

Féidearthachtaí as Cuimse
Infinite Possibilities

Development of a Student Centred Quality Enhancement Framework for Ireland's first Technological University

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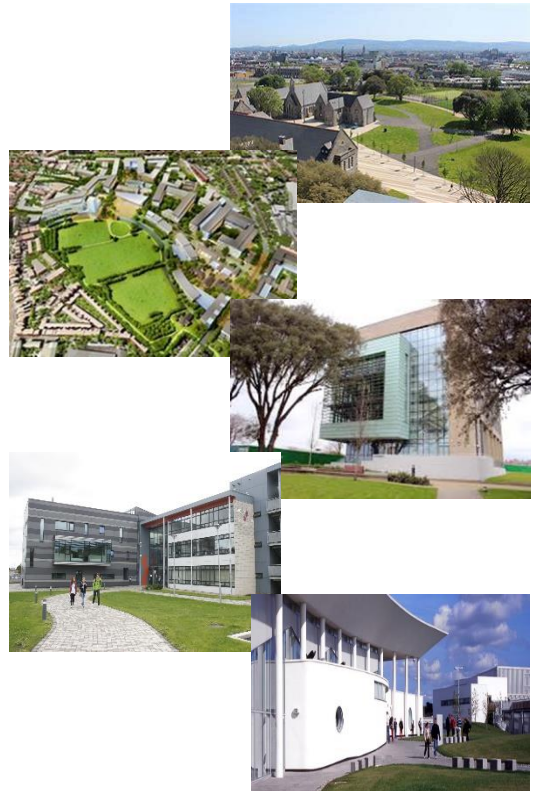
New University

Technological University Dublin established on 1st January 2019

Merger of three Higher Education Institutes:

- Dublin Institute of Technology
- Institute of Technology, Tallaght
- Institute of Technology, Blanchardstown

New University Campus - Grangegorman



A Technological University

“...will focus on preparing graduates for “complex professional roles in a changing technological world” and will “advance knowledge through research and scholarship and disseminate this knowledge to meet the needs of **society and enterprise.**”

“...address the **social and economic** needs of the region...”

“....engages in industry-focused research and entrepreneurship.”

Engagement lies at the very heart of the TU Dublin mission.

Societal Expectations of TU

Provide programmes of education and training that **reflect the needs of citizens, business, enterprise, the professions and other stakeholders** in the region in which the campuses are located and facilitate **learning by flexible means**.

Serve the community and public interest by developing and promoting **strong social and cultural links**, and links supporting creativity, between the technological university and the **community in the region** in which the campuses of the technological university are located.

Characteristics of TU

- Embedded and engaged in the local community
- Diverse student population
- Multiple pathways into, and through, higher education
- Responsive to stakeholders' needs
- Flexibility and diversity in education provision

Ireland's 1st Technological University

Students



% of National Enrolments



Research Impact



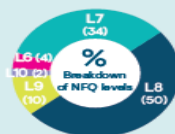
Our People



Infrastructure



Programmes



Diversity



Rankings

Time Higher Education rank
 TU Dublin in Top Young Universities Worldwide



Employment Prospects



Graduates in employment or in further education, within 9 months of graduating

Moving towards one University

Currently operating different:

- Management and reporting structures
- Academic policies and regulations (e.g. assessment)
- Information systems (e.g. student records, module catalogue...)
- Virtual learning environments
- Quality Frameworks

Ongoing TU Dublin Developments

TU Dublin Quality Framework



Quality Assurance & Enhancement Procedures, Assessment Regulations etc.

