Dublin Institute of Technology

Annual Institutional Quality Assurance Report 2019

Based on the reporting period 1 September 2017 – 31 December 2018

The Cyclical Review Process

Part 1

Overview of internal QA governance, policies and procedures

Overarching institution-level approach and policy for QA (ESG 1.1)

1. Overarching Institution Quality Policy
A brief synopsis of the overarching institution quality policy which sets out the links between QA policy and procedures and the strategy and strategic management of the institution.

The aims of quality assurance are to affirm that the quality of educational provision and the standards of awards are being consistently maintained and to foster curriculum, subject and staff development, together with research and related activity, to underpin the delivery of the curriculum.

Principles underpinning quality assurance within the Institute are as follows:

there is always scope for further enhancing the experience of students, who come from increasingly diverse backgrounds;

there is an institutional responsibility for the quality and standards of the educational provision;

there is learner involvement, participation and regular formal feedback in programme development and monitoring;

programmes of study and quality assurance mechanisms are subject to national and international internal and external peer evaluation and review, involving consultation with learners and other stakeholders;

self-evaluation identifying strengths and weaknesses is undertaken;
and,
results of the quality assurance process are published.

The Institute is committed to the Bologna Process and to the goals and timetable in the Berlin Communiqué.

The procedures are applied to all programmes leading to awards of the Institute including those involving collaboration with external organisations.

2. Quality assurance decision-making fora
A brief description of institution-level quality assurance decision-making fora

Academic Council

To assist it in exercising its general responsibilities, and in particular its academic quality assurance and enhancement functions, Academic Council delegates some of its functions to specialist committees which carry them out in accordance with clearly defined terms of reference. The committee structure Academic Council is available at:

http://dit.ie/qualityassuranceandacademicprogrammerecords/council/sub-committees/

Academic Quality Assurance Committee
The Academic Quality Assurance Committee is responsible for monitoring the implementation of the Institute's procedures for the validation, review and approval of programmes (undergraduate and postgraduate), as set out in this Handbook for Academic Quality Enhancement.

Linked / Collaborative Provider Committee
The Linked / Collaborative Provider Committee is a sub-committee of Academic Quality Assurance Committee, also reporting to DIT's Senior Leadership Team on executive matters, and considers all matters relevant to the approval of proposed linked, collaborative and joint providers and the monitoring of linked, collaborative and joint provision.

Graduate Research School Board
The Graduate Research School Board is responsible for developing, implementing and monitoring the Institute's research and development policies including the Institute's Regulations for Postgraduate Study by Research.

Learning, Teaching and Assessment Committee
The Learning, Teaching and Assessment Committee is responsible for advising on the development and enhancement of learning and teaching standards and practices within the Institute, including developing and monitoring the Institute's assessment procedures and regulations, the General Assessment Regulations.

Apprentice Education Committee
The Apprentice Education Committee is responsible for advising on matters relating to

apprenticeship education.

Library Committee
The Library Committee is responsible for advising on, developing and monitoring policies on information storage and retrieval and other library issues within the Institute.

Recruitment & Admissions Committee
The Recruitment & Admissions Committee is responsible for monitoring and keeping under review the Institute's student admissions requirements and where appropriate for formulating proposals for enhancing student access, transfer and progression arrangements.

Student Experience
The Student Experience Committee deals, at a strategic level, with non- academic issues relating to the DIT community and the student experience in DIT. It will advise on the implementation of measures for the development of a better student experience in DIT.

College Board
A College Board is primarily a sub-committee of Academic Council within the College and has responsibility for developing and monitoring the implementation of academic policy matters and in particular academic quality assurance procedures in respect of programmes within the College.

Programme Committees / Team
For each programme a programme committee / team is established as a sub-committee of College Board. It is responsible, in conjunction with the Head of School, for developing and assisting in the operation of the programme.

Confirmation of QA Policy and Procedures

1. Programme Design and Approval (ESG 1.2)
Links and/or text relating to the institution-wide quality assurance policy and procedures for the design and approval of new programmes.

Chapters 1-3 of the Institute Handbook for Academic Quality Enhancement deal with new programme and module design and validation.

http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

2. Programme Delivery and Assessment (ESG 1.3)
Links and/or text relating to the institution-wide quality assurance policies and procedures for the ongoing delivery and assessment of programmes.

The Institute's General Assessment Regulations outline the policies and procedures governing the assessment of students, these are available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/student-assessment-regulations/

Chapter 4 of the Institute's Handbook for Academic Quality Enhancement sets out the process for the Management of the delivery of programmes, outlining the roles of the programme committee, programme year, year tutor and student representatives. Appendix G2 sets out the Institute's general principles for education provision. Chapter 5 sets out the process for the annual monitoring and oversight of the delivery of programmes. They are available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

3. Research Quality (ESG 1.2, 1.3, 1.4, 1.9)
Links and/or text relating to any specific quality assurance procedures for the design, approval, delivery, assessment and monitoring of research programmes, if they exist.

The Institute's regulations under which postgraduate research programmes are delivered as set out in the Postgraduate Study by Research regulations, available at:
http://www.dit.ie/researchandenterprise/graduateresearchschool/currentresearchstudents/#d.en.2246
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The quality of the Institute's research is evaluated as part of the School and College Reviews. The process is outlined in Chapter 7: School Review and Chapter 9: College Review of the Institute's Handbook for Academic Quality Enhancement, available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

4. Student Lifecycle (ESG 1.4)
Links and/or text relating to the institution-wide quality assurance procedures that are encompassed by the student lifecycle.

Details on student services' policies and procedures from Registration to Graduation are available at: http://www.dit.ie/studentservices/

Details on the procedures to support students from under-represented backgrounds to enter and progress through the Institute are available at: http://www.dit.ie/ace/about/supportforyou/

Details on the policies and procedures to students with a disability to enter and progress through the Institute are available at: http://www.dit.ie/disability/

Details on policies and procedures to support the provision of pastoral and extra-curricular activities are available at: http://www.dit.ie/campuslife/

Details on the checklist for support for 1st year students is available at http://www.dit.ie/lttc/resources/ and a website specifically tailored to assist 1st year students understand Institute policies and support is available at: http://www.dit.ie/fyi/

Chapter 4 of the Institute's Handbook for Academic Quality Enhancement sets out the process for the Management of the delivery of programmes, available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

5. Teaching Staff (ESG 1.5)
Links and/or text relating to the institution-wide quality assurance procedures for assuring the competence of teaching staff, including staff recruitment and staff development.

The Institute's has a comprehensive set of HR Policies and Procedures which include Recruitment, Staff Training and Development, Promotion, Pay and Health and Wellbeing. These are available at: http://www.dit.ie/hr/hrpoliciesproceduresguidelinesatoz/

In addition, the Institute's Learning, Teaching and Technology Centre provides a number of tailored staff development programmes specifically for teaching staff. Details on these programmes are available at : http://www.dit.ie/lttc/programme/. The Learning, Teaching and Technology Centre also provides staff with a number of resources to assist them to develop their teaching practice. These are available at: http://www.dit.ie/lttc/resources/

6. Teaching and Learning (ESG 1.4, 1.5, 1.6)
Links and/or text relating to the institution-wide quality assurance procedures for assuring the quality of teaching and learning.

The website http://www.dit.ie/teaching/ provides detailed procedures to academic staff on the Institute processes that support teaching and learning and the website: http://www.dit.ie/lttc/resources/ provides resources to assist staff to further develop their teaching practice.

Teaching and Learning in the Institute is evaluated through the Institute's Annual Programme Monitoring, Programme Review, School Review and College Review processes which are outlined in the Institute's Handbook Quality Enhancement available at: http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

7. Resources and Support (ESG 1.5)
Links and/or text relating to the institution-wide quality assurance procedures for assuring funding and resources for learning, teaching and research. Also, links and or text relating to the quality assurance procedures for learning resources and student support.

Institute funding is provided through the HEA, Details on the policies on the allocation of funding is available at: http://hea.ie/funding-governance-performance/funding/how-we-fund/

The Institute has developed a comprehensive set of policies and procedures to manage the available funding, available at: http://dit.ie/intranet/finance/policiesandprocedures/

Procedures for the maintenance of estates are available at: http://www.dit.ie/estatesoffice/helpdesk

The adequacy of resources and funding for learning, teaching and research are key considerations in Annual Monitoring, Programme Review, School Review and College review as detailed in the Handbook for Academic Quality Enhancement, available at http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

Details on library services are provided at: www.dit.ie/library

Details on study skills support provided by the Academic Writing Centre and the Maths Learning Support Centre are available at: http://www.dit.ie/campuslife/campuslifeoffice/studyskillssupport/

Information on the Information Services' supports provided to students is available at: http://www.dit.ie/is/student/

Details on non-academic supports provided to students are available at http://dit.ie/currentstudents/

Details on programme specific academic resources and support are provided directly to students for each programme through the Institute's Virtual Learning Environment: Webcourses.

8. Information Management (ESG 1.7)
Links and/or text relating to the institution-wide quality assurance procedures for collecting, analysing and using relevant information about programmes and other activities.

