

## Workpackage 5: Developing Student-Centred QA-QE Processes and Procedures for Transformative Learning

**Coordinator: Prof. Brian Bowe**

Work Package 5 was intended to develop a Quality Assurance-Quality Enhancement (QA-QE) system that will continue to support innovation, while integrating best practices in all aspects of education in TU Dublin. The quality enhancement system developed will not only provide processes and criteria but will also continuously seek to identify weaknesses and areas for improvement, require root cause analyses to be completed, and most importantly, will include a supportive process that engages all relevant stakeholders to address any identified issues and make appropriate changes for enhancement. Such a system will change the perception of quality assurance from a process that must be completed and adhered to, to a process that supports, enhances, improves and is effective. The quality enhancement system will be developed by bringing together all relevant stakeholders. This will be the first QE system in Higher Education in Ireland that has been specifically designed for enhancement and that aligns to transformative student-centred learning environments. Adhering to this new QE system will inevitably lead to programmes adopting student-centred pedagogical approaches, as opposed to the current situation where programmes only choose to adopt student-centred approaches. This, in turn will lead to a greater focus on the development of graduate attributes, which will be supported by the Transformative Learning Record (TLR).

Objectives	Key Achievements
Develop a set of Quality Assurance (QA) and Quality Enhancement (QE) principles aligned to transformative student-centred learning.	<ul style="list-style-type: none"> <li>The eight <a href="#">Principles Underpinning TU Dublin Academic Quality Framework</a> were developed through a stakeholder consultative process and approved by the University Academic Council on April 1, 2021.</li> <li>Iterative stakeholder consultation followed to approval.</li> </ul>
Develop a new QA-QE System comprising of governance, principles and relevant procedures and processes for TU Dublin.	<p>Relevant system components, policies and procedures have been developed and <a href="#">approved by Academic Council</a> under the following thematic heading:</p> <ol style="list-style-type: none"> <li>Academic Governance</li> <li>QA-QE Principles</li> <li>Academic Policies</li> <li>Programme QA-QE Procedures</li> <li>Academic Quality Reviews</li> <li>Assessment Regulations</li> <li>Collaborative provisions</li> </ol>

The University undertook a QQI CINNTE Review, which was completed in October 2021. The review aimed to establish the effectiveness of the approach to quality, and its impact on; the student experience; on mission, strategy and governance; and in public confidence in the university. Two key outputs of the Quality Framework Design received commendations of the International Review Panel, including:

- Approach to the development of Academic Quality Framework (AQF), and the integration of Equality, Diversity and Inclusivity (EDI), specifically in Criteria for Academic Schools Evaluation, received commendation in the [QQI TU Dublin CINNTE Quality Review Report 2021](#), *vide* Page 58;
  - “The review team commends TU Dublin on the process by which its Academic Quality Framework (AQF) is being developed. There is evidence of an iterative and consultative approach to the

development of policies and procedures which will aid the AQF's implementation and embedding of a unified quality culture".

- (b) "The review team commends TU Dublin's requirement, set out in its draft School Review Procedures document, that the university's quality review processes be aligned with its equality, diversity and inclusion strategies".
- Innovative approaches to Widening Participation in Higher Education in Ireland; *Vide* (Page 47 of Review Report), "The review team commends TU Dublin on its many widening participation initiatives."

This information is included here as the CINNTE Quality Review Reports are published publicly and are accessible to the entire HE sectors in Ireland and globally as exemplars of good practices.

A key principle of the Quality framework is to assure quality of the total student experience. This requires good practice in all aspects of student learning, and foster and support a student-centred learning environment. Access to the students' expertise is critical to assure and enhance the quality of the learning experience, and the student experience more generally. Therefore, within provisions of the Quality Framework, the University has developed high-quality set of digital resources outlined in the link above, to enable students actively participate in programme quality assurance and enhancement, for staff to actively listen to the student voice, and for the University to respond to the differing views expressed through the student voice. See: [Enhancing the Student Voice in TU Dublin](#).

#### **Workpackage Impact and Continuity**

- The following elements of QA-QE process have been developed and [approved by the TU Dublin Academic Council for implementation](#):
  - (a) Management of QA-QE of Academic Programmes
  - (b) Programme Validation Process
  - (c) Annual Academic Quality Enhancement Process
  - (d) Making Changes to Programmes & Modules Process
  - (e) Programme Review Process
  - (f) School Review Process
  - (g) Faculty Review Process
  - (h) Professional Services Review Process
  - (i) Quality Enhancement Learning to External Awards
  - (j) Collaborative Provision Processes
  - (k) Protection of Enrolled Learners Policy

Stemming from collaboration and consultations of the Quality Framework development team with sectoral stakeholders, we have been invited to contribute to the [QQI 10<sup>th</sup> Anniversary Conference in October 2022](#) panel discussion on "Strengthening Strategic Partnership to Effect System Change"; Specifically, on "The future of quality assurance: What will external QA look like? How will equality, diversity, inclusion and climate action become a sustainable part of the education system?".