Transform EDU Project



Ensure a transformative learning experience, capturing totality of students learning experience



Transformative Student-Centred Learning Record (*Transform-EDU*) Project is supported by:

HEA

AN IÚDARÁS um ARD-OIDEACHAS
HIGHER EDUCATION AUTHORITY

Higher Education Authority Innovation & Transformation Programme 2018

Co-CREATE Project



TU Dublin Curriculum Framework

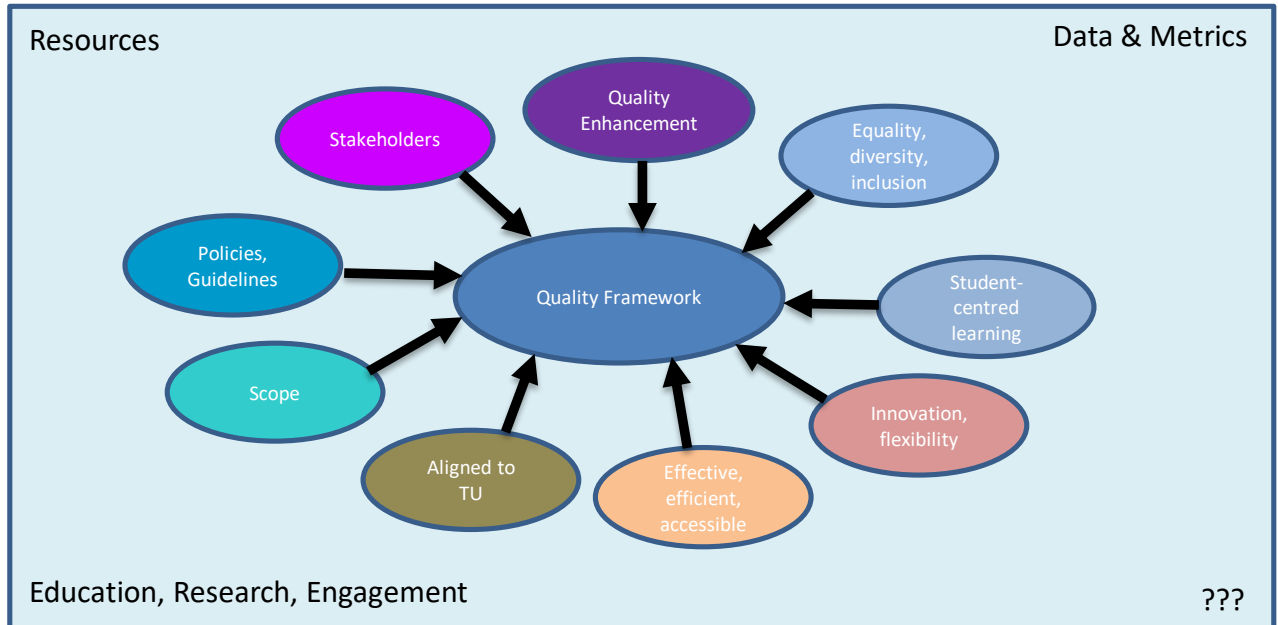


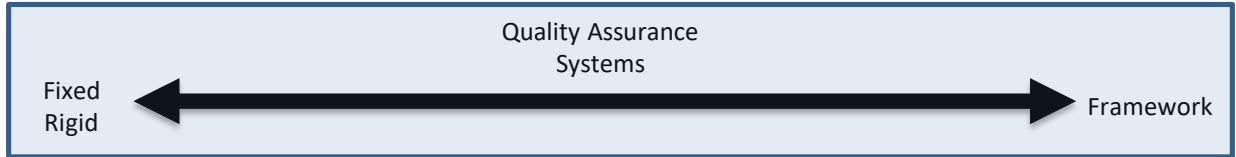
TU Dublin Quality Framework

- Currently operating three independent academic quality systems across TU Dublin
- Project Team was established in January 2019 to draft the TU Dublin Academic Quality Framework:
 - academic quality assurance and enhancement policies and procedures - *Handbook for Academic Quality Enhancement*-
 - and assessment regulations - *Marks and Standards*