The Institute has a range of policies that govern the collection, analysis and use of information about programmes and other activities. These policies include Data Protection and Record Management Policies available at:
http://www.dit.ie/institutesecretarysoffice/informationgovernance/dataprotectionincludingrecordsmanagement/,

As part of its quality assurance procedures relevant data is collected and analysed. This data includes student admission, progression and performance data as well data provided by students as part of their evaluation of programmes and modules. Details on how data is used are contained in the Annual Monitoring, Programme Review, School Review, College Review and Unit Review Chapters and as outlined within the terms of reference of the Sub-Committees of Academic Council contained in the Handbook for Academic Quality Enhancement:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

9. Self-evaluation and Monitoring (ESG 1.9)
Links and/or text relating to the institution-wide quality assurance procedures for self-evaluation and internal monitoring.

A role for self-evaluation and monitoring is included in each of the Institute's quality review processes including Annual Monitoring, School Review and Unit Review and as detailed in the Handbook for Academic Quality Enhancement available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

As detailed in Section 2 above the Institute's Academic Council has established a range of sub-committees to internally monitor the implementation of Institute programmes and policies.

10. Stakeholder Engagement (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for the involvement of external stakeholders in quality assurance.

Stakeholder Engagement is a requirement of each of the Institute's quality review processes including Programme Validation, Annual Monitoring including the role of the external examiner, Programme Review, School Review, College Review and Unit Review. This is detailed across the various chapters in the Handbook for Academic Quality Enhancement available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

11. Engagement with Other Bodies (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for engagement with professional, statutory and regulatory bodies and other quality assurance and awarding bodies (details of specific engagements should be provided in the online section of the form).

The Institute has a strong track record in applying for and receiving accreditation from a range of Professional, Statutory and Regulatory Bodies. In addition the Institute has also developed a small number of joint awards with other Degree awarding bodies both nationally and internationally. Further details are contained in the on-line form.

Chapter 13: Collaborative and Linked Provision of the Institute's Handbook for Academic Quality Enhancement provides details on the quality assurance procedures for joint awards. The Handbook for Academic Quality Enhancement is available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/

12. Provision and Use of Public Information (ESG 1.8)
Links and/or text relating to the institution-wide quality assurance procedures for the provision of clear, accurate, up-to date and accessible public information.

The Institute's Admissions website and prospectuses provide clear, accurate and up to date information on the Institute programmes to prospective students. The template used for the provision of information was designed in consultation with students. In addition, the Institute's Programme and Module Catalogue provides further details on the academic content of programmes and modules.

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

In addition, it is Institute policy to publish on the Internet the minutes of Academic Council at: http://www.dit.ie/qualityassuranceandacademicprogrammerecords/council/ and the reports from Programme Validations and Programme, School, College and Unit Reviews at: http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/

13. Linked Providers (for Designated Awarding Bodies) (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for assuring engagement with linked providers including the procedures for approval, monitoring, review, withdrawal of approval and appeal for linked providers.

The procedures for collaborative providers are contained in Chapter 14: Linked Provider in the Institute's Handbook for Quality Enhancement available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/   These are currently under review and new procedures have been drafted and circulated across the Institute.

14. DA Procedures for use of QQI Award Standards (IoTs only)

Links and/or text relating to the specific procedures for the approval of programmes in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI, the Sectoral Protocols for the Awarding of Research Master Degrees at NFQ Level 9 under Delegated Authority (DA) from QQI and the Sectoral Protocols for the Delegation of Authority by QQI to the Institutes of Technology to make Joint Awards, May 2014.

15. Collaborative Provision (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for engagement with third parties for the provision of programmes.

The procedures for collaborative providers are contained in Chapter 13: Collaborative Provision in the Institute's Handbook for Quality Enhancement available at:
http://dit.ie/qualityassuranceandacademicprogrammerecords/handbook/   These are currently under review and new procedures have been drafted and circulated across the Institute.

16. Additional Notes

Any additional notes can be entered here.

17. Internal Review Schedule
The internal reviews schedule or cycle at the level of unit of review within the institution. The units of review can be: module; programme; department/school; service delivery unit; faculty. The cycle will usually run over a 5-7 year period and all units should be encompassed over the full period of the cycle.

Year	2016/17
Areas/Units	
Number	
Link(s) to Publications	http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/

Year	2017/18
Areas/Units	School/Unit
Number	10/4
Link(s) to Publications	

Year	2018/19
Areas/Units	School / Unit / Programmes
Number	7/1/18
Link(s) to Publications	

Year	2019/20
Areas/Units	College/School/Unit/PhD
Number	2/4/2/1

Link(s) to Publications	
Year	2020/21
Areas/Units	School/Unit / College
Number	5/1 / 1
Link(s) to Publications	

Year	2021/22
Areas/Units	School / College
Number	2 / 1
Link(s) to Publications	

Year	2022/23
Areas/Units	
Number	
Link(s) to Publications	

Year	
Areas/Units	
Number	
Link(s) to Publications	

Overview of internal QA governance, policies and procedures	AIQR-Part-1-15 Dec18.docx
PRSBs	25
Awarding Bodies	0
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	First Set of Records
Type of Arrangement	PRSB
Name of the Body	Engineers Ireland

Programme Titles and Links to Publications	ME in Mechanical Engineering
	BE (Hons) in Mechanical Engineering
	BE (Hons) in Manufacturing Engineering
	BE (Hons) in Building Services Engineering BE (Hons) in Electrical/Electronic Engineering BE (Hons) in Civil Engineering
	BE (Hons) in Structural Engineering
	BE (Hons) in Computer and Communications Engineering
	BEngTech in Mechanical Engineering BEngTech in Building Services Engineering
	BEngTech in Electrical Services Engineering BEngTech in Automation Engineering
	BEngTech in Engineering Systems Maintenance BEngTech in Electronic and Communications Engineering
	BEngTech in Electronic and Computer Systems
	BEngTech in Control and Automation Systems/Electrical Energy Systems
	BEngTech in Civil Engineering
	Higher Certificate in Electrical Services Engineering Higher Certificate in Building Services Engineering
	Higher Certificate in Civil Engineering
	http://www.engineersireland.ie/home.aspx
Date of last review or accreditation	31-05-2017
Next review year	2019
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Second Set of Records
Type of Arrangement	PRSB
Name of the Body	British Computer Society

Programme Titles and Links to Publications	BSc in Computer Science BSc in Computer Science (Infrastructure) BSc in Information Technology / Information Systems MSc in Computing http://www.bcs.org/
Date of last review or accreditation	01-12-2014
Next review year	2019
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Third Set of Records
Type of Arrangement	PRSB
Name of the Body	Accountants (Various)

Programme Titles and Links to Publications	MSc in Accounting:
	Postgraduate Diploma in Accounting:
	BSc (Hons) in Accounting and Finance:
	BSc (Hons) in Business and Management:
	Chartered Accountants Ireland:
	https://www.charteredaccountants.ie/Prospective-Students/Apply-and-Join/Exemptions
	ACCA:
	http://www.accaglobal.com/gb/en/help/exemptions-calculator.html
	Certified Public Accountants (CPA) Ireland:
	http://www.cpaireland.ie/students/exemptions/colleges-universities
	Institute of Management Accountants (CIMA):
	https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/
	Tax Institute:
	http://www.taxinstitute.ie/
Date of last review or accreditation	30-06-2016
Next review year	2019
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fourth Set of Records
Type of Arrangement	PRSB
Name of the Body	Society for Chartered Surveyors in Ireland

Programme Titles and Links to Publications	www.scsi.ie
	MSc in Geographic Information Science
	MSc in Geospatial Engineering
	MSc in Real Estate
	MSc in Quantity Surveying
	MSc in Spatial Information Management
	MSc in Spatial Planning
	MSc in Planning and Development
	BSc (Hons) in Geomatics
	BSc (Hons) in Property Economics
	BSc (Hons) in Quantity Surveying and Construction Economics
	BSc (Hons) in Spatial Planning
	Reviewed Annually
Next review year	2018
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fifth Set of Records
Type of Arrangement	PRSB
Name of the Body	CORU

Programme Titles and Links to Publications	BSc in Human Nutrition and Dietetics http://www.coru.ie/en/about_us/dietitians_registration_board BSc in Ophthamlic Dispensing and BSc in Optometry http://www.coru.ie/en/about_us/optical_registration_board
Date of last review or accreditation	01-11-2018
Next review year	2021
Joint research degrees	0
Joint/double/multiple awards	4
Collaborative programmes	47
Franchise programmes	2
Linked providers (DABs only)	0
Section: Collaborative Provision	First Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Brighton and Bristol Institute of Modern Music
Programme Titles and Links to Publications	BA in Commercial Modern Music CPD Diploma in Professional Musicanship http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofconservatoryofmusicdrama/
Date of last review	11-03-2016
Next review year	2021
Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Irish Business and Employers Confederation

