. Feedback practices and, in particular, systematic scrutiny and analysis of feedback, will be crucial to these considerations.

The ISER also makes recommendations (ISER p.28) in relation to support for staff in delivering programmes.

4.2. The University should provide appropriate support for staff towards the achievement of excellence in pedagogy, teaching and learning, in engagement, and in research.

More support and structure would be helpful for programme coordinators who are tasked with managing the programme from development to delivery. The programme co-ordinators that met with the review team described their role as lacking definition. This was particularly evident when preparing documentation for programme validation or revalidation. *"More information is needed on preparing programme documents … it is very difficult for new staff to write those documents, especially new programmes – need more structure and control around documents"*

Other programme co-ordinators however, highlighted the importance of having a flexible approach to the definition of the role, recognising the informal nature of relationships with colleagues on programme teams. As one participant put it *"When you define a role on paper you lose the intangible aspects of the role. There is a need to recognise the leadership that is involved. It is about leading a group of academics; this is often informal."*

While the new quality framework now describes the role of the programme co-ordinator, the review team is of the view that this very critical role could be further clarified and shared within the community, for example, by defining and setting out clearly the required skills and capabilities needed to perform this role and introducing a systematic orientation or other onboarding practices for new programme co-ordinators.

The review team also noted many positive elements in this area. The team met with an enthusiastic group of staff who are continually endeavouring to support and improve teaching and learning at the university through a number of initiatives. The review team particularly commends the use of communities of practice for the sharing of pedagogic expertise and development of institutional learning.

4.3. With respect to lifelong learning the University should engage in national initiatives and develop a policy to improve links with Further Education and Training Institutes to formalise pathways for entry to NFQ Level 6 programmes and/or progression.

This recommendation, taken from the university's ISER (p.28), is endorsed by the review team and discussed further below in relation to Public Information and Communication.

The ISER identifies that student feedback should be better managed and integrated at an institutional level. The review team endorses this recommendation.

RECOMMENDATIONS

1. The review team recommends that TU Dublin undertake a holistic and objective assessment of the programme portfolio in light of the anticipated competence and skills needs of wider society and the profile that TU Dublin wishes to achieve. This assessment should be conducted jointly

by Academic Council and the University Executive Team and should introduce metrics for following up the viability of programmes and their lifecycle.

2. The review team recommends that TU Dublin ensure that the student voice is incorporated into the development of programme curricula and pedagogy needs. Both of these processes should be anchored to systematic student feedback practices, both at module and programme levels.

TEACHING AND LEARNING & ASSESSMENT
In the ISER, TU Dublin has identified a number of recommendations for improving the experience of students and the overall process of teaching and learning (ISER, p. 21).

In considering the totality of the student experience at TU Dublin, the evidence from StudentSurvey.ie is that 78% are satisfied with their education at TU Dublin. However, the review team is of the opinion that this leaves room for improvement, and the reflections contained in the ISER lead the review team to suggest that a more supportive environment could be enabled through the following recommendations for improvement made by the ISER team:

3.1. The University should ensure consistency and efficacy of academic regulations, assessment, services, supports, and engagement opportunities for all students.

The review team very strongly supports this recommendation. Given the vast amount of work that TU Dublin has undertaken in the process of amalgamation, it is fair to say that a sufficient level of consistency has not yet been reached. The review team is of the view that student services need greater development, bearing in mind the differing needs of various subgroups in a diverse student body. This also includes addressing the challenges related to the

communication of academic support services that are available to students. During the main review visit, the review team found that TU Dublin has not yet managed to realise a real sense of TU Dublin as a single institution. Although this is quite understandable given the relatively short history of the university, the review team is of the view that effective strategies could be considered: for example, TU Dublin might consider whether intensive integration could be partly achieved via student activities such as sport rather than through overt communication from TU Dublin. To promote learning and equal possibilities for all students, the review team also identifies the need to further improve in-class communication among students – students should be facilitated in communicating with one another through the provision of opportunities to talk with each other. This was expressed by students during meetings with the review team during the main review visit who stated that "timetabling is an issue as there aren't spaces to 'hang out' in between classes".

In addition, accessibility can be systematically enhanced through several actions by the university in relation to classes and campus development. In particular, the review team notes that ensuring the recording of lectures would not mean the end of on-campus lectures, but would, rather, provide more flexibility for students to study at the pace that best suits their own individual learning.

3.2. An accelerated development of the unitary TU Dublin website will ensure our students and stakeholders are provided with an equitable service and clear university-wide communication, whilst campus specific information may be required as appropriate.

The review team supports this very strongly as a matter of urgency. In the meantime, the review team notes that the university could in other ways manifest and progress a culture of communication: it became evident during the main review visit that TU Dublin must set

out more clearly the level of ambition that it sets for itself with respect to interaction and engagement – for example, the university policy should ensure that a consistent approach is taken to student communication and timely feedback.

3.3. Building upon lessons learned from previous approaches, the University should further evaluate the role of peer mentoring in supporting student success and the benefits of adopting a consistent approach to implementation across the campuses.

This recommendation is endorsed by the review team, particularly as the team found through its interviews with students that not all have had a consistent and positive mentoring experience. The review team is of the view that TU Dublin needs to further develop its mentoring and onboarding practices and benefit from the best practices of legacy institutions to create new TU Dublin-wide practices. In addition, the review team is of the opinion that various kinds of social engagement opportunities and interactions between lecturers and students need to be developed –peer-mentoring is one way of achieving this. In developing this area, TU Dublin must listen to the student voice. Social engagement should be approached and developed from a whole college perspective.

The review team notes that consistency of student experience is important to ensure quality of student experience. A number of areas where consistency has not been achieved have been highlighted through the review process. These include the use of common learning environments, access to services, work placement and access to online materials. This is addressed further in section 3.1.6.

In addition, the review team recommends that work placement opportunities be extended to all undergraduate students; in doing so, the university should ensure consistent practices in respect of placement sourcing and support. The university could consider a universal work-based learning policy to underpin a consistent experience for all students on credit-bearing placements.

During the COVID-19 pandemic, TU Dublin staff needed to move swiftly and deliver programmes in a very different way. This resulted in many positive outcomes, with the new way of working opening up opportunities for staff across the three campuses to collaborate and get to know each other better. This has led to better engagement among staff overall. Further, the review team found that the move from face-to-face to online teaching, learning and assessment meant that staff were required to reassess what quality was in this new world; the review team notes that staff members are now motivated to continue with new methods and are determined not to revert to pre-pandemic methodologies. The review team notes that the provision of technology to staff was not uniform and that there appears to be a gap between what the IT department deems to be useful and what teaching staff really need. Additionally, the review team noted that some students had limited access to broadband, and that it was therefore difficult to ensure consistent quality in the delivery of programmes. Both technical and administrative support for online and blended learning programmes are important to guarantee a good student experience and the success of these programmes**.**

The review team heard of the role of the many excellent initiatives to support teaching and learning in TU Dublin. The communities of practice model used by the university is an excellent mechanism for disseminating good practice and the learnings gained post pandemic. Both technical and administrative support for online and blended learning programmes is important to guarantee a good student experience and the success of these programmes. The review team considers that developing the communities of practice model and providing technological support to academic staff is essential to the continued development of teaching and learning at TU Dublin.

1. The review team commends TU Dublin's use of communities of practice for the sharing of pedagogic expertise and development of institutional learning.

1. The review team recommends that TU Dublin further develop the communities of practice concept, ensuring that, through dissemination of best practices and peer-to-peer as well as professional pedagogical support, the most impactful educational innovations are leveraged across the university.

2. The review team recommends that TU Dublin consider the development of an embedded technical support service for academic staff delivering online/blended programmes.

STAFF RECRUITMENT, MANAGEMENT, AND DEVELOPMENT

The ISER presented an evaluation of the TU Dublin staff experience at each stage of the employee lifecycle to reflect on how the university attracts, develops, and retains the talent needed to deliver on its strategic aspirations and support a staff and student experience based on the university values of excellence, inclusion, and impact. The university has put in place leadership and change management programmes to support this transition.

All early-career lecturers are required to pursue the Postgraduate Certificate in University Learning and Teaching. A staff training and development programme aims to ensure that all staff members have the competencies required to deliver effectively in their current role, to plan their career development and progression, and to meet the continuous improvement and strategic needs of the university. These training and

development programmes are designed under five pillars – Mandatory Policy & Compliance, Good Practice, Leadership & Career Development, Employee Wellbeing, Equality & Inclusion.

The availability of staff development support was confirmed during the main review visit. During the recent pandemic period, this training was made available through remote modules. However, the review team learned during the main review visit that the availability of supports for development was not consistent between administrative and academic staff and that there is a greater focus on academic staff development. In some situations, fees for training are waived, which makes training more accessible for all. However, not all departments provide funding support for training for non-academic staff.

With regard to diversity of recruitment and development, the review team learned that whilst foundations are being laid for a diversity of recruitment and development processes, these have not yet been fully developed. The review team notes that the suggestion that organisational design will address this is a long-term solution and finds that more immediate action is required.

The university aims to create a culture of inclusion (ISER 3.5.2, p.16) which will lead to the development of a place where people love to work and learn, where staff experience equality of access, and where diversity is valued. The university has developed a range of initiatives to combat racism such as the Anti-racism & Inclusive Teaching Environment Workshop (for academic staff), the Race Equality Reading Group (for all staff), the 'Let's Talk About Race' online learning module (for all staff), and these initiatives are currently being rolled out. Compliance with equality, diversity and inclusion policies are explicitly referenced in the draft School Review Procedures document, thus integrating this work with the quality procedures of the university.

Despite these excellent initiatives, equality, diversity, and inclusion are not yet fully aligned under one TU Dublin umbrella. The implementation of the draft School Review Procedures document and other initiatives should introduce a consistent approach which was not reflected in the feedback received during the main review visit. Some staff also expressed a wish to see greater diversity and representation, particularly at senior management level.

COMMENDATION

1. The review team commends TU Dublin's requirement, set out in its draft School Review Procedures document, that the university's quality review processes be aligned with its equality, diversity and inclusion strategies.

RECOMMENDATIONS

1. The review team recommends that TU Dublin ensure that excellence and inclusion are guiding principles in the development of staff recruitment, management, and development policies. There is a need to ensure greater diversity amongst TU staff, including senior management.

2. The review team recommends that TU Dublin ensure that EDI practices are further embedded into the university systems and structures.

3. The review team recommends that a policy and procedure for equitable access to continuous professional development by academic and administrative staff be developed to support the university's strategic ambitions for academic and operational excellence.

SUPPORTS FOR LEARNERS

TU Dublin has developed a range of tailored supports for its diverse body of learners. It is clear that the institution has a student-focused mindset: it has developed its offering of learner supports by focusing on 'key milestones' along the student journey – from pre-entry right through to alumni engagement.

The ISER indicates that TU Dublin's new organisational design will bring together some of the student support units into two professional service units:

– Recruitment, Admissions and Participation

– Student Services and Wellbeing

The ISER, along with the site visit, revealed a multitude of learner supports for the student success of a diversity of learners including but not limited to, orientation, peer mentoring, disability support, welfare, access, financial support, peer assisted learning communities, postgraduate research groups and workplace learning communities. These are complemented by programmes such as the TU Dublin First-Year Framework for Success and the IMPACT project, the academic writing centre, maths support centres, and laptop support scheme. Supports including counselling, pastoral care and health services are available to all students.

In response to COVID-19, supports for all full-time learners during the pandemic moved to an online format. Student counselling has increased its offering to enable students to engage with them both face-to-face and remotely, with a plan to broaden its services with grant funding. International students can avail of additional tailored supports through the international office, accommodation offices, careers services, with online visa support provided both in students' home countries and in Ireland. The review team heard that these services were benchmarked against national and international institutions. The ISER indicates that data from StudentSurvey.ie for 2020 reveals that TU Dublin is in line with comparative national indicators with regard to students' perspective on the support TU Dublin provides them.