Vision & Principles

Developing a new framework and not merging existing policies and practices





Advantages

- Accountability
- Clarity
- Measurability
- Objectivity
- Transparency

Disadvantages

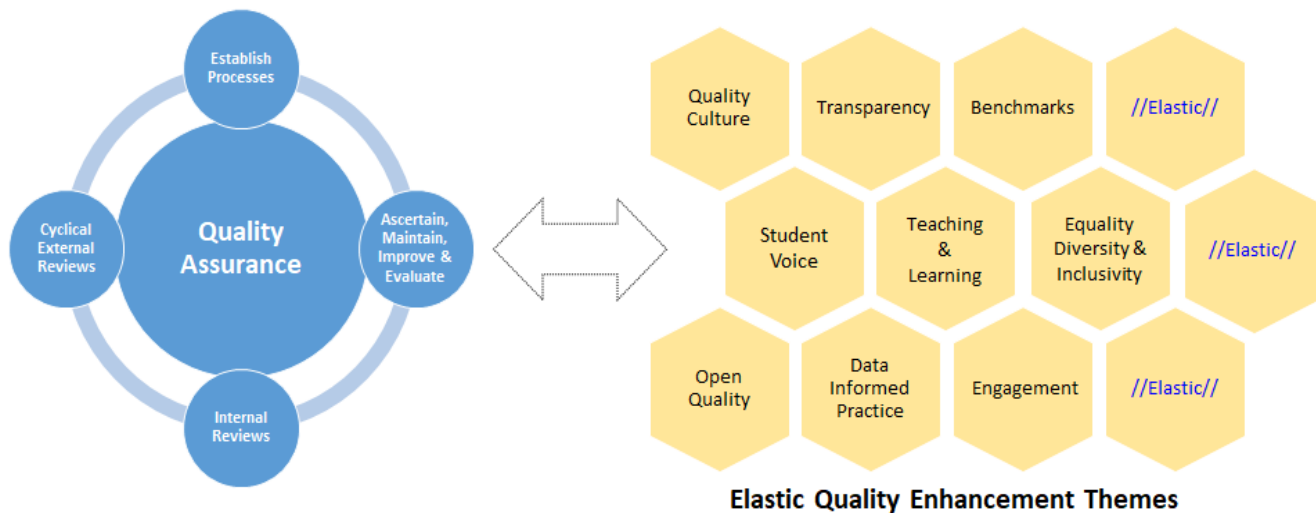
- Does not encourage innovation
- Normalising effect
- Does not reflect context/uniqueness
- Is not flexible
- Focused on metrics

Advantages

- Recognition of context
- Supports innovation
- Flexible
- Supports diversity

Disadvantages

- Lack of accountability
- Diversity of standards
- Can allow poor practice
- Lack of transparency
- Comparisons can be difficult



Elastic themes based on an evaluation of needs and changes in society

Quality Framework – Student-centred

- Focus more on holistic student learning experience
 - Diverse range of learning outcomes, pedagogies, assessment, appropriate supported by technology
 - Diverse learning environments
 - Flexibility/choice
 - Collaboration and partnerships
- Focused on supporting student success and engagement
 - e.g. Framework for First Year Student Success; blended learning;
- Ensuring the “Student Voice”
 - Policy development
 - Curriculum decisions
 - Feedback

Quality Framework – Engagement with Society

- Access
 - Multi-level
 - Progression
- Programme Development
 - *Flexible and responsive*
 - *Stakeholder input*
 - *Continuing education*
 - Collaborative Programmes
- Teaching and Learning
 - Work-based learning
 - Community-engaged learning

Quality Framework – Engagement with Society

- Programme Reviews
 - Stakeholder input
 - Focus on engagement
- Academic ‘Unit’ Review
 - *Stakeholder input*
 - *Focus on engagement*
- Professional Services Reviews
 - Community Engagement Office
- Programme Enhancement
 - Stakeholder input
 - External industry and academic moderation and support

Quality Framework – Challenge

How will our Quality Framework capture all aspects of engagement (Third Mission)?

QE cannot simply focus on ensuring commitment or even activity:

- Are we assuring/enhancing quality or just measuring activity (quantity, indicators)?
- Inevitably focus on technology transfer, entrepreneurship, programme provision etc.
- What of the many other aspects?