Programme Titles and Links to Publications	Postgraduate Certificate / Diploma and MSc in Global Business:
	MSc in Applied Management and Leadership:
	http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofretailservicesmanagement/
	CPD Diploma in Management
	CPD Diploma in Leadership
	CPD Diploma in HRM
	CPD Diploma in Mediation
	CPD Diploma in Industrial Relations
	CPD Diploma in Employment Law
	CPD Diploma in Occupational Health and Safety
	CPD Diploma in Coaching
	CPD Diploma in Project Management
	CPD Certificate in Industrial Relations
	CPD Certificate in Employment Law
	CPD Certificate in Human Resource Management
	CPD Certificate in Occupational Health and Safety
	CPD Certificate in Managing People
	CPD Certificate in Managing People Skills
	CPD Certificate in Managing Safety
	CPD Certificate in Lean Sigma
Date of last review	07-06-2017
Next review year	2022
Section: Collaborative Provision	Third Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Digital Skills Academy

Programme Titles and Links to Publications	BSc (Hons) in Digital Technology, Development and Innovation:
	BSc in Digital Technology, Business and Design:
	http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmedia/
Date of last review	15-05-2017
Section: Collaborative Provision	Fourth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Engineers Ireland
Programme Titles and Links to Publications	CPD Diploma in Professional Engineering
	CPD Certificate in Professional Engineering
	CPD Certificate in Professional Skills
	CPD Certificate in Vehicle Restraint Systems
Next review year	2019
Section: Collaborative Provision	Fifth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Society of Chartered Surveyors Ireland
Programme Titles and Links to Publications	BSc (Hons) in Property Studies
	Higher Certificate in Property and Facilities Management
	BSc in Property and Facilities Management
	Higher Certificate in Quantity Surveying (MechEng)
	http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofsurveyingandconstructionmanagement/
Date of last review	26-6-2017
Next review year	2019
Section: Collaborative Provision	Sixth Set of Records

Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Pharos University Alexandria
Programme Titles and Links to Publications	CPD Diploma in Business Communication BSc in Business and Management http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofretailservicesmanagement/
Date of last review	22-05-2016
Next review year	2021
Section: Collaborative Provision	Seventh Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Trinity College Dublin
Programme Titles and Links to Publications	BSc in Human Nutrition and Dietetics: http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofbiologicalsciences/ BSc in Music Education
Date of last review	27-11-2015
Next review year	2020
Section: Collaborative Provision	Eighth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Get Reskilled

Programme Titles and Links to Publications	BSc in Manufacture of Medicinal Products
	http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofchemicalandpharmaceuticalsciences/
	CPD Certificate in e-Validation
	CPD Diploma in e-(Bio) Pharma Validation
	CPD Certificate in e-(Bio) PharmaChem
Date of last review	27-03-2017
Next review year	2022
Section: Collaborative Provision	Ninth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Homebond
Programme Titles and Links to Publications	CPD Certificate in Building Regulations
Next review year	2019
Section: Collaborative Provision	Tenth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Marketing Institute of Ireland
Programme Titles and Links to Publications	PgDip in Management and Marketing
	MSc in Digital Marketing and Analytics
	CPD Diploma in Digital Marketing
	CPD Certificate in Strategy and Tactics
	http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmarketing/
Date of last review	08-06-2018
Next review year	2023

Articulation Agreements	10
Section: 1 Articulation Agreements	First Set of Records
Name of the Body	East China University of Technology
Name of the Programme and Links to Publications	BE in Electrical and Electronic Engineering
Next Review Year	2020
Section: Articulation Agreements	Second Set of Records
Name of the Body	Beijing University of Chemical Technology
Name of the Programme and Links to Publications	PreMaster for Computer Science BSc in Computer Science MSc in Hospitality
Review year for agreements	2019
Section: Articulation Agreements	Third Set of Records
Name of the Body	Tunku Abful Rahman University College
Name of the Programme and Links to Publications	BSc in International Hospitality Management
Review year for agreements	2019
Do you wish to make a final submission?	Yes, this is my final submission
On behalf of the President/Provost/CEO I confirm that the information submitted in this AIQR is accurate and correct.	Confirmed
Overview of internal governance, policies and procedures (Word Template).	Confirmed
Arrangements with PRSBs, Awarding Bodies, QA Bodies.	Confirmed
Collaborative Provision.	Confirmed

Articulation Agreements.	Confirmed
Date of Final Submission	19-12-2018

Parts 2-6

Institution-led QA – Annual Information

Parts 2-6 are completed annually with information pertaining to the reporting period (i.e. the preceding academic year only).

Part 2: Institution-led QA – Annual

Part 2 provides information relating to institution-led quality assurance for the reporting period.

Section 1: Quality Assurance and Enhancement System Developments

> **1.1** The evolution of quality assurance and enhancement systems in support of strategic objectives in the reporting period.

The Dublin Institute of Technology will cease to exist on 31 December 2018 and it is intended that this report will be DIT's last AIQR. Therefore, the report covers the period September 2017 to December 2018.

Technological University Dublin
Parts 2-5 of this report will focus on activities within and particular to DIT. However, the context of much of this activity is the preparation for the creation of a Technological University and for the application for Technological University designation. Colleagues across the Institute worked to ensure that the criteria for designation were met and, following the announcement by An Taoiseach Leo Varadkar TD on 17 July 2018 confirming that DIT, IT Tallaght and IT Blanchardstown would merge to become Ireland's first Technological University on 1 January 2019, the various teams, committees and working groups have concentrated their efforts as we continue to prepare for designation day and beyond.

An example of the work undertaken is in the area of Student Development whose input has centred on contributing to a clearly articulated approach to education, engagement, research and to an overall student experience. It has extended to contributing to a distinct TU Dublin curriculum framework with related graduate attributes that focus on the intellectual, professional and personal development of each student. Inclusion and widening participation is a central theme. In addition, a TU Dublin strategy on Internationalisation was agreed by all three partner institutions. Individual Project Definition Working Groups were formed and much progress has been made in the following areas:
- A single TU Dublin Strategy on Widening Participation

- Student Engagement & Enhancement of the Student Experience
- Internationalisation, which shifts the emphasis from student recruitment to the internationalisation of all university activities
- Student Administration including Admissions & Enrolment.

There has been similar engagement with colleagues in relation to Finance and HR.

While the quality assurance systems of each of the partner institutions will continue to apply in the transition period, quality assurance principles for TU Dublin were included in the application for designation. DIT along with our partners are currently building on these principles to ensure that a new quality assurance and enhancement system for TU Dublin will not only encourage and support student-centred practices but will also ensure a student-centred learning environment. It is intended that the new quality system will support academic innovation and incorporate best practice to ensure programmes and practices align to the objectives of a technological university and the vision and mission of TU Dublin.

Revision of DIT's Handbook for Academic Quality Enhancement
Revised chapters and related appendices of the Handbook for Academic Quality Enhancement were approved by Academic Council in January and April 2018. This process will inform the design on unitary processes and procedures for TU Dublin.

Revisions made relate to the sections of the Handbook on the annual monitoring of programmes, Programme, School and College Reviews, and collaborative provision. The chapters on Annual Monitoring, Programme Review, School Review and College Review Chapters in the Handbook for Academic Quality Enhancement were amended with a view to:
- providing greater clarity and consistency across the review process
- enhancing the student voice
- placing a greater emphasis on annual monitoring reports and quality action plans in review procedures
- placing greater emphasis on implementing applicable DIT strategies and policies, eg DIT, College and School Strategic Plans, Learning, Teaching and Assessment Strategy, improving Student Retention, Widening Participation, Internationalisation Strategy, Research Strategy, as well as the Student Charter.

Quality assurance procedures in respect of linked provision were approved by Academic Council in October 2018. The work of the group examining the integrated quality assurance of research is ongoing. While the group drafting documentation requirements for validation of new and existing programmes has completed its work, the structure of this documentation will be informed by the reporting capacity of the new Programme and Module Catalogue currently being configured and therefore the group's proposals will come forward shortly for approval.

Processes and procedures for the quality assurance of collaborative provision have been designed to be specific to the nature of the collaboration that includes national collaboration where DIT is the awarding body, joint provision and awards, and international collaboration including franchising. The terms of reference of Linked/Collaborative Provider Committee have also been amended and a Standing Committee to examine financial, legal and due

diligence matters has been established. Procedures for the approval of bespoke provision and student mobility have now been included in this chapter. A separate chapter for Linked Provision has been developed and was approved by Academic Council in October 2018.

Revised DIT General Assessment Regulations
The group reviewing the General Assessment Regulations completed its work and the General Assessment Regulations were approved by Academic Council in March 2018. This review process will also inform the design unitary student assessment regulations for TU Dublin.

Systems to support Quality Assurance and Enhancement - Programme and Module Catalogue
The development and implementation of a new Programme and Module Catalogue has been an Institute priority for some time. This will ensure that up-to-date and accurate information on programmes and modules is available for staff, students and the public and will support quality assurance processes. It will also facilitate the production of institutional data to support the Performance Compact with the HEA.

A commercial off-the-shelf solution for the management of the curriculum lifecycle to meet the Institute requirement for improved Catalogue information has been procured. Work is ongoing to configure the software in accordance with DIT's quality assurance processes and programme and module design. It will be ready to be populated by Schools by April 2019.