The rapid move to an online blended learning environment challenged all educational institutions and, from the site visit, it was clear that TU Dublin faced and continues to face some challenges. Challenges included the lack of a unitary virtual/digital learning environment (VLE) and website across the entire institution. This was acknowledged through the ISER, which noted two key areas in need of development:

– Develop Student Engagement models that maximise the Student Experience in the COVID environment, including VLE-based Orientation, and additional learning resources, such as LinkedIn Learning.

– Review best practice models for innovative/ flexible/online delivery mechanisms/ projects across the university to distil a baseline blended delivery model(s) for TU Dublin for rapid transition to remote delivery to ensure consistency of approach" (ISER, p.19).

From discussions with support staff, it was clear that TU Dublin services began to work together very early in TU Dublin's development, moving from one-to-one service provision to the development of a group delivery approach. The Student Support and Wellbeing unit was set up in July 2021. The support services, like the rest of the institution, are currently undergoing organisational redesign. During the main review visit, the team heard that staff considered this process successful in bringing all grades together and that staff felt that their voice was being heard in the process. However, it was also reported that although there is an appearance to users of the service that some of the systems from the three founding institutions are now fully integrated, this is not the case in practice and it continues to present a significant challenge. It was clear to the review team that staff are working towards achieving consistent communication to the public and new students through reinforcing the TU Dublin brand and using signposts to campus-specific information.

However, staff emphasised to the review team that the move towards being one institution would be improved when TU Dublin migrates fully to a unitary website.

In considering the student experience, both in relation to teaching and research, the site visit identified that TU Dublin staff believed that hearing and acting upon the student voice was central to TU Dublin's approach to supporting the learner. There were some excellent individual examples of this, such as one-to-one exam feedback for students, the designation of change management champions among support staff, and evidence of the inclusion of the student services input in decision making in relation to learner supports. However, at an institutional level, it was evident from the review team's discussions with students that there was a breakdown of the direct feedback and response loop between students and academic staff. Several undergraduate students reported that academic staff had not responded to their requests for feedback and/or support. These findings were supported by the TU Dublin Student Survey results (2019 & 2020), which found that staff/student interaction outside of the classroom setting was an area which could be improved. It must be recognised that the COVID-19 pandemic and the rapid move to online learning was identified as contributing to some of the recent challenges in communication. The ISER report acknowledges the there is "room for improvement" and recommends the following:

> "Student feedback on programmes and modules should transition to an online system" (rec 2.3, p. 13).

The Student Voice Project currently being implemented in TU Dublin is very welcome and will certainly enable learners to raise issues. However, the review team identifies a need to implement training for staff on how to respond to and manage students concerns and feedback. The ISER notes that the university should create an environment in which there is greater student/staff interaction outside of the classroom. This need became evident to the

review team from student and staff feedback during the site visit, and this lack of interaction was compounded by a failure of teaching staff to respond to or engage with the student voice when difficulties arose, leaving students feeling disempowered.

The review team welcomes the implementation of a single university-wide student survey in 2020/21. The university has instigated a working group to evaluate the number and effectiveness of surveys administered throughout the university. Both of these initiatives are expected to enhance the information available to programme teams and professional services units and optimise student engagement with these feedback processes.

In realising its mission and strategic plan to nurture bright minds, creativity and ambition whilst creating pathways for all, TU Dublin is actively engaged in making higher education more accessible and inclusive for those who traditionally may not have had the opportunity to engage with it. The university support services, through their many external stakeholders and partners, engages with potential students. From the main review visit, it was quite evident to the review team that those who provide the supports to learners are extremely committed to the university's mission of widening access to education for all. This was also apparent from discussions with the external stakeholders who spoke at length about the "excellent" working relationships they had with key members of staff when supporting students pre- and post-transition to TU Dublin.

During the site visit, the contribution of universal design for learning was identified by support staff as important, as was acting to improve learning outcomes for all students. Support services staff felt that there was a need to include the voice of disabled students and institutional service providers as key stakeholders during any conversations with regard to future learning developments within the institution.

TU Dublin has a diverse student body with 9,500 part-time learners. From the site visit discussions with staff and students, the review team noted that TU Dublin does not offer a 24/7 campus. Students reported that it was difficult to access learners supports after 5pm in the evening. During the visit it was acknowledged by TU Dublin staff that there was a need for greater flexibility in opening hours. It was reported that there were a number of challenges in progressing this, including resourcing issues, which are impacted by national agreements and staff contracts. College spaces and services are important when creating an environment that supports engagement. TU Dublin has clearly developed a range of spaces in which students can study, learn and socially engage, however students reported that it is not always clear to them when a classroom, or other space, is available for them to use between class hours or evenings. Student engagement is supported by a wide range of support services. The university has a diverse group of students, including a large number of part-time students with varied needs, who attend college at a range of times. Students reported that spaces were unavailable, and services were often not open, outside of the 9 to 5 working day. Students also spoke of feeling 'awkward' using services outside their home campus because they did not feel like they belonged on the other campuses. This situation is likely to diminish for those students when support services eventually become digitalised and IT-platform based.

RECOMMENDATIONS

1. The review team recommends that, in recognition of its diverse student population, TU Dublin mainstream the use of Universal Design for Learning (UDL) across its provision.

2. The review team recommends that TU Dublin ensures that the student feedback process is not a one-way process. Regular and timely closing of the feedback loop is important in responding to student requests and is central to creating a positive student experience and ensuring student success. The staff components of the Student Voice project should be implemented without delay.

3. The review team recommends that the initiatives aimed at achieving equity/consistency of student experience in TU Dublin be expedited: digital learning environments (VLEs) and student services (including academic advising) as well as feedback practices play a key role in this. The review team further recommends that TU Dublin reviews its institutional opening hours for student services and supports and considers the development of a 24/7, one-stop-shop approach to student services. This should be complemented by providing spaces for students who attend out-of-hours courses. For administrative functions, the university might consider applying a 'front-office/back-office' logic, and only maintain front-offices where face to face contact is required. All back-office functions could be taken care of in professional units placed anywhere at the university.

INFORMATION AND DATA MANAGEMENT

TU Dublin's strategic plan commits to 'creating a technology-enabled university that enhances the student experience and supports the streamlining of information and operations'. The ISER acknowledges the crucial part that aligned and integrated data and business processes play in supporting an effective quality framework. TU Dublin is in the process of updating or transitioning all of its core information systems, with complete integration of the three institutions across all systems planned for 2025. Upgrading each of these systems would be an ambitious project on its own and, coupled with the rest of the organisational transition, it is vital that these projects be appropriately resourced and prioritised.

During the course of the site visit, the review team heard from staff that access to data was an issue but that improvements were already visible. One of the areas raised by some staff was the need to develop relevant system reports so that the report formats and report templates reflected the diversity of programme types or offerings, rather than having a one-size-fits-all approach to data collection or provision.

The introduction of the programme and module catalogue is seen by staff as being a welcome addition to managing programme validation, modification, and review.

The university has developed a roadmap to enabling and supporting the use of learning analytics through a number of initiatives and the ISER (rec 8.1, p.57) recommends that the university develop a

"Centralised approach to data management, reporting and learning analytics and business processes should be identified to inform … [and] … design data analytic requirements roles and responsibilities." (ISER, p. 20)

Working towards and implementing aligned systems can support the organisational change and, more importantly, may lead to a unitary approach to assessment regulations and other elements of the student experience.

PUBLIC INFORMATION AND COMMUNICATION

TU Dublin's ISER recognises that the TU Dublin website is central to providing information and services to students, staff and to the public. TU Dublin's strategic plan states that "creating a technology-enabled university that enhances the student experience and supports the streamlining of information and operations" (ISER, p. 20) is one of the key components of organisational effectiveness within the plan's Partnership pillar.

During the course of the review and as highlighted earlier in this report, the review team heard frequent references to the continued existence of individual legacy websites and the presentation of contradictory information on these websites. Students and external stakeholders described their confusion that there hadn't been a move to a unitary website. This would seem to be having a detrimental effect on TU Dublin's aim to develop a single identity and to take a unitary approach.

The ISER acknowledges that the legacy websites of the founding institutes are still live, and that there are information deficiencies relating to regulations and campus specific practices and other services. The review team notes that a fully functioning website is extremely important for a university, as it acts as a front-of-house platform, providing an overview of and access to the multitude of services that a university has to offer. The website may also serve to provide assurance to the public/maintain public confidence in respect of the institution's quality and standards. The ISER (p. 22) addresses this and recommends that:

> "An accelerated development of the unitary TU Dublin website will ensure our students and stakeholders are provided with an equitable service and clear university-wide communication, whilst campus specific information may be required as appropriate."

This recommendation is endorsed by the review team members, who were informed during the visit that the President of TU Dublin had put a team in place to manage the migration of the three individual institution websites toward a single website and that this project had been made a high priority. While many efforts appear to be ongoing to establish a single TU Dublin website, this has not yet happened. Parts of the three IoT websites still exist and, additionally, information systems have not yet been integrated.

In terms of communication with current students, the late notification of arrangements

for programme delivery, course materials, timetables, and placements also impact on the student experience. In particular, this seemed to affect students enrolled on part-time or apprenticeship programmes. Although not universal, some students received information late, or at the last minute, which then impacted on their ability to secure accommodation.

With such a large network of relationships and large number of staff, relationship management is crucial to the success of TU Dublin. Targeted communication to key external stakeholders is important to the maintenance of those relationships. The ISER states that the university currently communicates with external stakeholders using 'appropriate' methods. The review team notes that the creation of the Office of the Vice President for Partnerships and planned implementation of a customer relationship management (CRM) system will assist the university in communicating with its stakeholder groups. However, the review team heard during the main review visit that some stakeholder groups (further education/ guidance counsellors) would appreciate better communication from the university to explain the impact of any changes to TU Dublin programmes on their constituents.

In a time of great change and transition, internal communication is key to ensuring that all staff are aware of the decisions being made and of changes to policy and procedure. This impacts the practicality of the implementation of a unified quality culture. As the organisational design process progresses and the remaining policies supporting the quality framework are approved and implemented, consistent and frequent communication from senior management and the university's committees is required. This is recognised in the ISER (rec 2.1, p.58) and the associated recommendation is endorsed by the review team.

> "A communication plan should be developed to ensure decisions made at senior level and by University committees are effectively communicated to staff and students".

RECOMMENDATIONS

1. The review team recommends that the TU Dublin website project be expedited to ensure that both internal and external stakeholders are provided with current and relevant information.

2. As the university develops its new systems and services, the review team recommends that procedures be put in place to ensure a consistent approach to programme management, organisation and communication to students. These procedures should clearly identify who in the university is responsible for communicating each component.

3. The review team recommends that TU Dublin engages in increased communication with second-level and further education partners so that these parties are aware of any implications – including unintended consequences – that changes to programmes of education and training may give rise to for learners and for existing agreements.

OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING

TU Dublin's Strategic Intent 2030 outlines an innovative and ambitious engagement strategy that is both local and global. Engagement is essential to the overall purpose of the university, which is to educate students to the highest standards of excellence, be at the frontier of knowledge and technology, and support a vibrant and successful economy and society. TU Dublin aims to strengthen and extend engagement, embedding itself closely in the life of its communities. The ISER reflects on a range of consultations with external partners – both pre- and post-establishment. In 2020, as part of the CINNTE process, the university undertook a review of academic collaborations. The outcome of this review provided a profile of the university's external engagements and informed

the education model, quality framework, and other key strategic discussions.

A comprehensive university collaborations policy outlining the types of partnership that may be entered into and the due diligence required for these arrangements is currently in draft form.

It was encouraging for the review team to hear that partnership is one of the three main pillars of TU Dublin's strategy. The review team also learned from discussions with multiple stakeholders during the main review visit that engagement with industry and other external stakeholders is integral to how academic staff at TU Dublin carry out their work. Historically, these partnerships were established in each of the founding institutions, and it is encouraging to see that, in many cases, these partnerships have now been formalised with supporting memoranda of understanding or memoranda of agreement between the relevant external stakeholder and TU Dublin. However, the review team did acknowledge that in some instances the relationship was very much between an external stakeholder and an individual staff member; whilst this is admirable, the review team notes that it is not sustainable in the longer term.

In moving ahead to a single university approach to engagement, the review team endorses TU Dublin's plans for a single external engagement office and customer relationship management system, although the review team also cautions the university from setting out too broad a scope for the remit of the Vice President of Partnerships so that the roles of the VP Partnerships, the International Office and VP Research are clearly defined. While a single point of initial contact or engagement via the External Engagement Office may be appropriate to some engagements, there should be flexibility within the process so that relationships built between academics in international programme provision, and in establishing research collaborations, can be developed directly.

The ISER (sec 2.9.2, p. 13) sets out TU Dublin's role as a significant provider of craft-based apprentice education and its quality assurance and enhancement arrangements for apprenticeship provision. While the review team heard during the review visit that relationships between SOLAS and TU Dublin are excellent, TU Dublin has expressed concerns in the ISER about the QA arrangements for apprentice education as set out in the Memorandum of Understanding with SOLAS, signed in 2019. In particular, TU Dublin is of the view that there is a clear need to have well defined procedures, roles and responsibilities to ensure the quality of apprentices' learning experience and to be able to address any issues that may arise in a timely manner. However, it does not consider that these procedures are currently in place. These concerns were expressed to SOLAS when the Memorandum of Understanding was recommended for signing. TU Dublin indicates in the ISER that it will continue to engage with SOLAS and QQI to resolve this matter and develop a consistent set of procedures that align to the respective roles and responsibilities of all parties. While craft apprenticeships do not lead to TU Dublin awards and fall outside most TU Dublin quality assurance processes, the review team is of the view that any procedures for quality assurance of apprenticeship provision will need to encompass apprenticeship provision at all levels. This may be achieved through development or expansion of the draft policies for collaborative provision which were made available to the review team.

TU Dublin does not currently have any linked providers, nor does it have procedures in place for the approval of linked providers.

COMMENDATION

1. The review team commends TU Dublin on its extensive focus on external engagement.

RECOMMENDATIONS

1. The review team recommends that TU Dublin build on its practice of formalising relationships with external partners through memoranda of agreement and service-level agreements to ensure consistency, organisational memory and succession planning.

2. The review team recommends that TU Dublin ensures that the roles and responsibilities with respect to relationship management of the Vice-President Partnership, the International Office and Vice-President Research are clearly defined.

SELF-EVALUATION, MONITORING AND REVIEW

The new quality framework outlines a series of review processes including annual programme review, periodic programme review, school review and professional services reviews. Programme monitoring will take place at discipline level through the Disciplines Programme Board, faculty programmes boards and the University Programmes Board. Professional services reviews may take place at a functional or thematic/process level under the new framework, whichever is considered to provide greater value to the area under review.

The interim quality assurance arrangements for self-evaluation, monitoring and review have used the long-standing procedures of the three founding institutions. These have concentrated on the university's aim to ensure continuance of programme validation during this transition period.

An institutional quality action plan has been used since 2016 in City Campus to track progress made in implementing recommendations arising through the former Dublin Institute of Technology quality processes and actions identified, as referred to in the ISER (sec 2.8, p. 12). It is intended that a university quality enhancement plan will replace this to monitor the outcomes of review processes.

Following approval of all review-related policies and procedures, the university will publish plans for a schedule of reviews shortly thereafter. This schedule will prioritise for review those areas of the university that have not been reviewed in some time.

RESEARCH

Research and education

Research at TU Dublin is conducted through research institutes and in designated research centres, organised around the university's strengths in the following four fields: Environment, Energy & Health; Information, Communications & Media Technologies; New Materials & Devices; and Society, Culture and Enterprise.

Three of these research institutes were established under the HEA's Programme for Research in Third-Level Institutions (PRTLI). A particular focus of PRTLI was to encourage synergies between research and teaching and learning. TU Dublin aims to ensure that the enhancement of the education and training curriculum at both postgraduate and undergraduate levels is an objective in all research institutes. The review team note that these entities provide state-of-the-art facilities and expert supervision to all research students. The university has leveraged opportunities for student pathways from NFQ Level 6 to NFQ Level 10 and has created opportunities for engagement with industry. This has also supported cross-disciplinary partnerships through resource sharing and open access to research facilities.

The review team notes that TU Dublin's Graduate School provides a clear identity for graduate research activities and supports graduate education across the university. It has a university-wide mandate for supporting and improving graduate studies and has been effective in so doing. The review team notes that, during the main review visit, graduates, current students and supervisors suggested that improved training in the research planning

process would be of benefit, accompanied by increased support in respect of career planning. Employers have also suggested dynamic alignment of student-based research with national plans as well as improved training in communication skills for students. The review team endorses the ISER recommendation that a new training format for the structured PhD be devised. This training format would focus on professional skills development and broader research skills.

Focus and strategic priorities

TU Dublin is committed to undertaking research that is nationally relevant, internationally competitive, and strategically important. As set out in the Technological Universities Act, 2018 Section 9 (1f) legislation, a function of a technological university is to support 'a body of research that includes research relevant at regional, national and international levels and pursue excellence in the conduct of that research'.

The review team acknowledges TU Dublin's commitment to research and the importance and scope of its research ambitions highlighted above.

However, while the review team acknowledges that TU Dublin is still undergoing an organisational design process, it is not clear to the team where the university's priorities lie, and how the structures for research will integrate into its decision-making structures. The review team notes the importance of the role of research centre leaders and finds that their role in the governance structure should be clarified. Research centres and institutes and the proposed new research hubs will need to be mapped, reviewed and consolidated to avoid undue complexity. Such research units will then require appropriate input to Academic Council – perhaps through the ex-officio membership of VP Research.

The review team finds that TU Dublin should build on and replicate proven success in establishing research institutes in the technological space in identified prioritised areas. Such priority areas should include representation of the breadth of disciplines in the university. Also, it would be important to facilitate release of staff time and encourage collaboration on cross cutting themes of key strategic importance. Further strategic appointments in key academic areas could be made through international recruitment campaigns to deliver on the strategic plan and enhance the distinct mission of TU Dublin. Support packages would enhance the attractiveness of those appointments.

While the school structure of the university is likely to have a lifespan over decades, the trend in modern research activities is that the research profile will change much faster. Focal points will depend on the institution's most advanced human capital and their (external) funding opportunities. Therefore, clear guidelines and swift procedures for establishment and closure of research centres should be in place.

COMMENDATION

1. The review team commends TU Dublin's success in establishing research institutes and centres in the technological space.

RECOMMENDATIONS

1. The review team recommends that TU Dublin, as a matter of urgency, moves swiftly to identify areas of research strength as priorities. It should in addition identify any other areas of focus which are of strategic importance for TU Dublin. Interdisciplinarity could be incentivised by the university.

2. The review team recommends that any fluctuation in the university's research priorities be based on transparent processes, facilitating the identification of new opportunities for TU Dublin when redirecting and/or expanding its research capacity.

3. The review team recommends that a new training format for the structured PhD be devised. This training format would focus on professional skills development and broader research skills.

OBJECTIVE 2 – QUALITY ENHANCEMENT

OVERALL ASSESSMENT OF QUALITY ENHANCEMENT

As identified earlier in this report, TU Dublin has demonstrated its capacity for self-evaluation and developing plans for enhancement. This is evident within the self-evaluation process where thirty-one individual recommendations for action have been identified across a range of areas affecting quality assurance. These include programme provision, teaching, learning and assessment, research, supports for learners, information provision and public information and communication.

TU Dublin's ISER is also accompanied by a range of case studies that illustrate its commitment to quality enhancement. These case studies cover topics such as learning analytics, student voice, equality, diversity and Inclusion, and demonstrate enhancement across a range of levels and areas within the organisation. Many cases are supported by identified actions that have been tracked and have therefore provided accountability within the university.

An enhancement culture is also demonstrated through the willingness of staff to engage with communities of practice for the enhancement of teaching and learning and the change management projects in train. This is supported institutionally through the creation of action lead roles and the provision of training.

It is the review team's opinion that it is too early to comment on how quality enhancement is impacted by governance, policy and procedure; however, the leadership shown by the quality team in the development of new policy, procedures and methods of review provide encouragement to the review team that enhancement is a key component of the quality assurance and enhancement framework. As stated in the ISER, TU Dublin's Quality Framework is "underpinned by the recognition that there is always scope for improvement" (p. 8) and "should be primarily characterised by quality enhancement procedures which support the development of programmes that are positioned to meet societal needs and that have adopted student-centred pedagogical approaches" (p. 9).

THE ALIGNMENT OF THE INSTITUTION'S MISSION AND TARGETS FOR QUALITY

TU Dublin has aligned the actions that it has identified in the ISER to the three pillars of its strategic plan and their respective key performance indicators. In themselves, these actions provide a roadmap for the university's further enhancement and development of the systems supporting quality assurance and enhancement at TU Dublin. As outlined above, the success of these actions will depend on their adoption, prioritisation and implementation.

OBJECTIVE 3 – PROCEDURES FOR ACCESS, TRANSFER AND PROGRESSION

OVERALL ASSESSMENT OF ACCESS, TRANSFER AND PROGRESSION (ATP)

The review team is satisfied that the interim procedures in place in each of the three TU Dublin campuses are consistent with QQI policy and criteria for access, transfer & progression. The university is currently developing a unitary policy for the recognition of prior learning (RPL) which will harmonise the university's approach to RPL.

Equality, diversity and inclusion are among the key objectives of the university's strategy. TU Dublin has a diverse student body and there is increasing staff diversity. Staff and students are cognisant of this and there is evidence of excellent inclusive practices across the university, as outlined in section 3.1.5 of this report.

In recognition of its valuable contribution to supporting community engagement and the needs of these communities, TU Dublin could become a leader in research by responding to the needs of the community through the further exploration of community engagement as a core part of its research strategy. This would be reflected in the development of specific areas of research and study focusing on challenges in these areas.

THE IMPLEMENTATION OF ATP

TU Dublin takes a wide-ranging approach to access to education and the university includes blended learning, part-time education and apprenticeship education when considering the access points at which a learner can join, leave, and re-join its programmes as well as through alternative means of delivery. The university provided a case study, 'Widening Participation through Access and Flexible Offerings' (ISER 4.5.3, p. 26) as an illustration of the offerings that it provides across a range of access and widening

participation initiatives such as the Access to Apprenticeships and Access Foundation to Undergraduate programmes.

Part-time offerings of existing accredited full-time programmes/courses and bespoke programmes targeted at meeting the requirements of specific education and training collaborative partnerships are mainly in flexible/blended learning mode. According to the ISER (sec 4.5.2, p. 25) and illustrated in the Institutional Profile, (p.16), the university is a national leader in continuing education in a range of disciplines. Innovation in educational technology has enabled TU Dublin to expand programme-delivery options and enhance the flexibility of programme delivery and the student learning experience.

The management of different modes of delivery is integrated into the procedures of the university, for example part time programmes must: be compatible with the university mission; meet identified learning needs of participants and/or collaborative partners; be accorded sufficient administrative support and be efficiently promoted; and be sustainable in terms of student numbers and cost recovery. As noted earlier (section 3.1.8), students on part-time and apprenticeship programmes did report inconsistent experiences regarding programme information and planning, on which the review team has made a recommendation.