The Student Voice
Online Student Evaluation System
A software system (Blue by eXplorance) has been procured to support the collection and student feedback on modules and programmes. The specification for this software system was agreed in consultation between the QA Office, DIT Students Union (DITSU), all four Colleges and Student Development. To facilitate the implementation of online module surveys as soon as possible, it was agreed that the questions on the current module survey (Q6A) would remain, while providing lecturers the facility to add up to three questions of their own devising.

NStEP
Elected student representatives have benefitted from participation in the NStEP-delivered training sessions. DIT students and staff attended an institutional Strategic Analysis workshop facilitated by NStEP and sparqs (student partnerships in quality Scotland) which discussed perceptions of the Institute's approach to student engagement. Follow-up analysis internally has fed into relevant TU Dublin working groups and to the development of a recommendation, currently under consideration, that student representatives be invited to participate in all relevant academic and executive sub-committees in the Institute.

1.2 Significant specific changes (if any) to QA within the institution.

Section 1.1 has already pointed to changes in the Handbook for Academic Quality Enhancement.

Discussions on College Quality Action Plans at Academic Council led to agreement that a method to consolidate recommendations arising from these Plans in one document should be considered. There was some concern that progress on actions that lay outside the scope of Schools and Colleges to address was not being adequately tracked or reported back to staff. A proposal was approved in principle for an Institute Quality Action Planning Process whereby all Institute Directorates (Academic and Professional) and the President's Office should have a Quality Action Plan (QAP) which includes actions over which they have ownership and which is updated at least annually. This Plan will provide a mechanism to address issues that are highlighted in quality assurance processes, including actions which are outside the direct remit of individual units affected by the issue. It will allow for more effective monitoring of progress on actions which impact on quality enhancement across the Institute. The proposal has also been approved in principle by DIT's Operations and Resources Committee and further discussions are taking place with Directors of Professional Services regarding the implementation of the Plan.

There has been some slippage in the schedule of reviews, as preparation for TU status, planning for relocation to the Grangegorman campus as well as ongoing staff shortages have put pressure on Schools and Units. However, four School Review processes were completed, and five School Review visits took place in 2017/18, as well as the Review visit of the Learning, Teaching and Technology Centre in June 2018 and a further School Review visit occurred in September 2018. It is intended that the current cycle of school reviews will be completed within 2018/19.

Dr Sheila Flanagan resigned from her post as Head of Academic Policy and Planning in November 2017. Professor Brian Bowe was appointed as Head of Academic Affairs and Assistant Registrar in October 2018.

1.3 The schedule of QA governance meetings.

Meetings of Academic Quality Assurance Committee 2017/2018
25 September 2017
23 October 2017
27 November 2017

29 January 2018
5 March 2018
16 April 2018
14 May 2018
11 June 2018
24 September 2018
26 November 2018

Meetings of Academic Council 2017/2018
6 September 2017
11 October 2017
15 November 2017
13 December 2017
17 January 2018
14 February 2018
21 March 2018
18 April 2018
24 April 2018
25 April 2018
6 June 2018
27 June 2018
12 September 2018
10 October 2018
14 November 2018
18 December 2018

Meetings of Governing Body 2017/2018
20 September 2017
15 November 2017
13 December 2017
24 January 2018
7 March 2018
25 April 2018
13 June 2018
18 July 2018
12 September 2018
17 October 2018
5 December 2018.

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

- College Reviews (none)

There were no College Review Reports submitted in 2017/2018.

- School Reviews (4 in total)

School of Marketing
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmarketing/

School of Multidisciplinary Technologies
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmultidisciplinarytechnologies/

School of Computing
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofcomputing/

School of Surveying and Construction Management
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofsurveyingandconstructionmanagement/

- Unit Reviews (2 in total)

Access and Civic Engagement Office
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/reviewofunitsdepartments/

Campus Life
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/reviewofunitsdepartments/

- Programme Validations (6 in total)

Higher Certificate in Bar and Restaurant Management
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofhospitalitymanagementtourism/

MSc in Applied Finance
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofaccountingfinance/

Higher Certificate in Logistics
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmanagement/

MSc in Global Business Service
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmanagement/

MSc in Transport & Mobility
http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofspatialplanningandtransportengineering/

MSc in Digital Construction/Engineering Analytics/Applied Digital Construction/Engineering Analytics
http://www.dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmultidisciplinarytechnologies/

• Programme Validations involving partnerships with External Institutions (3 in total)
BSc (Hons) in Event Management (transnational delivery – in partnership with Hainan University, China)
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofhospitalitymanagementtourism/

MSc in Management, Leadership and Technology (delivered as part of Technology Ireland Skillsnet)
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmanagement/

MSc in Applied Management and Leadership (in partnership with Irish Business and Employers Confederation (IBEC))
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmanagement/

• Programme Reviews (5 in total)
Engineering General Entry (NFQ level 7)
Engineering General Entry (NFQ level 8)
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmultidisciplinarytechnologies/

MA in Child, Family and Community Studies
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schooloflanguageslawandsocialsciences/

BTech in Network Technologies
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofelectricalandelectronicengineering/

• Programme Reviews involving partnerships with External Institutions (7 in total)

BSc (Hons) in Property Studies (delivered by SCSI)
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofsurveyingandconstructionmanagement/

BSc in Property and Facilities Management (delivered by SCSI)
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofsurveyingandconstructionmanagement/

Higher Certificate in Power Plant Technology (Plant Operations)/(Plant Management) (delivered by ESB)
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofelectricalandelectronicengineering/

BEngTech in Military Aviation Technology (delivered by Irish Air Corps)
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofsurveyingandconstructionmanagement/

MA in Professional Design Practice (delivered in collaboration with Design, Print and Packaging Skillnet)
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofartdesignprinting/

MSc in Digital Marketing and Data Analytics, MSc/PgDip in Management & Marketing, CPD Diploma in Digital Marketing Executive, CPD Diploma in GDPR for Marketeers (in partnership with Marketing Institute of Ireland (MII))
http://dit.ie/qualityassuranceandacademicprogrammerecords/qualityreviewreportsandresponses/schoolreviews/schoolofmarketing/

The reports listed below with links to the DIT website refer to validations and reviews that were completed within 2017/18, ie the reports and responses to the reports approved by Academic Council and published on the DIT website, while the visit of the Panel may have taken place in the preceding year. A number of School and other Reviews took place in 2017/18 where the reports and responses are not yet published. They are:
- School of Civil and Structural Engineering
- Dublin School of Architecture
- Dublin School of Creative Arts
- Learning, Teaching and Technology Centre
- School of Hospitality Management and Tourism
- School of Biological Sciences
- School of Accounting and Finance.

2.2 Profile of internal approval/evaluations and review completed in the reporting period.

Number of new **Programme Validations/Programme Approvals** completed in the reporting year	**6**
Number of **Programme Reviews** completed in the reporting year	4
Number of **Research Reviews** completed in the reporting year	-
Number of **School/Department/Faculty Reviews** completed in the reporting year	4 School Reviews
Number of **Service Unit Reviews** completed in the reporting year	2
Number of **Reviews of Arrangements with partner organisations** completed in the reporting year	7

2.3 Profile of reviewers and chairs internal approval/evaluations and review for reviews completed in the reporting period.

Composition of Panels	%
Internal	58.3%
National	34.6%
UK	3.9%
EU	0.8%
Student	2.4%
Other	-

Chair Profile	%
Internal	**100**

Similar Institution	-
Different Institution	-
International	-

Section 3: Other Implementation Factors

3.1 A description of how data is used to support quality assurance and the management of the student learning experience.

Key QA processes, ie School, College and Programme reviews and programme annual monitoring, are informed by data on:
- Student recruitment
- Student performance statistics
- First destination statistics
- Student feedback reports
- External examiner reports.

Student performance data are routinely considered at College Boards, Academic Quality Assurance Committee and other fora, sometimes with follow-up action required. For example, the College of Engineering & Built Environment annually produces and considers a comprehensive summary of student performance data that facilitates a major analysis of this data, allowing comparison of student progression rates of programmes at the same NFQ level, consideration of progression rates in the context of mean CAO points upon entry and identification of atypical award classification distribution. Following discussions at College Board, reports are sought from Programme Committees where there are anomalies in the data, either to identify issues of concern or examples of good practice worthy of wider dissemination. In recent years this process has triggered a number of programme reviews, focusing on first year student retention.

Ongoing discussions at Governing Body, Academic Council and College Board on the inclusion of 'high stakes examinations' in semester one of the first year of undergraduate programmes is also being informed by student performance data.

The **programme annual monitoring process** is now enhanced by the population of the student performance data sections of the Q5 report through Business Objects, facilitating analysis of this data by Programme Committees and College Boards. Work is continuing and further reports from EGB will support the implementation of the Institute's quality assurance procedures.

As in previous years, data from the **ISSE 2017 and 2018** were considered at Academic Council. Data were presented on the rankings of individual programmes on each of the sets of questions included in the Survey, to facilitate the sharing of good practices with other programmes. Discussions focussed on aspects of the survey where the Institute had higher than average or lower than average scores and on ongoing initiatives to address weaker areas, as well as on strategies to improve the response rate and therefore to allow for a more meaningful analysis of the data particularly at programme level. The Institute response rate of 29.5% for 2018 was welcomed as an increase on previous years and higher than the national average. There remains some concern among staff around the validity of the data although there is also recognition that response rates are broadly similar across all Irish HEIs, therefore comparisons and analysis can be made. Reflection on ISSE data and other student survey data has been the Academic Council agreed theme for the annual monitoring process for 2015/16 and 2016/17, where Programme Committees have considered and analysed programme-specific data and in some cases agreed actions to address weaknesses identified.

3.2 Factors that have impacted on quality and quality assurance in the reporting period.

The Institute continues to suffer from an accumulated funding deficit over the previous 10 years. The standard equipment in many classrooms is old and needs to be upgraded. This impacts lecture delivery as there are issues in relation to reliability which affect the way in which lectures can be delivered. Over recent years there has been an increase in student numbers and a decrease in staff numbers. Staff are also engaging in significant change projects, including the creation of TU Dublin and relocation to the Grangegorman campus together with operational change projects. All of the above factors have impacted on Institute staff and many have reported that they are overwhelmed and frustrated at the lack of time they have to reflect and develop innovations and that engagement in quality enhancement activities is not seen as much a priority as keeping day-to-day operations on track.

Irish Research eLibrary (IReL)
IReL is a nationally funded electronic research library, initially conceived to support researchers in Science, Engineering, and Technology in mid-summer 2004. It was expanded in 2006 to support research in the Humanities and Social Sciences. IReL has established itself as a highly successful shared service, delivering access for students, staff, and researchers of all seven universities to over 30,000 electronic journals as well as databases and e-books.

DIT has requested access to the same suite of resources and on the same terms as the Universities since 2004. In late 2015, the Higher Education Authority advised that DIT would

be invited to become full and equal members of IReL. In early 2018, DIT became an IReL member and since then has had representation on the four IReL committees: the Irish University Libraries Collaboration Centre (IULCC) Governance Committee, IULCC Executive Committee, IReL Steering Group and IReL Monitoring Group.

In October 2018, DIT gained access to the first additional online resource - SciFinder Scholar - to become available to DIT staff and students since it became an IReL member. SciFinder provides access to the Chemical Abstracts Services (CAS) collection of indexed literature back to 1907. It provides useful information that have a chemical structure at their core. In addition to the references and abstracts found in Chemical Abstracts (1907-Present), SciFinder's comprehensive content includes information on substances, patents, experimental and predicted properties, and spectra. This is a great acquisition for DIT and provides academics and students in the chemical and pharmaceutical sciences with a valuable new resource.

External factors impacting on students (as reported by DITSU)
- A major external impact is the lack of sufficient Government funding in Higher Education, with HEIs continuing to struggle to provide top quality education to an increasing student population on tightening budgets. The result, in DIT, is that it has affected the delivery of core student services such as counselling, medical centre, as well as the maintenance of building and classroom facilities.
- A positive external impact is the introduction of the National Student Engagement Programme (NStEP), through partnership with the Students' Union and the Institute. This has involved supporting training of Class Representatives through the NStEP Training Programme, and participation by a variety of staff and student representatives in an Institutional Analysis in January 2019.
- Another negative impact is the continual rise in the price of accommodation, coupled with the lack of appropriate and affordable student accommodation. This has resulted in; students having to make long commutes to college, living on minimal budget for food etc in order to afford rent, and impacting on their mental health with increased stress and anxiety.

3.3 A description of other implementation issues.

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Part 3: Effectiveness and Impact

Part 3 provides information relating to the effectiveness and impact of quality assurance policy and procedures for the reporting period.

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1. Effectiveness
Evidence of the effectiveness of QA policies and procedures during the reporting period.

The Institute has well established Quality Assurance policies and procedures which continue to be effectively implemented across the Institute. It is important to note that the Institute must ensure compliance with European and National guidelines, including the European Standards and Guidelines (ESG) and QQI's Core Statutory Quality Assurance Guidelines.

The effective implementation of our Quality Assurance procedures which are utilised to design and deliver professionally focused programmes which produce work-ready graduates is evidenced by the high level of programmes which have received professional accreditation and high level of employment of our graduates.

Quality Reviews continue to confirm the quality of academic programmes being delivered. Panels have continued to comment on the many examples of good practice evident at Programme and School level. Following the report of an external auditor in 2016 who was appointed to provide an Independent Evaluation of the Quality Assurance Procedures, Methodologies and Outcomes in the Institute, a number of areas were identified for improvement and to ensure that the implementation of our procedures are more effective and consistent. For example, rolling item logs now exist for our committees, to be updated on a regular basis. An annual agenda has been prepared for Academic Council, with certain items scheduled at specific meetings, which trigger reminders to members so they know to which reports they are expected to contribute. One such item is confirmation from each College at the start of each academic year that Student Handbooks are available for all major award programmes.

In addition, a new report template (Q3) for programme validation and review panels has been approved that now formally records that all the key items to be considered by Panels have been given due consideration, including details on teaching, learning and pedagogy, adequacy of resources available etc.

Responsibility for approval of modifications to modules and programmes is devolved to the College Boards, undertaken by most Colleges through a sub-committee with a direct remit in this area. This process has now been operating for a number of years and the sub-committees have built up considerable experience and knowledge. Therefore, proposed modifications are examined with a view to ensuring high quality as well as consistent practice

within the College. The role of the College Head of Learning Development (HoLD) facilitates the sharing of best practice and the HoLDs have developed College-level policies to address issues arising.

The programme Annual Monitoring process is also devolved to College level where the annual monitoring reports (Q5s) are considered and collated into College Action Plans which are then submitted for consideration at Institute level. The College of Sciences & Health and the College of Engineering & Built Environment have developed and adopted a Q5 report which addresses key statistical data in relation to student registrations, student performance, first destinations, and feedback received from Programme Committee meetings, student feedback (including internal surveys and ISSE) and external examiner reports. It also asks questions in relation to engagement (eg students in work placement, students involved in community-based learning and use of guest lecturers), the learning environment (eg pedagogy, curriculum design, assessment and feedback, resources), and it tracks Programme Committee meetings and student class representatives in attendance. This being a devolved process, DIT does not require a particular Q5 form to be used, however the form in use in the above two Colleges is under consideration across the DIT and may be adapted for use by the other two Colleges.

2. Impact
Evidence of the impact of QA policies and procedures during the reporting period.

The analysis of and focus on student performance data within the College of Engineering and Built Environment has been noted above in Part 2. The actions taken to address areas of concern have led to an overall improvement in student retention.

The annual monitoring form (Q5) as used within the Colleges of Sciences & Health and Engineering & Built Environment has put a focus on areas that have arisen in programme validation and review panel conditions and recommendations, such as assessment strategies, the scheduling of assessments and the mapping of learning outcomes to assessment methods.

The focus on ISSE data, through consideration at Academic Council and its sub-committees and the Academic Council theme within the annual monitoring process has resulted in a steady increase in the percentage of students completing the ISSE survey and thereby facilitating greater analysis of the data.

As has been noted in previous reports, ISSE and internal student survey data have shown that feedback to students on their assessed work has been a source of dissatisfaction for many students. In recent years DIT has taken various approaches to address this, through its quality

assurance processes and committee structure, as well as through projects facilitated by the Learning, Teaching and Technology Centre (LTTC). For the years 2012/13 and again in 2014/15 the agreed Academic Council theme for the annual monitoring process was 'the provision of feedback to students on their assessed work'. It was clear that many Programme Committees had engaged with this theme in an effort to improve the quality and timeliness of feedback, and many examples of good practice were noted. Data from student surveys, however, continued to tell a different story, until recently when the responses to ISSE 2018 show a marked improvement in this area. Embedding a focus on feedback on assessed work in quality assurance systems and including this as a theme in Annual Programme Monitoring Reports, encouraged all academic staff to reflect, discuss and improve feedback practices. This has been reinforced through staff development and the provision of resource materials delivered by the LTTC and the cross-disciplinary research project Learning from and Engaging with Assessment and Feedback (LEAF).

3. Themes
Analysis of the key themes arising within the implementation of QA policies and procedures during the reporting period.

Academic Council agreed that the Academic Council theme for consideration during the annual monitoring process (Q5 form) for 2017-2018 and 2018-2019 is the *First Year Experience Framework for Success (FYEF)*. Programme Committees are to discuss the following questions on how the FYEF has been incorporated into programmes:
- Did the programme use the first year framework for success and the relevant checklist in the support of the first year student experience? If Yes: What change has the Framework initiated? If No: Why?
- Please identify below areas for future development in the enrichment of the first year experience of your students.