TU Dublin is the largest provider of apprentice and skills education (ASE) and learning in Ireland. At TU Dublin, these cover a spectrum of programme types, including: the traditional (craft) apprenticeship programmes; new apprenticeship programmes (post 2016), and 'learn and work'-type programmes. The programmes cover NFQ Awards from Level 6 to Level 9.

The ISER (p. 26) describes how TU Dublin may employ recognition of prior learning in the following scenarios:

a. initial entry into a programme where the applicant may not meet standard entry requirements.
b. determination of advanced entry to a programme at a stage beyond the initial stage of programme or for inter-programme transfers.
c. determination of exemption from programme elements or modules.
d. assessment of qualification for non-standard entry into postgraduate programmes, specifically, where the applicant may not have the standard honours primary degree.
e. assessment for application towards a full award such as a doctorate.

The review team notes that, currently, different RPL policies are in operation across the three university campuses. Furthermore, not all programmes allow for RPL for entry, transfer, module exemptions, or qualification for a full award, and, where they do, there may be specific conditions, limitations, and application procedures. Applicants are required to provide evidence of learning claimed (both certificated or experiential) which may include: a self-assessment exercise; submission of portfolio of claimed evidence of learning; interview; or demonstration or assessment task.

The Quality Framework Team has developed a draft policy for consideration by the University Academic Regulations Processes and Policy Oversight Committee (ARPPOC) and ultimately for approval by the Academic Council. Also, as a member of a national cross-sectoral Human Capital Initiative (Pillar 3 – Innovation and Agility) project under the Department of Further and Higher Education, Research, Innovation and Science, the university has undertaken to participate in developing a unified RPL strategy for Irish higher education.

Students can avail of transfer opportunities between programmes at TU Dublin. First year students can apply for a transfer into another

fulltime TU Dublin undergraduate course, subject to a) meeting the minimum entry requirements, b) the availability of a place and c) agreement from head of course/school. Progression is facilitated by TU Dublin where students are offered opportunities to progress from their current programme, using the "ladder" system. Entrants onto a level 6 programme may, upon successful completion, progress to a level 7 or 8 programme, and ultimately to postgraduate study. Similarly, students may apply for exit awards after two or three years of study on a 4-year level 8 programme. (ISER, p. 19).

The review team concludes that the procedures implemented by the founding institutions have been effective and that TU Dublin is working to develop and implement a consistent approach to access, transfer and progression across the university.

COMMENDATION

1. The review team commends TU Dublin on its many widening participation initiatives.

OBJECTIVE 4 – PROVISION OF PROGRAMMES TO INTERNATIONAL LEARNERS

As set out in the ISER (p.14), relationships with, and provision of services to, international students is informed by the QQI Code of Practice for the Provision of Programmes to International Learners 2015.

The International Office at TU Dublin has established relationships with a worldwide network of recruitment agents and agencies, alongside dedicated staff members who support recruitment in seven international regions. Recruitment also occurs through partner arrangements in the People's Republic of China, where the university is permitted to recruit students outside of the disciplines within which it directly collaborates (currently Arts & Humanities and Engineering & Built Environment) (ISER, Appendix 6.2). TU Dublin provides potential applicants with financial information and details of insurance requirements. Entry requirements, including English language requirements, are published on the university's website.

Extensive information is provided to incoming international students, including travel arrangements, accommodation options, and information on airport greeting/pick-up. Due to the COVID-19 pandemic restrictions on travel, and regulations in respect of isolation protocols, testing and self-declaration, post-acceptance information has been amended to accommodate changes in procedures. As discussed with the Student Services and Wellbeing Team during the site visit, TU Dublin's approach to the provision of services to international students is to integrate those services with services to domestic students rather than to have them siloed.

The review team therefore concludes that TU Dublin provides its programmes to international learners in a manner consistent with the QQI Code of Practice for the Provision of Programmes to International Learners.

Conclusions

Findings

Conclusions

The review team observes that Technological University Dublin (TU Dublin) is a very young university, established on 1 January 2019, creating Ireland's first technological university by merging its three founding institutes, Dublin Institute of Technology (DIT), Institute of Technology Blanchardstown (ITB), and Institute of Technology Tallaght (ITT). It is at a very early stage of its existence, and it is at this early stage that this CINNTE review has been conducted. Many processes and practices are works-in-progress and many parts of the self-evaluation report are written in the future tense.

The review team appreciates that TU Dublin is in the middle of an all-encompassing change process during which the three founding institutions will disappear while the new university is being built on their pre-existing positions of strength. Simultaneously, the

technological university is exploring new opportunities. The strategic plan is an ambitious endeavour; its priorities will have to be identified and challenging decisions will have to be made about those priorities, for example in programme portfolios and areas of research.

The university's mission is to (i) offer programmes from NFQ Level 6 through to 10; (ii) serve as a key factor in engagement with business, enterprise, and the community in the greater Dublin region and nationally; and (iii) build a significant international presence.

TU Dublin's plan is to provide high-quality, practice-based, research-informed education for its learners, preparing them for future work and life. It intends to do this through the development and maintenance of

student-centred learning environments on three fully serviced physical campuses, complemented by digital delivery of services and programmes. TU Dublin has set itself ambitious goals. As set out in the ISER (p. 1), it aims to:

– develop Ireland's leading practice-based and research informed university, offering a range of pathways from apprenticeship to PhD.

– provide an environment of academic excellence for staff and career-focused students.

– ensure that graduates of TU Dublin develop attributes that prepare them for life and for fulfilling careers in a rapidly changing knowledge economy.

– be a modern, vibrant university providing differentiated technological education, deeply embedded in the economic, civic, social, creative, and cultural life of the region.

In a short span of time TU Dublin has achieved a great deal. This achievement is all the greater when considering the impact of the COVID-19 pandemic on its plans. However, the university is challenged by the delay in the establishment of a full senior management team at a time when the university needs guidance from a complete governance and management structure in which participants have clearly defined roles and mandates.

The university's new organisational design is still a work in progress, with completion not envisaged until summer 2022. If implementation is not expedited, the university runs the risk of delaying integrative processes unduly and foregoing new opportunities.

Despite the challenges facing TU Dublin, the review team is confident the university will rise to these challenges, driven by an enthusiastic staff.

COMMENDATIONS

1. The review team commends the university on the comprehensive process it has undertaken towards developing its strategy, in which it engaged with over 2,500 stakeholders to hear their views and insights and debate the challenges and opportunities facing higher education.

2. The review team commends TU Dublin on the inclusion of student and staff voices in the organisational development process, as it demonstrates a wide level of consultation in the process of amalgamation and formation of TU Dublin.

3. The review team commends the university on its institutional self-evaluation report (ISER), which is a coherent and self-evaluative portrayal of the university's progress towards achieving a unified quality assurance and enhancement framework. The linkage of its recommendations to TU Dublin's strategy provides a roadmap for the university in terms of its enhancement agenda.

4. The review team commends TU Dublin on the process by which its Academic Quality Framework (AQF) is being developed. There is evidence of an iterative and consultative approach to the development of policies and procedures which will aid the AQF's implementation and embedding of a unified quality culture.

5. The review team commends TU Dublin's use of communities of practice for the sharing of pedagogic expertise and the development of institutional learning.

6. The review team commends TU Dublin's requirement, set out in its draft School Review Procedures document, that the university's quality review processes be

aligned with its equality, diversity and inclusion strategies.

7. The review team commends TU Dublin on its extensive focus on external engagement.

8. The review team commends TU Dublin's success in establishing research institutes and centres in the technological space.

9. The review team commends TU Dublin on its many widening participation initiatives.

RECOMMENDATIONS

General

1. The review team recommends that TU Dublin moves quickly towards establishing a 'one university' structure, eliminates any duplication of functions across campuses, and maintains focus on the simplification of structures and process. In acknowledging the university's objective of consultation and ensuring an orderly and safe transition, the review team recommends that a balance be struck between the need to complete the organisational design process and have structures in place and the urgency with which some matters need to be progressed. The review team further recommends that, subject to clearly defined objectives, the university ensures appropriate delegation of authority and devolution of resources to faculties and schools to support them in

delivering on change, consolidation, and review of programmes and research.

2. The review team recommends that the findings arising from the self-evaluation process be prioritised, interdependencies identified, weighted, and given implementation timescales in the context of the strategic plan so that appropriate resources are made available to progress these recommendations. In order to maintain momentum and buy-in to the process, quick wins should also be identified.

Governance & Management

1. The review team recommends that the oversight of quality assurance and enhancement by Academic Council be enabled and strengthened through the appointment of deans and the VP Research as ex-officio members of Academic Council. Deans are also an important link between Academic Council and the University Executive Team. The size of Academic Council must be continually monitored to ensure that it can fulfil its decision-making remit.

2. The review team recommends that progress on academic structures and governance be sequential. Below the level of faculties, the process of delivering on the creation of schools within the faculties should be delegated to deans who have appropriate

autonomy in terms of timelines and feasibility. There must be appropriate devolution of resources to faculty deans from UET. In turn, deans must deliver resources to support schools in delivering on change, consolidation and review of programmes and research. The potential for leveraging accreditation bodies should be explored to assist/incentivise the i.e. the coming together etc coming together of different unit offerings, e.g. engineering units/degrees.

3. The review team recommends that TU Dublin ensure the regular and meaningful flow of

information between the UET, Governing Body and Academic Council.

4. The review team recommends that TU Dublin, as matter of urgency, commit to ensuring that the student voice is an integral, valued part of the decision-making process at senior levels in the university. The current structure should be reviewed, with student input, to identify gaps in the process.

Programmes of Education & Training

1. The review team recommends that TU Dublin undertake a holistic and objective

assessment of the programme portfolio in light of the anticipated competence and skills needs of wider society and the profile that TU Dublin wishes to achieve. This assessment should be conducted jointly by Academic Council and the University Executive Team and should introduce metrics for following up the viability of programmes and their lifecycle.

2. The review team recommends that TU Dublin ensure that the student voice is incorporated into the development of programme curricula and pedagogy needs. Both of these processes should be anchored to systematic student feedback practices, both at module and programme levels.

Teaching, Learning & Assessment

1. The review team recommends that TU Dublin further develop the communities of practice concept, ensuring that, through dissemination of best practices and peer-to-peer as well as professional pedagogical support, the most impactful educational innovations are leveraged across the university.

2. The review team recommends that TU Dublin consider the development of an embedded technical support service for academic staff delivering online/blended programmes.

Staff Recruitment, Management & Development

1. The review team recommends that TU Dublin ensure that excellence and inclusion are guiding principles in the development of staff recruitment, management, and development policies. There is a need to

ensure greater diversity amongst TU staff, including senior management.

2. The review team recommends that TU Dublin ensure that EDI practices are further embedded into the university systems and structures.

3. The review team recommends that a policy and procedure for equitable access to continuous professional development by academic and administrative staff be developed to support the university's strategic ambitions for academic and operational excellence.

Supports for Learners

1. The review team recommends that, in recognition of its diverse student population, TU Dublin mainstream the use of Universal Design for Learning (UDL) across its provision.

2. The review team recommends that TU Dublin ensure that the student feedback process is not a one-way process. Regular and timely closing of the feedback loop is important in responding to student requests and is central to creating a positive student experience and to ensuring student success. The staff components of the Student Voice project should be implemented without delay.

3. The review team recommends that the initiatives aimed at achieving equity/consistency of student experience in TU Dublin be expedited: digital learning environments (VLEs) and student services (including academic advising) as well as feedback practices playing a key role in this. The review team further recommends that TU Dublin review its institutional

opening hours for student services and support and consider the development of a 24/7, one-stop-shop approach to student services. This should be complemented by providing spaces for students who attend out-of-hours courses. For administrative functions, the university might consider applying a 'front-office/back-office' logic, and only maintain front-offices where face to face contact is required. All back-office functions could be taken care of in professional units placed anywhere at the university.

Public Information & Communication

1. The review team recommends that the TU Dublin website project be expedited to ensure that both internal and external stakeholders are provided with current and relevant information.

2. As the university develops its new systems and services, the review team recommends that procedures be put in place to ensure a consistent approach to programme management, organisation and communication to students. These procedures should clearly identify who in the university is responsible for communicating each component.

3. The review team recommends that TU Dublin engages in increased communication with second-level and further education partners so that these parties are aware of any implications – including unintended consequences – that changes to programmes of education and training may give rise to for learners and for existing agreements.

Other Parties involved in Education and Training

1. The review team recommends that TU Dublin build on its practice of formalising relationships with external partners through memoranda of agreement and service-level agreements to ensure consistency, organisational memory and succession planning.

2. The review team recommends that TU Dublin ensures that the roles and responsibilities with respect to relationship management of the Vice-President Partnership, the International Office and Vice-President Research are clearly defined.

Research

1. The review team recommends that TU Dublin, as a matter of urgency, moves swiftly to identify areas of research strength as priorities. It should in addition identify any other areas of focus which are of strategic importance for TU Dublin. Interdisciplinarity should also be incentivised by the university.

2. The review team recommends that any fluctuation in the university's research priorities be based on transparent processes, facilitating the identification of new opportunities for TU Dublin when redirecting and/or expanding its research capacity**.**

3. The review team recommends that a new training format for the structured PhD be devised. This training format would focus on professional skills development and broader research skills.

Top 5 Commendations and Recommendations

Top 5 Commendations and Recommendations

TOP FIVE COMMENDATIONS

1. The review team commends the university on the comprehensive process it has undertaken towards developing its strategy, in which it engaged with over 2,500 stakeholders to hear their views and insights and debate the challenges and opportunities facing higher education.

2. The review team commends the university on its institutional self-evaluation report (ISER), which is a coherent and self-evaluative portrayal of the university's progress towards achieving a unified quality assurance and enhancement framework. The linkage of its recommendations to TU Dublin's strategy provides a roadmap for the university in terms of its enhancement agenda.

3. The review team commends TU Dublin for the process by which its Academic Quality Framework (AQF) is being developed. There is evidence of an iterative and consultative approach to the development of policies and procedures which will aid the AQF's implementation and in embedding a unified quality culture.

4. The review team commends the use of communities of practice for the sharing of pedagogic expertise and development of institutional learning.

5. The review team commends TU Dublin's requirement, set out in its draft School Review Procedures document, that the university's quality review processes be aligned with its equality, diversity and inclusion strategies.

TOP FIVE RECOMMENDATIONS

1. The review team recommends that progress on academic structures and governance be sequential. Below the level of faculties, the process of delivering on the creation of schools within the faculties should be delegated to deans who have appropriate autonomy in terms of timelines and feasibility. There must be appropriate devolution of resources to faculty deans from UET. In turn, deans must deliver resources to support schools in delivering on change, consolidation and review of programmes and research. The potential for leveraging accreditation bodies should be explored to assist/incentivise coming together of different units offering, e.g. engineering units/degrees.

2. The review team recommends that TU Dublin undertake a holistic and objective assessment of the programme portfolio in light of the anticipated competence and skills needs of wider society and the profile that TU Dublin wishes to achieve. This assessment should be conducted jointly by Academic Council and the University Executive Team and should introduce metrics for following up the viability of programmes and their lifecycle.

3. The review team recommends that the initiatives aimed at achieving equity/ consistency of student experience in TU Dublin be expedited: digital learning environments (VLEs) and student services (including academic advising) as well as feedback practices play a key role in this. The review team further recommends that TU Dublin review its institutional opening hours for student services and support and consider the development of a 24/7, one-stop-shop approach to student services.

4. The review team recommends that TU Dublin, as a matter of urgency, moves swiftly to identify areas of research strength as priorities. It should, in addition, identify any other areas of focus which are of strategic importance for TU Dublin. Interdisciplinarity could be incentivised by the university.

5. The review team recommends that the findings arising from the self-evaluation process be prioritised, interdependencies identified, weighted, and given implementation timescales in the context of the strategic plan so that appropriate resources are made available to progress these recommendations. In order to maintain momentum and buy-in to the process, quick wins should also be identified.

OVERARCHING STATEMENTS IN RESPECT OF QUALITY ASSURANCE

OBJECTIVE 1: QUALITY ASSURANCE & ACCOUNTABILITY

Objective 1 of the adapted CINNTE terms of reference for the review of technological universities is to review the effectiveness and implementation of the quality assurance procedures of the new technological university through consideration of its procedures. The review team is satisfied that good progress is being made towards the development of a single quality assurance and enhancement framework supported by a range of policies and procedures. The review team considers that it is too early at this stage to make a judgement on the implementation and effectiveness of these policies and procedures. Many of the university's policies and procedures are in draft format and are still moving through the university's governance structure. However,

based on the pace of change demonstrated from the submission of the ISER (in June 2021) to the main review visit (in October 2021), coupled with the appointment of the UET, the review team is confident that the majority of policies and procedures will be in place by September 2022.

OBJECTIVE 2: QUALITY ENHANCEMENT

TU Dublin has provided the review team with a range of case studies that illustrate its commitment to quality enhancement. These cases cover topics such as learning analytics, student voice, equality, diversity and inclusion demonstrating enhancement across a range of levels. The review team finds that it is too early to comment on how quality enhancement is impacted by the newly established governance structure, and supporting policies and procedures. However, the leadership shown by the quality team in the development of new procedures and methods of review provide encouragement to the review team that enhancement is a key component of the quality assurance and enhancement framework.

OBJECTIVE 3: ACCESS TRANSFER AND PROGRESSION

The review team is satisfied that the interim procedures in place in each of the three TU Dublin campuses are consistent with QQI policy for Access, Transfer and Progression and it is noted with satisfaction that the university is currently developing a single policy for recognition of prior learning.

OBJECTIVE 4: PROVISION OF PROGRAMMES TO INTERNATIONAL LEARNERS

Relationships with, and provision of services to, international students are informed by the QQI Code of Practice for the Provision of Programmes to International Learners 2015. TU Dublin's approach to the provision of services to international students is to integrate those offered to domestic students rather than to have them siloed.

Institutional Response

Institutional Response

Technological University Dublin was established on 1 January 2019, creating Ireland's first technological university and since its establishment, the University has been engaged in multiple formative processes across the entirety of its organisation and activities. Important aspects of the University's identity are being actively developed through inter-related reflective processes that consider our mission, Strategic Plan, strengths, staff expertise and the needs of our current, former and future students and other stakeholders. These processes include the University Organisation Design, the development of our Education Model, the realisation of our Strategic Plan and the implementation of a new Quality Framework, which encompasses new unitary University quality assurance and enhancement procedures and the underpinning academic policies. The TU Dublin CINNTE Review commenced within a year of the establishment of the University, with the main panel visit taking place in October 2021. Consequently, much of the reflection that informed the CINNTE Review process, and which was captured in the Institutional Self-Evaluation Report, arose from the ongoing formative processes of becoming TU Dublin, for which quality assurance and enhancement is a key factor in ensuring success.

TU Dublin very much welcomed and embraced the Quality and Qualifications Ireland (QQI) CINNTE Review process as an opportunity to reflect on our experiences prior to and since the formation of TU Dublin, in order to determine the way forward as a new University. We particularly welcomed the opportunity to have an international panel of experts and peers, the Independent Review Team (IRT), appraise the steps we are taking to build our new University and evaluate the effectiveness of our approved and emerging approaches to quality assurance and enhancement. In this regard, we welcome the IRT's appraisal of our Institutional Self-Evaluation Report (ISER) as "a coherent and self-evaluative portrayal of the University's progress towards achieving a unified quality assurance and enhancement framework" and the acknowledgement that by linking the recommendations we identified through the self-evaluation process, we have developed a "roadmap for the University in terms of its enhancement agenda".

TU Dublin found the CINNTE Review process itself to be objective and rigorous, and the IRT's report is balanced and comprehensive, and the University values the additional perspectives, experiences and insights. The recommendations identified through the self-evaluation process and within the IRT's report will assist the University in the continued development of our Organisation Design, academic policies and approaches to quality assurance and enhancement.

Our mission, vision and values capture the essence of TU Dublin, and the TU Dublin Strategic Plan, launched in January 2020, sets out a future path and an exciting journey for the next decade. The University welcomes the IRT's acknowledgement of the "comprehensive process" we undertook to develop our strategy, and the "iterative and consultative approach" we have taken to develop the policies and procedures within the Quality Framework, which are aligned with our equality, diversity and inclusion strategies. The quality assurance and enhancement processes within this framework support and enhance our commitment to student success, supporting our academic programmes,

providing robust processes to assure the quality of our awards and our graduates, and supporting our broader engagement as a university with other higher education providers, nationally and internationally, with the community in which we are embedded, and with industry and business.

A key goal for the University since its establishment has been to bring our staff together from across the different disciplines and locations, and we welcome the IRT's recognition and commendation of the use of communities of practice "for the sharing of pedagogic expertise and development of institutional learning."

To develop the quality improvement plan arising from the CINNTE Review, and following the recommendation in this report, the University will prioritise the recommendations arising from the ISER and from the IRT's evaluation, identify interdependencies and determine implementation timescales in the context of our strategic plan and assign organisational responsibility. Due to the many ongoing development and change projects within the University, work is already underway in relation to a number of the recommendations contained within the ISER document and this report. The University particularly welcomes the recommendations relating to our organisational design process, programme portfolio, research strengths and the consistency of student experiences across the University.