The FYEF identifies Essential, Good and Exemplary Practices around six themes (induction/early orientation, peer mentorship, assessment and feedback; Graduate Attributes, learning spaces and Alternative Curriculum models). The FYEF has been communicated to staff at School, College and Institute level committees and has been part of the resources communicated to the First Year Tutor light lunch training events. Various aspects of the FYEF have emerged either as commendations for good practice or recommendations to be considered through the programme validation and review and School Review processes, eg *induction and orientation, peer mentoring, feedback on assessed work, the inclusion of Graduate Attributes, assessment and feedback.* The reports back from Programme Committees will be reviewed shortly.

Several of the themes that have emerged from quality review reports, identified below, have featured in reports from previous years:
- Where programmes include *structured work placements, issues around the*

organisation and management of, as well as preparation for work placement have been noted. The assessment of work placements has also led to recommendations, eg effective tools for assessment and also consideration as to whether the placement should be assessed on a pass/fail basis or receive a mark. Panels also have made recommendations that work placement opportunities be included, where none exist currently. There remain issues around resources available to support the organisation and management of placements, although there is now approval in principle to appoint a senior administrator in each College to support the administration of work placements.

− A number of innovative *community-based projects* have been commended by Panels, while other Panels have pointed to opportunities for Schools and programmes to engage more with local communities.

− *Links with professional bodies, responsiveness to industry needs* and involvement of industry in programme design have been noted as positive features. The formalisation of *industry/advisory boards* has featured as a recommendation.

− The contribution of *industry practitioners as guest/part-time lecturers* on many of DIT programmes is commended within reports. Panels have noted that these part-time lecturer posts (HPALs) are under threat and have made recommendations regarding how these might be protected (through Consultancy contracts, Adjunct Lecturer positions).

− There have been a small number of programmes where *blended learning approaches* are now incorporated. Panels have also continued to make recommendations regarding exploration as to how *blended learning* might be introduced, particularly to widen the attractiveness of part-time programmes for students in employment. The *increased use of Virtual Learning Environments* has also been encouraged by Panels.

− Panels have made recommendations regarding the inclusion of more *digital content* within modules, including the use of social media, blogs etc.

− Support for *international students* has been raised, as well as how to increase the attractiveness of programmes internationally, including *the internationalisation of the curriculum.* It has been recommended that DIT students are facilitated as much as possible to *study abroad* as part of their programme.

− Appropriate staffing structures to support *international delivery* have been recommended.

− Recommendations have been made regarding the need to ensure that effective methods of *communication* between the programme/School and student body are in place, including the use of social media.

− The need for further improvement of *module learning outcomes* and the vocabulary used has emerged in a number of programme validations and reviews, as well as the *further specification of assessment types.* Panels have sought to see more evidence of

− the mapping of programme learning outcomes to module syllabi, learning outcomes and assessments.

− The *maintenance of facilities and services* remains an issue for some of the DIT campuses and the need for additional learning spaces. Review Panels have

commended how Schools have taken initiatives to improve facilities and spaces and provided additional support for students, where this has been possible. They have also noted that relocation to Grangegorman may address many of these issues.

Part 4: Quality Enhancement

Part 4 provides information which goes beyond the description of standard quality assurance procedures. Quality enhancement includes the introduction of new procedures but also extends the concept of quality assurance to other initiatives, activities and events aimed at improving quality across the institution.

4.1 Improvements and Enhancements for the Reporting Period
Improvements or enhancements, impacting on quality or quality assurance, that took place in the reporting period.

Grangegorman
The undergraduate student population based at the DIT Grangegorman campus has stayed steady at approximately 1000 students, based in the suite of renovated historic structures. Feedback from students located at the DIT Campus at Grangegorman continues to indicate a very positive student experience and this has translated into enhanced academic performance and higher levels of student satisfaction.

The Greenway Research and Innovation Hub is fully in operation with research students relocated from disparate locations across the Institute. The enterprise suites managed by the Hothouse team are now fully occupied.

Legal proceedings concerning the award of contract to deliver the Central and East Quads were successfully concluded in the late 2016. Subsequent negotiations and clarifications with the preferred bidder continued through 2017 with Financial Close of the contract concluded in March 2018. Construction work commenced immediately with a view to the two buildings being available April/May 2020. As of late 2018 the construction programme is on target.

Park House was purchased in 2017. Works commenced immediately to renovate a floor of the building to accommodate the transfer of DIT staff from the existing leased premises in Rathmines. 120 staff transferred in March 2018. Plans to renovate lower floors to house as a temporary library to serve students relocating to Grangegorman in 2020 are advanced and a planning application will be lodged in December 2018.

Detailed design of the academic hub/library has been undertaken by a team led by O'Donnell + Tuomey Architects in association with DIT Library staff. A planning application will be lodged in December 2018 for the permanent library, in tandem with the Park House temporary library application.

Efforts continued to find a suitable procurement approach to develop on-campus student housing, but have not reached yielded a viable route. In the meantime private sector suppliers have developed/are developing a number of projects in the immediate vicinity.

As none of the student facilities associated with student housing are progressing in order to provide some elements for student life – clubs, societies, student union, dining, a project to renovate the Lower House protected structure was initiated in order to have some facilities available in 2020. It is proposed to lodge planning in January 2019 with works commencing summer 2019.

Following a procurement exercise, a team led by Heneghan Peng Architects were appointed to design the West Quad, which will house the College of Business, Languages, and an Institute examination and conferring space. The stage 1 report is due to be completed December 2018.

In December 2017 the LUAS CrossCity tram line opened. The Grangegorman stop allows quick and direct access to the city centre and all major DIT locations and to the Broombridge sports facility. Direct access to the site from the Broadstone-DIT stop and onwards to Bolton Street opened November 2018.

Digital Campus
In 2017/2018 the Digital Campus Implementation Plan was devised and subsequently approved by DIT's Senior Leadership Team and the TU Dublin Steering Group. Building on the Digital Campus Vision, and emphasising the cultural change needed in terms of people, processes and programmes, year one focused primarily on communicating a "think digital" campaign to staff and students at all levels of the organisation. An extensive engagement programme was undertaken involving presentations, discussions and meetings with several hundred colleagues across the TU Dublin partners. In general, reception of the vision for the Digital Campus and the resulting implementation plan has been very positive.

Notable achievements are:
- Several hundred staff directly experienced what a digital classroom can offer through the 'Sticky Campus' roadshow in May. Discussions and ideas exchanged at this time are now feeding into plans for the Grangegorman campus as well as for transforming learning spaces in existing buildings.
- Policies and procedures were identified for digital working which will support students and staff in their use of technology to access learning and services in the Technological University
- The identification of options for the development of a student staff dashboard provides the basis for improving the information available to students and lecturers to better support the learning experience of every TU Dublin student.
- Support for the LTTC's VLE procurement process and implementation of the new Library Management System contributed towards the success of both projects.
- Approval for recruitment of a Digital Skills Coach as proposed in the implementation plan.

- The roll-out of MathLab and the piloting of a student engagement app Campus Connect were delivered and provide a basis for enhancing the student experience in these areas.
- The use of empirical data to inform decision-making (in a manner that is transparent to all and in compliance with the General Data Protection Regulations in force since May 2018) has been emphasised, together with the need for digital data to be curated and utilised to better effect. Data gathered from incoming students on mobile device ownership will inform policy development around BYOD etc.

Overall, the Digital Campus Implementation plan builds on local initiatives to empower students and staff to master their own digital environment, to enhance working processes and enrich the academic programmes offered, in line with identified best practices in digital transformation projects. The challenges to achieving digital maturity at organisational level are usually human rather than technological. The implementation plan seeks to move beyond leveraging the potential of digital tools, more importantly, to leverage the potential of digital capital to effect positive cultural change throughout the organisation.

Virtual Learning Environment
The Virtual Learning Environment (VLE) currently in use at DIT is Blackboard, which is referred to locally as WebCourses. Our contract with Blackboard Inc. comes to an end in August 2019 and this gave the Institute, an opportunity to reflect on what our needs are with regard to a VLE platform as we develop further our Digital Campus and strive to create a unique, engaged, powerful and comprehensive experience for every student on a par with best-in-class international, blended-learning, higher education providers. The VLE4DIT project was initiated in November 2017 and contracts were signed in September 2018 with D2L for their platform Brightspace.

Teaching Fellowships
The establishment of Teaching Fellowships has been a very successful venture for the DIT through the generous funding negotiated from the Colleges. Resultant research outputs from Fellowship projects over the last three years have already contributed towards both policy and practice across the Institute. A team-based approach has been taken place over the past two years, with the Learning from and Engaging with Assessment and Feedback (LEAF) Teaching Fellowships currently underway. The Fellowship project team comprises of 22 staff spread throughout the institute working together to develop recommendations towards an institutional assessment and feedback to operationalise the strategy; with initial pilots to be implemented across 21 programmes across all four colleges.

A new team teaching fellowship financially supported by all three TU Dublin partners, will go ahead in 2019. A call for applications from cross-institutional and cross disciplinary project teams was issued in June 2018. The successful Co-CREATE: Collaborative Curriculum Reimagining and Enhancement Aiming to Transform Education project aims to result in a university-wide curriculum framework and implementation plan that can be used to strengthen the university programmes and enhance the learning experience for all students. It is expected that the completed implementation will:

- capture the richness and diversity of university curricula at all levels and for all students;
- be developed following a rigorous process of engagement with programme teams - and others, including students - across the university.
- be positioned in the future at the centre of processes such as curriculum development, quality enhancement, training and development, and decision making across the university.