In conclusion, the QQI CINNTE Institutional Review process provided TU Dublin with the opportunity to undertake an analysis and reflection on the many ongoing activities currently underway to design and build our new University. The process commenced in earnest in December 2019, shortly after
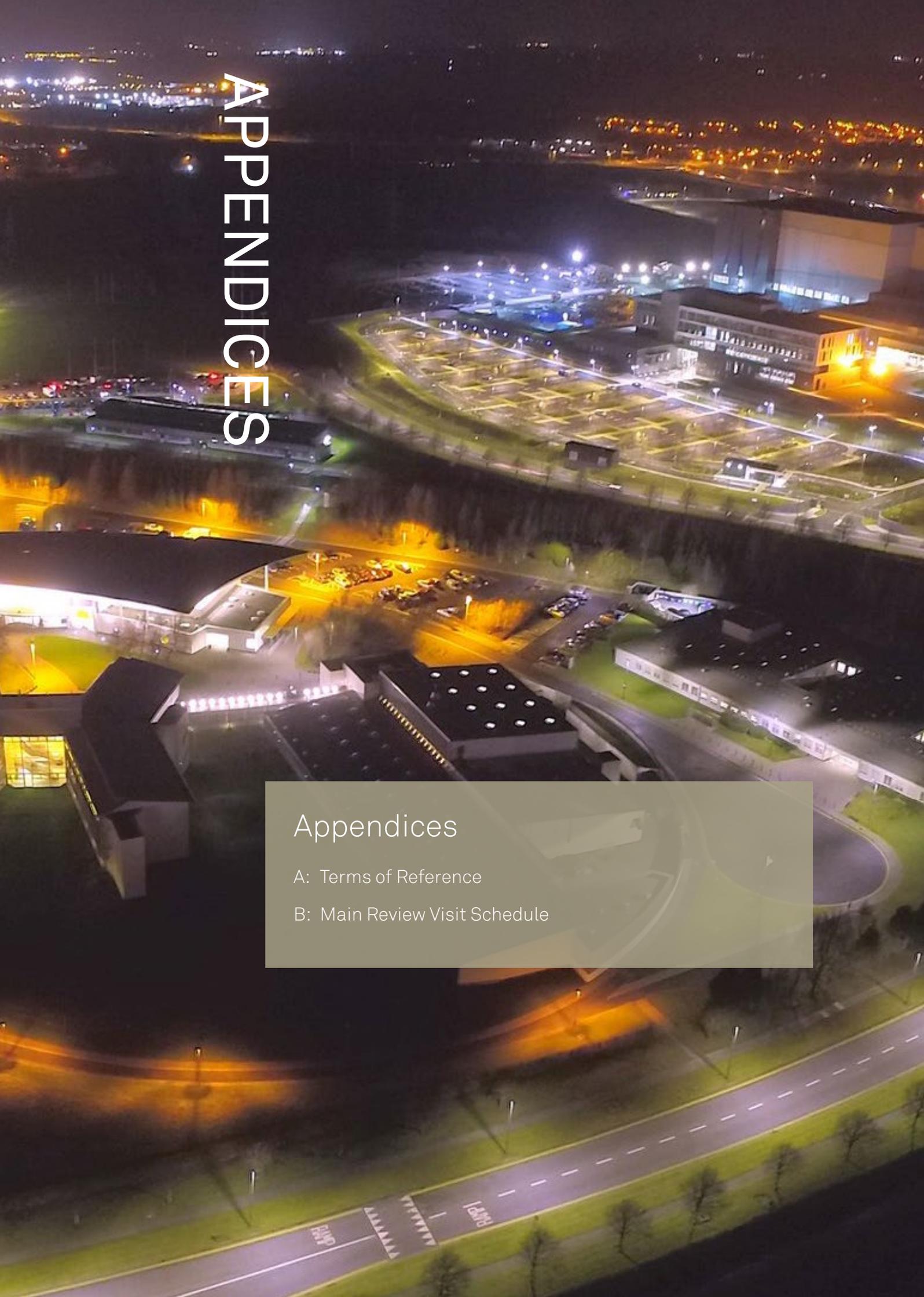
the establishment of the University and prior to the COVID-19 pandemic and implementation of the necessary restrictions imposed by the public health guidance. The physical site visit by the IRT, originally scheduled for March 2021, was postponed and took place in October 2021 through the electronic provision of documentation and virtual meetings. Although it was disappointing not to be able to welcome the IRT to our University, the virtual meetings enabled the IRT to engage effectively and extensively with wide range of staff, students and stakeholders.

The University sincerely thanks all members of the IRT, particularly the Chair of the IRT, Professor Lauritz B. Holm-Nielsen and the IRT Coordinator, Sinéad O'Sullivan, for their positive engagement with the process and their formative feedback and report. Thanks are also due to the staff, students and stakeholders who enthusiastically engaged in the review process over the 18 months, the University CINNTE Review Steering Group and all those involved in coordinating the process and drafting, collating and producing the Institutional Profile, Institutional Self-Evaluation Report, case studies and the many University documents provided to the IRT. Finally, the University gratefully acknowledges the work of the Tertiary Education Monitoring and Review Unit in QQI for their guidance and support throughout the process.

Professor David FitzPatrick

President
TU Dublin

APPENDICES

Appendices

Appendix A:

Terms of Reference
– Addendum for the Review
of Technological Universities

SECTION 1: BACKGROUND

This document is an addendum to the CINNTE Terms of Reference for the Review of Universities and other Designated Awarding Bodies[2]. It is applicable for the CINNTE Institutional Review Cycle Schedule 2017-2023[3] and will expire in 2023 on completion of this cycle of institutional reviews.

The purpose of this addendum is to provide supplementary information for new technological universities undergoing an institutional review, and for the external review teams conducting a review of this type of institution; it acts as an accompaniment to the main Terms of Reference and should be read in conjunction with this.

This addendum takes cognisance of material changes to the higher education landscape in Ireland, specifically, the establishment of new technological universities. It provides an enabling framework within the Terms of Reference to facilitate and further enhance the institutional review of the new institutions.

1.1 Context

In 2016 QQI adopted a policy on cyclical review in higher education, which sets out the scope, purposes, criteria, model and procedures for the review process. These are detailed in the CINNTE Cyclical Review Handbook for the Review of Universities and Designated Awarding Bodies[1]. The Terms of Reference for the review is also contained within the CINNTE Handbook.

The Technological Universities Act 2018 provides for the establishment of technological universities, as well as setting out their functions and governance structure. This Addendum to the Terms of Reference for the Review of Universities and Designated Awarding Bodies, provides supplemental information for the quality review of new technological universities within the CINNTE Review Cycle Schedule 2017-2013.

The CINNTE schedule of cyclical reviews has been revised to reflect the planned establishment of new technological universities; the institutional review of each new Technological University will commence 18 months from the date of establishment of that Technological University with the

2   cinnte-review-tor-dab-website.pdf (qqi.ie)
3   https://www.qqi.ie/Publications/Publications/CINNTE%20Review%20Handbook%20DAB%20website.pdf

submission to QQI of the Institutional Self-Evaluation Report (ISER).

1.2 Purposes

The Policy for the Cyclical Review of Higher Education Institutions highlights **four purposes** for individual institutional reviews, as set out in the CINNTE handbook, these are consistent in this addendum, with some amendments to the measures as outlined in the table below.

PURPOSE	ACHIEVED AND MEASURED THROUGH:
1. To encourage a QA culture and the enhancement of the student learning environment and experience within institutions	- emphasising the student and the student learning experience in reviews - providing a source of evidence of areas for improvement and areas for revision of policy and change and basing follow-up upon them - exploring innovative and effective practices and procedures - exploring quality as well as quality assurance with a focus on the development of an integrated quality system within the new institution
2. To provide feedback to institutions about institution-wide quality and the impact of mission, strategy, governance and management on quality and the overall effectiveness of their quality assurance	- emphasising the governance of quality and quality assurance at the level of the institution - pitching the review at a comprehensive institution-wide level - evaluating compliance with legislation, policy and standards - evaluating how the institution intends to identify and measure itself against its own benchmarks and metrics to support quality assurance governance and procedures - emphasising the improvement of quality assurance procedures
3. To contribute to public confidence in the quality of institutions by promoting transparency and public awareness	- adhering to purposes, criteria and outcomes that are clear and transparent - publishing the reports and outcomes of reviews in accessible locations and formats for different audiences - evaluating, as part of the review, institutional reporting on quality and quality assurance, to ensure that it is transparent and accessible
4. To encourage quality by using evidence-based, objective methods and advice	- Using the expertise of international, national and student peer reviewers who are independent of the institution; - ensuring that findings are based on stated evidence - facilitating the institution to identify measurement, comparison and analytic techniques, based on quantitative data relevant to its evolving mission and context, to support quality assurance - promoting the identification and dissemination of examples of good practice and innovation

SECTION 2

Objectives and Criteria

The objectives and criteria for the CINNTE cyclical review are detailed within the Terms of Reference and remain consistent in this addendum, with some additional details as outlined below.

The overarching theme for the institutional review of a newly formed technological university is: ensuring a forward-looking perspective.

2.1 Review Objectives

Enhancing academic quality and excellence should be a key goal of each newly formed technological university. It is recognised that these new institutions will need to move from an implicit strategy based on the sum of the dissolved institutions, to a common global mission, strategy and goals, and that it will take time to mainstream an institution-wide quality assurance system, and to implement institution-wide procedural change.

The objectives for the CINNTE Review are framed within this context. Whilst the review process will be forward-looking, it must also ensure trust through transparency and commitment to a culture of quality assurance.

OBJECTIVE 1

To review the effectiveness and implementation of the QA procedures of the new Technological University through consideration of the procedures set out in the Annual Institutional Quality Report submitted by the university.

The scope of information in respect of quality assurance contained in the Annual Institutional Quality Report (AIQR), or otherwise reported, includes reporting procedures, governance and publication. It is recognised that the procedures that governed quality assurance within the dissolved institutions may not be unified in one single document at the time of submission of the AIQR and/or review process. There may therefore be a number of individual procedures set out in the AIQR that reflect former institutional approaches, and supplementary information may be requested by the review team in the form of documentation or interviews in advance of, or during, the review process.

The relevant outcomes of the last review of the former institutions should be addressed and resolved, and the development of the new unified quality assurance system in place since the establishment of the new institution, evaluated. The review team will also consider the effectiveness of the AIQR and Institutional Self-Evaluation Report (ISER) processes implemented across the new technological university.

The scope of this objective also extends to the technological university's overarching approach to assuring itself of the quality of its research degree programmes and research activities within the context of its establishment as a new institution; and to the effectiveness of the procedures for the quality assurance of its collaborations, partnerships and overseas provision.

OBJECTIVE 2

To review the enhancement of quality by the technological university through governance, policy and procedures.

Within the new technological university, institution-wide governance, policy, procedures, mission, goals and targets for quality may not be fully established at the time of the review. In this context, the process – and progress – towards developing these elements will be evaluated, and the methodology and design of quality assurance, as well as transitional governance approaches, will be considered.

OBJECTIVE 3

To review the effectiveness and implementation of procedures for access, transfer and progression.

OBJECTIVE 4

Following the introduction of a statutory international education quality assurance scheme, to determine compliance with the Code of Practice for the Provision of Programmes to International Learners.

2.2 Review Criteria

The addenda to the review criteria are outlined below.

Criteria for Objective 1

The Review Report will include a specific qualitative statement on the effectiveness of the quality assurance procedures of the new institution and/or the extent of their development and/or implementation. The report will also include a specific statement on the extent to which the quality assurance procedures can be considered as compliant with the European Standards & Guidelines (ESG) and as having regard to QQI's statutory Quality Assurance Guidelines (QAG).

The criteria to be used by the review team in reaching conclusions for this objective are:

- QQI Core Quality Assurance Guidelines[4];

- QQI Sector Specific Quality Assurance Guidelines for Universities and Other Designated Awarding Bodies[5];

- European Standards and Guidelines[6];

- Section 28 of the 2012 Act[7]; and

- The Technological University's own objectives and goals for quality assurance, where these have been determined.

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4   https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf
5   https://www.qqi.ie/Downloads/Sector-Specific%20QAG%20DAB-V2.1.pdf
6   https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
7   http://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/html

Where appropriate and actioned by the institution, additional QQI guidelines may be incorporated:

- Topic Specific Quality Assurance Guidelines for Apprenticeship[8]
- Topic Specific Quality Assurance Guidelines for Research Degree Programmes[9]
- National Framework for Doctoral Education[10]
- Ireland's Framework of Good Practice for Research Degree Programmes[11]

Criteria for Objective 2

The Review Report will include a specific qualitative statement on the enhancement of quality by the institution through governance, policy, and procedures. This statement may be accompanied by a range of ancillary statements and recommendations in reference to this objective in the context of the newly formed institution. If identified, innovative and effective practices for quality enhancement will be highlighted in the report.

The criteria to be used by the team in reaching conclusions for this objective are:

- The new institution's distinct mission and vision, or the plans and process in place for this development.
- The goals or targets for quality identified by the institution and/or the plans or process in place for their development.
- Additional sources of reference identified by the institution.

Criteria for Objective 3

The report will include a qualitative statement on the extent to which the current procedures being implemented within the new institution are in keeping with QQI Policy for Access, Transfer and Progression.

Criteria for Objective 4

When the statutory international education quality assurance scheme is in place, the report will include a qualitative statement on the extent to which the procedures within the new institution are compliant with the Code of Practice for the Provision of Programmes to International Learners.