Establishment of a team teaching award for excellence in programme design
Three National learning impact awards were created in 2015 by the National Forum for the enhancement of teaching and learning to support institutional efforts to promote, learn from and extend the reach of excellent practice in teaching and learning across Irish higher education. The Disciplinary Excellence in Teaching, Learning and Assessment (DELTA) award recognises discipline groups who can 'demonstrate a record of excellence in teaching and learning enhancement and who commit to an ongoing, clearly articulated, shared process of continued enhancement'.

In 2018 three programme teams from DIT, out of a total of 11 shortlisted, were successful in winning Disciplinary Excellence in Learning and Teaching (DELTA) awards. The success of the three programme teams in winning the 2018 DELTA awards has initiated discussion in relation to supporting an equivalent institutional process that might recognise excellence in programme design but also support the preparation for a subsequent National DELTA award by subject discipline teams in the future.
A learning, teaching and assessment strategy committee working group has been established to make a recommendation about the establishment of a team based institutional award for excellence in programme design that enhances teaching, learning and assessment in the subject disciplines. The aim of establishing an institutional award would be
- to recognize and to encourage best practice, by subject discipline teams, in programme design that enhances the student experience.
- to support the continuous professional development of staff involved in teaching that helps to achieve identified institutional strategic aims
- to help promote a programme based culture within an institution-wide engaged learning community.

Development of a DIT CPD Framework for staff who teach
The National Forum for the enhancement of Teaching and Learning published a professional development framework for those teaching in higher education in 2016. This recognises a range of different kinds of learning and that staff who teach can develop their knowledge, skills and competencies through a range of PD activities. Alignment with the national professional development framework is an important consideration for our future planning of all the LTTC activities and opportunities that we offer in the Centre. In 2018, the Learning, Teaching and Assessment Strategies Committee approved a CPD framework that provided a PD structure for new, early and mid-career academics as well as for those who have taken on a leadership or mentoring role.

One of the reasons for developing this CPD framework was to try and engage with all staff as part of ongoing activity and to enable staff to action plan their professional development in consultation through internal PMDS processes. A commitment to support this work has been made within the Performance Compact and discussions are underway to develop a TU model for implementation that will combine this with research, engagement and personal competences.

Externally funded projects
Online Resource for Learning Analytics (ORLA)
In 2017 LTTC staff were involved in the development of a library of resources (ORLA) designed for higher education institutions and their staff as part of the National Forum's Learning Analytics and Educational Data Mining for Learning Impact project. Leading on from this, in 2018 the LTTC is currently partnering with the Forum as part of their Data-Enabled Student Success Initiative (DESSI) which aims to provide support to institutions as they develop, or begin to explore, strategies for using data to underpin effective, sustainable student success. Learning analytics refers to "the measurement, collection, analysis and reporting of data about the progress of learners and the contexts in which learning takes place" (JISC, 2017). DIT's implementation of DESSI is being led by the LTTC, in collaboration with colleagues in the wider Academic Affairs, Digital & Learning Transformation Directorate. This work is being used to inform a series of student retention interventions to help support the transition of students into third level.

Levitas Project professional development activities for engineering educators
The Levitas project is an ongoing collaborative project between DIT, Institute of Technology Blanchardstown (ITB) and Institute of Technology Tallaght, Dublin (ITTD) that aims to promote, acknowledge and evidence teaching and learning professional development activities for engineering educators. It was funded as part of the National Forum for the Enhancement of Teaching and Learning – Enhancement of Teaching 2017 funding call.

DIT Gender Equality
DIT received the Athena SWAN Bronze Award in November 2018 in recognition of our commitment to advancing gender equality. The Institute is committed to improving gender equality in all aspects of its mission, and signed up to the principles of the Athena SWAN gender equality charter in 2016.

A Steering Group, representative of a wide range of functions and academic disciplines, was established with the objective of reviewing policies and practices across DIT and preparing an application Athena SWAN accreditation. A Project Manager was appointed to lead the work on the DIT- Athena SWAN gender audit and application and a Director of Equality, Diversity and Inclusion was appointed in November 2018.

In May 2018, DIT submitted a 70-page gender equality audit report and Gender Action Plan for consideration for Bronze Athena SWAN award. The report included data collated through a gender audit of DIT, and a detailed self-assessment reflecting information drawn from an all-

staff survey and reports from staff focus groups conducted by an external researcher. The Action Plan identified specific targeted actions aimed at addressing barriers to improving gender equality in DIT.

DIT has continued to make progress towards improving gender equality, through its systems, processes and specific action initiatives. Human Resources have adapted their reporting systems to allow better gender disaggregation of data. Staff Learning and Development have made very considerable progress towards developing the essential leadership skills to support gender equality (see overview below from Staff Learning and Development). How gender equality can be enhanced through quality assurance procedures will be investigated further in 2018. There have been initiatives in recent years to support gender equality such as the Women Leaders in Higher Education (WLHE) Network, formed by the DIT Aurora Leadership Development participants in 2014. In the reporting year initiatives have included the following:

- The College of Sciences & Health has ensured gender equality in the formation of all its new College Committees in 2017, and have implemented a process of open application for staff members on its committees.
- In 2017 the School Review of the School of Computing in the College of Sciences & Health focused on gender equality, with a particular focus on growing the pipeline and supporting female students in computer science. This is an important first step in using the DIT quality assurance and quality enhancement processes to support gender equality.
- The College of Engineering & Built Environment has established a College Gender Equality group to manage its gender equality initiatives. The College has developed a Mentorship Programme to attract and retain female students in engineering. The ESTEEM Mentorship Programme aims to provide female students with role models who can offer guidance about career opportunities in engineering, provide support and tools for navigating this male-dominated industry, and entice more young women into the field https://dit.ie/newsandevents/news/archive2017/news/title,146493,en.hml].

DIT is committed to creating a shared understanding of gender equality and how it can be championed and supported through key decision making fora. The President and Senior Leadership Team have completed unconscious bias training to create awareness of bias in policy and decision making. Athena SWAN and Gender Equality is a standing item on the Institute's Human Resources Committee chaired by the President. From October 2018, all staff will receive face to face unconscious bias training to embed a culture of equality and inclusion.

Staff Learning and Development
DIT has designed a leadership development programme to support staff to develop the competencies required for leadership roles, and sponsors 12 women each year to participate in the Aurora Leadership Development Programme for Women. This programme aims to create awareness of the issues influencing women's career progression in the higher education sector. Both leadership development programmes aim to create a strong pool of potential candidates for future leadership roles. Since 2015, 89 staff members have completed the DIT Leadership Development programme and 48 women have completed the Aurora

Leadership Development Programme for Women. Participants of both programmes are engaged in a research study to measure the impact of Leadership Development Programmes on individual perceptions and attitudes toward leadership. The study aims to measure if there are gender differences in perceptions and attitudes toward leadership to inform the design and delivery of future training and career development initiatives.

In relation to supporting career development and progression:

- All participants of the DIT Leadership Development Programme and Aurora Leadership Programme for Women are assigned a mentor to support their continued personal and professional development.
- DIT provides Fee Support for staff to pursue postgraduate qualifications to support their career development. Gender trends are monitored in the annual applications to ensure there are no gender differences in access or support.
- A number of promotion vacancies are advertised weekly within DIT providing staff with opportunities for career development and progression. To ensure an open, fair and transparent recruitment and promotion process, all members of selection panels must complete the Licence to Interview training which includes training on equality, diversity and unconscious bias in selection decisions.
- To ensure good practice in recruitment and selection, the Head of Human Resources has engaged an external equality review of the Institute's recruitment and selection policies and practices and a new TU Dublin Recruitment and Selection policy will be implemented from January 2019.

All staff in DIT participate in the Performance Management and Development System (PMDS). Training is provided for reviewing managers to ensure that PMDS reviews are objective, supportive and encouraging. Training is also provided for staff engaging in PMDS reviews to support them to identify relevant training and development needs for career progression. Gender trends are monitored monthly in the uptake and participation in PMDS. Additional information is available, and regularly updated, at
http://www.dit.ie/about/profile/equalitydiversity/.

4.2 Quality Enhancement Highlights
Analysis of quality enhancement activities that were initiated during the reporting period and which would be of interest to other institutions and would benefit from wider dissemination.

DELTA Award winners 2018

Students in Action - School of Hospitality Management & Tourism
The Students in Action Project (SIA) was developed several years ago by staff in the School of Hospitality Management & Tourism as a means of engaging students in an active collaborative learning environment. Underpinned by the knowledge that student engagement has a positive impact on learning and personal development, SIA involves students from across a number of programmes working with the local communities and businesses. To date SIA has worked in partnership with communities in the Boyne Valley, Drogheda, Wexford, Tullamore, Fingal, Kildare and Kilkenny. The project facilitates students to tackle practical and applied questions raised by destination based stakeholders. This is achieved by utilising real-world assessments in a variety of undergraduate and postgraduate modules.