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8   https://www.qqi.ie/Publications/Publications/Apprenticeship%20Programmes%20QAG%20Topic-Specific.pdf
9   https://www.qqi.ie/Publications/Publications/Research%20Degree%20Programmes%20QA%20Guidelines.pdf
10   http://hea.ie/assets/uploads/2017/04/national_framework_for_doctoral_education_0.pdf
11   Due to be published May 2019

The key questions to be addressed by the review for each objective within the context of the new institution are:

- How is a new unified quality assurance system being planned for and developed?
- How are quality assurance procedures and reviews being implemented within the new institution?
- What transitional quality assurance arrangements have been put in place? What reflections would the institution make on these?
- Who takes responsibility for quality and governance of quality assurance within the newly established, multi-campus, geographically spread institution?
- How effective are the current internal quality assurance procedures of the institution?
- How transparent, accessible and comprehensive is reporting on quality assurance and quality across the institution? What documentation and supporting information is available?
- How is quality promoted and enhanced?
- Are there effective innovations in quality enhancement and assurance?
- How is the new university developing a common mission, strategy and goals for quality?
- How has information on transitional arrangements been communicated?

SECTION 3 THE REVIEW PROCESS

3.1 Review Team

QQI will appoint an external Review Team to conduct the institutional review of each new technological university. The size and criteria for appointing the team remain consistent with the core Terms of Reference. The following outlines a number of addenda to the review team profile.

The review team for the institution-wide review of newly-formed technological universities will be appointed in keeping with the following profile:[12]

1. A Review Chairperson

The role of the Chairperson is to act as leader of the Review Team. This is an international reviewer who is a (serving or recently former) senior third-level institution leader – usually a head of Institution or deputy head of Institution or a senior policy advisor who:

- Possesses a wide range of higher education experience, with specific experience of creating a new university and/or of merging higher education institutional contexts.
- Demonstrates a deep understanding of the complexities of the higher education system and of establishing a new higher education institution.
- Understands often unique QA governance arrangements; and
- Has proven experience in the management of innovation and change.

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12   Note: QQI seeks guidance from the Institution on the profile of a specific review team. The Institution is consulted in advance, prior to confirming the team.

2. A Coordinating Reviewer

The role of the Coordinating Reviewer is to act as secretary to the Team as well as to be a full Review Team member. This is usually a person with expertise in the higher education system and prior experience in participating in external reviews. As the coordinating reviewer is responsible for drafting the report, he or she will possess proven excellent writing abilities.

3. A Student Reviewer

The role of the Student Reviewer is to represent the student voice in the Review Team. The Student Reviewer will be typically an Irish or international student with significant experience of higher education or an undergraduate student who has completed a quality assurance training programme and/or has had a role in institutional self-evaluation and/or review.

4. An External Representative

The role of the External Representative is to bring the "third mission" perspective to the Review Team, specifically in the context of the establishment of a new technological university. By way of example, they may have specialist knowledge in some or all of the following areas:

- - External expectations of graduate skills and competencies;

- - Issues and trends in industry and/or the wider community;

- - The external perception of the new institution and its activities;

- - Quality assurance practices in other sectors;

- - Knowledge of the area identified in any specific institutional reviewer profile.

In addition to the specific roles above, the full review team complement will include a range of experts with the following knowledge and experience:

- Experience of higher education quality assurance processes within a newly established institution and/or merging institutional context;

- Experience of postgraduate research programmes;

- Experience and proven ability in the advancement of teaching and learning;

- Experience of a higher education institution with similar profile and/or mission.

All elements of the CINNTE Cyclical Review Process, and guidance on conducting the Institutional Self-Evaluation Process (ISER) are detailed in the CINNTE Cyclical Review Handbook. This addendum provides context-specific information that should be used as supplementary material to the main handbook and terms of reference.

Appendix B
Main Review Visit Schedule

4th October
Student Experience

TIME	GROUP	PEOPLE	PURPOSE
8.30-8:45	Institutional Coordinator	Institutional Coordinator	Meeting with Institutional Coordinator
8:45 -9.15	Private Review Team Meeting		
9:15-9:45	1. President & Registrar	President, Registrar and Deputy President, Head of Academic Affairs, CINNTE Review Coordinator	Private Meeting with President and Registrar. To discuss institutional mission, strategic plan. Roles and responsibilities for QA and enhancement.
9:45-10:00	Private Review Team Meeting		
10:00-10:45	2. Self-Evaluation Team	CINNTE Review Coordinator (ISER Chapter 1 Lead + Steering Group + Institutional Profile Team), Academic Quality Assurance Officer, City Campus (ISER Chapter 2 Lead), Academic Administration & Student Affairs Manager, Blanchardstown Campus (ISER Chapter 3 Lead + Steering Group), Academic Quality Manager, Blanchardstown Campus (ISER Chapter 4 Lead), Head of Staff Development, City Campus (ISER Chapter 5 Lead), Head of Strategic Projects, Tallaght Campus (ISER Chapter 6 lead + Steering Group + Institutional Profile Team), Head of the Graduate Research School – (ISER Chapter 7 lead + Steering Group), Academic Quality Manager, Tallaght Campus (ISER Chapter 8 lead + Steering Group).	To discuss how the university monitors effectiveness of its Quality Management processes and structures.
10:45-11:15	Private Review Team Meeting		

TIME	GROUP	PEOPLE	PURPOSE
11:15-12:00	3. Parallel Sessions. Students (UG, including Apprentice Students)		Discussions with students to include representation from different years disciplines. (UG)
	Parallel session		
11:15-12:00	Parallel Session 3a. Undergraduate Full Time	BA Applied Social Studies in Social Care, Year 4, Blanchardstown Campus, B.Bus Accounting and Finance, Year 3, Tallaght Campus, BEng Automation Engineering, Year 2, City Campus, BA Social Care, Year 1, City Campus , BSc Computing, Year 2, Tallaght Campus, BSc Digital Forensics and Cyber Security, Year 2 Blanchardstown Campus, BSc Geographics Science, year 2, City Campus BEng Electrical and Electronics, Year 3, City Campus,	
	Parallel session		
11:15-12:00	Parallel Session 3b. Undergraduate Part Time	BComm Accounting and Finance, Year 2, Tallaght Campus, BSc Information Technology Management, Year 2, Tallaght Campus, BSc Management, Year 2, Tallaght Campus, Certificate in Digital Marketing, Year 1, Tallaght Campus, previously Certificate Digital Enterprise, Year 1, Blanchardstown Campus, Higher Certificate in Building Engineering, Year 2, City Campus, BEng Mechatronics, Year 2 (final year), Blanchardstown Campus, BSc Process Instrumentation and Automation, Year 2, Blanchardstown Campus.	
	Parallel session		

TIME	GROUP	PEOPLE	PURPOSE
11:15-12:00	Parallel Session 3c. Apprentices	BSc Logistics and Supply Chain Management (new apprenticeship), completed 3rd year 2021, City Campus, Aircraft Mechanic Apprentice, Year 4, City Campus, Aaron Clancy, BSc in Process Instrumentation and Automation (Learn and Work Programme), completed 3rd Year, Blanchardstown Campus, , Electrical Installation apprentice, Phase 4, City Campus Wood Manufacturing and Finishing (completed), and now B.Sc Construction Management Year 2, City Campus, BEng in Industrial Electrical Engineering (Lv 7 Apprenticeship), add-on degree 1 year, Tallaght Campus, Higher Certificate Telecommunications and Data Networking, Year 2 (new apprenticeship) Tallaght Campus,	
12:00-13:00	lunch		
13:00-13:30	Private Review Team Meeting		
	Parallel session		
13:30-14:15	Parallel Session 4a. Academic Department Governance and Enhancement	Head of School of Electrical and Electronic Engineering, Assistant Head, School of Civil and Structural Engineering, Head of School, Mathematical Sciences, Head of Humanities, Head of Department of Accounting, Head of School of Languages, Law and Social Sciences, Head of School of Media,	Discuss Current and Future Quality Management Processes at the Academic Department Level, implementation and how their effectiveness will be ensured.
	Parallel session		

TIME	GROUP	PEOPLE	PURPOSE
13:30-14:15	Parallel Session 4b. Apprentice Education	Project Director, Build Digital Project, Head of Apprenticeships – City Campus, Head of Department of Engineering, Blanchardstown Campus, Head of Department of Electrical and Electronics, Tallaght Campus, Head of School of Mechanical & Design Engineering, City Campus, Head of School of Architecture, Head of School, School of Surveying and Construction Management, Assistant Head of School Transport Engineering.	Discuss Current & Future Quality Management Processes for Apprentice Education, including Craft Apprenticeships, New Apprenticeships and Learn and Work programmes
14:15-14:45	Private Review Team Meeting		
14:45-15:30	5. Student experience: delivery and assessment	Head of School of Business, Head of Department of Social Sciences, Assistant Head of School of Physics and Clinical & Optometric Science, Head of Department of Mechanical Engineering, Assistant Head of School, TU Dublin School of Creative Arts, Head of School of Biological and Health Sciences, Assistant Head, Graduate Business School, Programme Manager School of Business.	To discuss QA processes at Academic Department level – implementation and how effectiveness is ensured.
15:30-16:00	Private Review Team Meeting		
	Parallel session		
16:00-16:45	Parallel Session 6a. TU Dublin Student's Union Officers	President (Head of Delegation), VP Education, City Campus, VP Education, Tallaght Campus, Deputy President, Blanchardstown Campus, Postgraduate Officer, Observer (TU Dublin SU Director of Student Academic Affairs – employee of SU).	Discuss student engagement and student role in the university in QA Strategic Planning and decision-making processes.
	Parallel session		

TIME	GROUP	PEOPLE	PURPOSE
16:00-16:45	Parallel Session 6b. individual session with student	Accounting and Finance, Year 3, Tallaght Campus (preference for one-to-one session).	
16:45-17:15	Private Review Team Meeting		

5th October
Research and Staff

TIME	GROUP	PEOPLE	PURPOSE
8.30-8:45	Institutional Coordinator	(Chair, CR)	Meeting with Institutional Coordinator
8:45 -9.15	Private Review Team Meeting		
9.15-10:00	PGR Students: 3 parallel sessions		
9.15-10:00	Parallel Session 7a. Postgraduate research students – Full Time	PhD, Year 3, Research Student School of Chemical and Pharmaceutical Sciences, City Campus, PhD, Year 4, Research Student School of Hospitality Management and Tourism, City Campus, PhD student Focus Research Institute, Year 2, MA Research Student Creative Digital Media, Year 2, Blanchardstown Campus, PhD Year 2, Research Student Medicine and Health Sciences, City Campus, PhD Research Student Engineering, 3rd Year, Tallaght Campus, PhD Student Year 1, researching risky play in children, Blanchardstown Campus.	To discuss involvement in QA and enhancement in Research.