Cognisant that a greater emphasis on engagement with wider society has for some years been a key objective of many higher education institutes and authorities, the project was developed to benefit students, the destinations and all members of the community in each destination. Underpinned by the recommendation in the Hunt report for students' engagement with wider society to become more firmly embedded in the mission of higher education institutions, the project holds, at its core, a key objective of providing better educational experiences by involving students in a project that ultimately develops staff, student and community engagement.

Supporting, Engaging and Challenging DIT Chemistry Students by Emphasising Real World Applications and Applying Technology Effectively
The Chemical Education Research Team (CERT) was established in DIT in 2005 with the aim of incorporating best practices from education research into day-to-day teaching of chemistry and then evaluating their impact. The reason for doing this is to support, engage and challenge students. Changes made are evaluated and the findings are then published.

The focus has been on three areas. The first is embedding development of key skills. This is achieved using context-based learning (eg on developing antimalarial drugs) and community-based learning (eg implementing hands-on science activities for 9-12 year olds). The second area is supporting transitions to higher education. Pre-lecture resources were produced to reduce overload in lectures and a context-based module was introduced in first year that emphasises applications of chemistry. The third area is applying technology to enhance learning (eg reflective blogs, mind maps, interactive polling, student-generated videos, digital portfolios). The CERT team seek to continuously improve to provide the best experience for their students and share a passion for chemistry and for teaching and learning (see video on this work: https://www.youtube.com/watch?v=G8HFzfjtJwQ).

DIT Higher Certificate in Pharmacy Technician Studies

Over the last seven years, the Programme Team for the Higher Certificate in Pharmacy Technician Studies has undertaken a quality enhancement regime that has been informed by national policy and local DIT teaching and learning strategy, as well as employer and student feedback. The team implemented changes that have been rigorously evaluated through formal education research projects and teaching fellowships, and successes have been disseminated to the wider pharmacy and higher education communities. At the heart of this enhancement was the development and assessment of priority graduate attributes, with an emphasis on professional development through reflective practice and curriculum integration.

As well as implementing best practice in core teaching, the team introduced numerous high-impact activities throughout the programme, including an ethical debate, integrated case studies, volunteering, and career development workshops. Learning from these activities have been formalised in a professional development module, where students can articulate and reflect on their learning journey in an ePortfolio. The focus has been on the transition into the programme for a diverse student body through engagement with the DIT 1st year Transitions Strategy and an extended Induction programme.

The comprehensive work placement module has been continually reviewed also: this module is seen as a capstone activity to complete the development of pharmacy technicians and support their transition out of education and into employment. Students are supported throughout the placement by a supervising pharmacist who ensures their core competencies are developed. The students also continue to support and learn from each other while out on placement through a reflective blog assessment that was introduced in 2011.

The team is committed to continued scholarship in teaching and learning, and ongoing QE, sustainable through staff professional development, alignment to School strategic planning, and resourced through judicious engagement with the DIT quality enhancement action planning systems.

CPD Certificate in Access to Apprenticeship

In 2017/18 the College of Engineering & Built Environment developed an Access to Apprenticeship pilot programme that focuses on the access and transition of young people (aged 16-24) from disadvantaged communities into apprenticeship schemes. The programme is a Level Six CPD and replicates a standard apprenticeship block, running over 12 weeks with 30 contact hours a week. The programme has four main strands: Skill sampling (across the full-range of craft apprenticeships offered by DIT), Personal and Professional Development, Transversal skills, and Work placement.

Industry employers were engaged throughout the planning and implementation of the Access to Apprenticeship programme and are a key partner in the delivery of the programme. Employer engagement sessions and site visits (including the ESB, SISK, the aeronautical

training facility in Dublin Airport) provide important preparation and readiness for students in advance of a two-week work placement.

The first block of 16 students commenced in September 2017, with a further two blocks completing the 12 week programme in semester 2. In total 48 students enrolled on the programme, 30 students successfully completed all modules on the programme. 25 students have progressed into apprenticeship schemes or fulltime employment in an apprenticeship trade. A second pilot phase of the programme has commenced in 2018/19.

Creation of common modules – College of Business
The College of Business is actively pursuing a major international accreditation (AACSB), to add to its existing accreditations and rankings (AMBA, EdUniversal). As part of this process the College has taken a number of steps to drive consistency across programmes and to focus on aligning module level learning outcomes with newly devised programme learning outcomes.

One major initiative involved the creation of common modules across 11 different disciplinary areas. Led by a Faculty member as module convenor, each disciplinary group reviewed existing modules, reflected on what should be included in stage 1 and stage 2 modules in each area and created a set of common modules.

The result is 32 common modules, replacing over 90 existing modules. These modules will be delivered across 11 of the College's Undergraduate Degree Programmes, ensuring consistency of experience for students on different programmes. These new modules benefit from the shared expertise of the members of the disciplinary teams, and will be updated by the disciplinary groups each year, thus ensuring that College of Business modules remain at the cutting edge.

Teaching Champions in the College of Sciences & Health
The six schools in the College of Sciences & Health will be relocating to the Central Quad Building in Grangegorman in September 2020. The College has carried out an analysis of the opportunities for learning, teaching and assessment afforded by the new physical and technological environment in Grangegorman, and has commenced a process of preparing the programmes in the College to be delivered in that environment. One initiative established by the College is its Teaching Champions programme. Through this programme, a number of academic staff have been selected to work with programme teams on the priority areas identified by the College, related to the affordances of the new environment.

Logistics Associate Apprenticeship
A Logistics Apprenticeship Consortium was formed in 2017 comprising key stakeholders including employers, occupational associations, relevant occupational regulators and the DIT's College of Business as coordinating provider. The Consortium responded to the Apprenticeship Council call for proposals for new Apprenticeships in May 2017 through the proposal of a programme leading to a Higher Certificate in Logistics. Richard Bruton TD,

Minister for Education and Skills announced the approval of 26 new apprenticeship programmes, including the proposed Logistics Associate Apprenticeship, to progress to the development stage. The programme, which was validated in 2018, aims to meet the growing demand for logistics personnel and is targeting two market segments: School leavers with a Leaving Certificate or Post Leaving Certificate award and existing employees in the transport and logistics industry who may not have a formal qualification. The programme commenced in 2018 and is offered on a day-release basis over two years whereby the apprentice will attend one day in DIT and four days in the workplace.

Part 5: Objectives for the coming year

Part 5 provides information about plans for quality assurance in the institution for the academic year following the reporting period (in this instance 1 September 2017 – 31 August 2018).

5.1 Quality Assurance and Enhancement System Plans
Plans for quality assurance and quality enhancement relating to strategic objectives for the next reporting period.

- Development of unitary quality assurance and enhancement system for TU Dublin.

- Development of unitary student assessment regulations for TU Dublin.

- Implementation of the VLE platform Brightspace, following a pilot early in 2019, the migration of all content and users across from Blackboard to Brightspace and training of staff before March 2019.

- Launch and further development of Programme and Module Catalogue, including completion of the configuration of the curriculum lifecycle management system, a pilot of the configured system followed by commencement of the phased roll-out of the configured system, and addressing reporting requirements and the publishing of Catalogue information to the Web.

- Completion of review of programme quality assurance documentation, including Student Handbooks, in light of the implementation of the Programme and Module Catalogue.

- Review of practices and procedures to ensure compliance with Quality Assurance Guidelines for Blended Learning Programmes.

- Completion and submission for approval of quality assurance arrangements for research.

- Progressing actions that will facilitate the Institute in meeting its requirements under the Performance Compact with HEA.

- Further development of new software system for the Student Evaluations on Programmes.

- Continuing to review processes and procedures with a view to ensuring compliance with new Data Protection legislation.

5.2 Review Plans
A list of reviews within each category (module, programme, department/school, service delivery unit or faculty), as per the internal review cycle, planned for the next reporting period.

School Reviews
School of Media
Graduate Business School
School of Mechanical & Design Engineering
School of Electrical & Electronic Engineering
School of Transport Engineering, Environment and Planning Management
School of Chemical & Pharmaceutical Sciences
Graduate Research School

Unit Reviews
International Office

Programme Validations and Reviews
Postgraduate Diploma in 3D Technical Artist
Bachelor of Laws (LLB) with a Language
BA in Social Care
MA in Journalism
Bachelor of Music
Suite of programmes in School of Hospitality Management and Tourism
BSc in BIM (Digital Construction)
MSc in Applied BIM
BSc in Physics with Data Science
HDip Clinical Measurement Science

5.3 Other Plans

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Part 6: Periodic Review

Part 6 provides information that acts as a bridge between the AIQR and periodic external review.

6.1 The Institution and External Review
A description of the impacts of institutional review within the institution.

Nothing to report.

6.2 Self-Reflection on Quality Assurance
A short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review.

6.3 Themes

Developmental themes of importance to the institution which will be relevant to periodic review.