TIME	GROUP	PEOPLE	PURPOSE
9.15-10:00	Parallel session Session 7b. Postgraduate research students – Part-Time	PhD, Year 1, Surveying and Construction, City Campus, MPhil Sustainable Finance and Reporting, Year 2, Blanchardstown Campus, MPhil Year 1, Chemistry, City Campus, PhD Year 1 Hospitality and Tourism, City Campus, Sports Science, Tallaght Campus, PhD Research Student School of Business and Humanities, 5th Year, PhD Year 1, Marketing, City Campus.	To discuss involvement in QA and enhancement in Research.
	Parallel session		
9.15-10:00	Session 7c. Postgraduate Taught, Full Time and Part Time	Masters in Pharmaceutical Manufacturing Technology, Tallaght Campus, MSc in Applied Data Science and Analytics, Blanchardstown Campus, MSc in Computing, part-time, City Campus, MA Art and Environment, City Campus, International Student OnLine MSc Applied Data Science and Analytics, Blanchardstown Campus, MSc in Sustainable Development (F/T), City Campus, √ MSc in Sustainable Transport & Mobility (P/T), City Campus, MSc in Spatial Planning (P/T), City Campus,	To discuss involvement in QA/E
10:00-10:30	Private Review Team Meeting		
10:30-11:15	8. Research and Innovation Strategy	VP for Research and Innovation, Head of the Graduate Research School, Head of Research City Campus, Industry Liaison Officer, Manager, Learning and Innovation Centre, LINC, Focas Research Institute, Head of Environmental, Sustainability and Health Institute, Senior Academic Leadership Initiative Professor, Data Analytics Researcher,	Discuss the development of Research and Innovation in the Institute.
11:15-11:45	Private Review Team Meeting		

TIME	GROUP	PEOPLE	PURPOSE
11:45-12:30	9. Research Programme design, delivery and assessment	Head of the Graduate Research School, Head of Research and Manager of the Centre of Applied Science for Health, Lecturer and researcher in Psychology, Education and Emotional Intelligence, Head Research College of Sciences and Health, Head of Research Arts & Tourism, Head of Research, College of Engineering and Built Environment, Head of School of Informatics and Engineering and researcher in Cybersecurity, Lecturer and Medical Researcher.	Staff experience of research management and supervision, the relationship between teaching, research and innovation, QA and enhancements and the impacts on the research student experience.
12:30-13:30	Lunch		
13:30-13:45	Private Review Team Meeting		
13:45-14:30	10. Meeting with programme coordinators drawn from across the university	Accounting & Finance F-T, Early Childhood P-T, Higher Certificate in Business in Real Estate F-T, Higher Certificate in Science GMP & Technology P-T, Higher Diploma in Medical Science P-T, Marketing (UG and PG) F-T and P-T, Music (UG and PG) F-T, Engineering – Product Design F-T,	To discuss role of programme coordinators in QA/E in TU Dublin
14:30-15:00	Private Review Team Meeting		
15:30-16:15	11. Academic & Professional Service Staff Development	Head of Department of Business, Assistant Head of School Electrical and Electronics Engineering, Engineering Lecturer, Deputy Admissions Officer, School Administrator, College of Engineering & Built Environment, Lecturer, School of Creative Arts, Administrator.	To discuss staff experiences of the support that has been provided by TU Dublin to enhance their professional development
16:15-16:30	Private Review Team Meeting		

TIME	GROUP	PEOPLE	PURPOSE
16:30-17:15	12. HR and staff development	CINNTE Chapter Lead – 'Staff Experience', University Strategic Plan: People KPI Action Plan Lead Staff Charter and Staff Development Programme (PMSS), Head of HR and University Strategic Plan : People KPI Action Plan Lead Workforce Plan, University Strategic Plan: People KPI Action Plan Sponsor, HR Manager Tallaght, Head of the Graduate Business School. University Strategic Plan: People KPI Action Plan Lead Staff Charter, HR Manager Blanchardstown with private sector experience, HR Business Partner for Research	To discuss HR and Staff Development
17:15-17:45	Private Review Team Meeting		

6th October
Governance, Quality Assurance and Quality Enhancement

TIME	GROUP	PEOPLE	PURPOSE
8.30-8:45	Institutional Coordinator		Meeting with Institutional Coordinator
8:45 -9.15	Private Review Team Meeting		

TIME	GROUP	PEOPLE	PURPOSE
9.15-10:00	13. Academic Council	Lecturer in Food Law, Academic Council, Senior Lecturer Engineering, Academic Council, Tallaght Campus Registrar, Academic Council, and CINNTE Steering Group, Educational Model Team and Academic Council, Assistant Head of School Hospitality Management and Tourism, and Academic Assurance Quality Enhancement Committee (AQAEC), Head of Learning and Development College of Business, Academic council and AQAEC, Head of School of Marketing, University Programmes Board, Project Coordinator Community Engagement, AQAEC, Convene Enterprise Partnership lead, Academic Council.	To discuss how Academic Council monitors the effectiveness of its quality management processes and structures.
10:00-10:30	Private Review Team Meeting		
10:30-11:15	14. Governing Authority	A selection of Members of Governing body – excluding President & Registrar	To discuss the mechanisms employed by the governing body for monitoring QA and Enhancement with TU Dublin in line with the Acts and how it ensures its effectiveness.
11:15-11:45	Panel Review Team Meeting		
11:45-12:30	15. Executive Board	Vice President Research & Innovation, Vice President Organisational Change & Culture, Vice President Sustainability, Vice President Partnerships, Dean, Faculty of Arts & Humanities, Dean, Faculty of Business, Dean, Faculty of Engineering & Built Environment, Dean, Faculty of Science.	Discuss institutional mission, strategic plan. Roles and responsibilities for QA and Enhancement, and Central Service review Process.
12:30-13:30	Lunch		
13:30-14:00	Private Review Team Meeting		

TIME	GROUP	PEOPLE	PURPOSE
14:00-14:45	16. Support for Teaching, Learning and Assessment	Head of LTTC, Head of Learning Dev. College of Sciences & Health, Head of Learning Dev. College of Eng. & Built Env. City Campus, Education Development and Learning Technology Officer, Head of Department Informatics, Associate Professor & Head of School of Science & Computing, Lecturer in Sustainability – Sustainability in the Curriculum Lead.	To discuss quality management processes for teaching, learning and assessment, including their implementation and how their effectiveness is ensured.
14:45-15:15	Private Review Team Meeting		
15:15-16:00	17. Student Support	Head of Student Services & Wellbeing, Student Services, Careers, Sports and Clubs, Access, Student financial Aid, Head of Disability Support Services, City Campus Student Counselling, Student Administration, Pastoral Care, Head of Recruitment, Admissions and Participation,	To discuss student support services
16:00-16:15	Private Review Team Meeting		
16:15-17:00	18. Open Slot		
17:00-17:30	Private Review Team Meeting		

7th October
Internationalisation and Collaboration

TIME	GROUP	PEOPLE	PURPOSE
8.30-8:45	Institutional Coordinator		Meeting with Institutional Coordinator

TIME	GROUP	PEOPLE	PURPOSE
8:45 -9.15	Private Review Team Meeting		
9.15-10:00	19. External Stakeholders Parallel session Employers and ATP stakeholders		Discuss relationships with industry & sectoral representation
	Parallel session		
09:15-10:00	Parallel Session 19b. ATP stakeholders – ETB [FET Directors] / community/ guidance counsellors	Director of Education, CPA Ireland, Manager of Innovation and R&D, ESB, Head of Education and Innovation, IBEC, GetReskilled, Assistant Manager, Apprentice Education, SOLAS, Intel Research and Higher Education Programme Manager, Representative of Hainan University, Project manager Logistics Associate Apprenticeship,	.
	Parallel session		
09:15-10:00	Parallel Session 19b. ATP stakeholders – ETB [FET Directors] / community/ guidance counsellors	Coordinator for ACE access programme, ACE Access College Education, Principle, Dunboyne College of Further Education, Guidance Counsellor, CBS Westland Row Access Officer, South Dublin County Partnership Guidance Counsellor, Greenhills Community College Senior Community Officer, Fingal County Council, Vice Principal, Riversdale CC/Rathdara CC.	
	Parallel session		

TIME	GROUP	PEOPLE	PURPOSE
09:15-10:00	Parallel Session 19c. Alumni/ Graduate destinations/ skills (including Springboard+ graduates). Transition from academic to workplace	BSc in Computing, Cloud Solution Architect at Microsoft, BCom International Business, Applied Social Care BSc Culinary Entrepreneurship, Retail and Service Management, MA Gastronomy and Food Studies (P/T), MSc in Applied Mathematics PhD Graduate Electronic Engineering, Springboard-funded Postgraduate Certificate in BIM Technologies (DT9775).	
10:00-10:30	Review Team Break		
10:30-11:15	20. Collaborative Provision	Academic Quality Officer, Vice-President Partnerships, Head of Development, Tallaght Campus, Head of School of Hospitality Management and Tourism, College Manager at College of Business, Dean, Faculty of Arts & Humanities, Partnership Office, Lecturer, Computer Science.	To discuss how the Institute monitors the effectiveness of its quality management processes and structures.
11:15-11:45	Private Review Team Meeting		
11:45-12:15	21. New Quality Framework	QA Team Head of Academic Affairs, Academic Quality Manager, Tallaght Campus, Blanchardstown Campus Registrar, Academic Quality Assurance Officer, City Campus, Academic Quality Officer, City Campus.	Discuss design and plans for implementation of new Quality Framework. Include discussion on Apprentice QA
12:15-13:15	Panel Lunch Break		
13:15-13:45	Private Review Team Meeting		
13:45-14:30	22. Open Slot		
14:30-15:00	Private Review Team Meeting		
15:00-15:45	23. Open Slot		

TIME	GROUP	PEOPLE	PURPOSE
15:45-16:30	Private Review Team Meeting		

8ᵗʰ October
Feedback

TIME	GROUP	PEOPLE	PURPOSE
8:45-09:45	Private Review Team Meeting		
9:45-10:00	Break for Review Team		
9:30-10:00	QQI and Institutional Coordinator	QQI, Institutional Coordinator (Review Team does not attend) Head of Academic Affairs, CINNTE Review Coordinator.	QQI gathers feedback on the review process
10:00-10:30	Meeting with QQI		To discuss review team's key findings
10:30-11:30	Private Review Team Meeting		.
11:30-11:45	Break for Review Team		
11:45-12:00	24. Meeting with President	President	
12:00-12:30	25. Oral Report	TU Dublin Executive Team, CINNTE Steering Group and ISER Team	
12:30-13:00	Private Review Team Meeting		Report drafting

Figures

Glossary of Terms

Glossary of terms, acronyms and abbreviations from this report

Term	Definition
AQEC	Academic Quality Enhancement Committee
AQF	Academic Quality Framework
AQR/AIQRs	Annual Quality Reports/ Annual Institutional Quality Reports
ARPPOC	Academic Regulations Processes and Policy Oversight Committee
ASE	Apprentice and Skills Education
ATP	Access, Transfer and Progression
CAO	Central Applications Office
CINNTE	The name given to QQI's first higher education review cycle
CPD	Continuing Professional Development
CRM	Customer Relationship Management
CRPD	Convention on the Rights of Persons with Disabilities
EDI	Equality, diversity and inclusion
ENNHRI	European Network of National Human Rights Institutions
Erasmus	European Community Action Scheme for the Mobility of University Students
ESG (2015)	Standards and Guidelines for Quality Assurance in the European Higher Education Area
HEA	Higher Education Authority
IBEC	Irish Business and Employers Confederation
IHREC	Irish Human Rights and Equality Commission
IMPACT (project)	Building values-based innovation cultures for sustainable business impact
ISER	Institutional Self-Evaluation Report
IT	Information Technology
ITB	Institute of Technology, Blanchardstown
ITT	Institute of Technology, Tallaght
NFQ	National Framework of Qualifications
NStEP	National Student Engagement Programme

NUI	National University of Ireland
OECD	Organisation for Economic Co-operation and Development
PhD	Doctor of Philosophy
PRTLI	Programme for Research in Third-Level Institutions
QA/E	Quality Assurance/Enhancement
QQI	Quality and Qualifications Ireland
RPL	Recognition of Prior Learning
SDGs	(The UN's) Sustainable Development Goals
SOLAS	Ireland's state body with responsibility for coordinating and funding further education and training in the country
STEM	Science, technology, engineering and mathematics
TU	Technological University
TU Dublin/ the University	Technological University Dublin
UDL	Universal Design for Learning
UET	University Executive Team
VLEs	Virtual / Digital Learning Environments
VP	Vice President