



**Institutional Review of the Institute of Technology Tallaght
February 16th to 18th 2009**

Follow up Report by the Institute to the Findings of the Expert Panel

Submitted to the Higher Education and Training Awards Council

October 2010

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1. Introduction

The objectives of the Institutional Review of the Institute of Technology, Tallaght have been set by the Higher Education and Training Awards Council (HETAC) as follows:

1. To enhance public confidence in the quality of education and training provided by the Institute and the standards of the awards made;
2. To contribute to coherent strategic planning and governance in the Institute;
3. To assess the effectiveness of the quality assurance arrangements operated by the Institute;
4. To confirm the extent that the institute has implemented the national framework of qualifications and procedures for access, transfer and progression;
5. To evaluate the operation and management of delegated authority where it has been granted;
6. To provide recommendations for the enhancement of the education and training provided by the Institute.

In addition to these prescribed objectives, the following additional objective was agreed:

7. The evaluation of the provision of Lifelong Learning at the Institute.

The self-reflective process enhanced understanding and ownership of quality assurance processes within the Institute and was approached with a view to building capacity and adding value to the Institute. The self-reflective exercise identified activities which the Institute considers it does well, where it has implemented good practice and where improvements have been made. These included widening of participation, operation of an approved Quality Assurance (QA) system, enhanced student supports and services and teaching and learning, including research. It also identified areas where it considers there is still room for improvement such as further development of the QA system, building on participation initiatives and expansion on 4th level graduate studies.

The following is an executive summary of the findings of the expert panel:-

- The quality assurance arrangements operated by Institute of Technology Tallaght have been found to be effective in accordance with the seven elements of *Part One of the European Standards and Guidelines for Quality Assurance 2007, Helsinki, 2nd edition* and the *HETAC Guidelines and Criteria for Quality Assurance Procedures in Higher Education, 2004*.
- The Institute of Technology, Tallaght has implemented the National Framework of Qualifications and procedures for access, transfer and progression, as determined by the National Qualifications Authority of Ireland.
- The Institute of Technology, Tallaght meets the criteria for the delegation of authority to make awards that relate to Operations and Management; Education and Training Programmes; Council Conditions attaching to Delegation of Authority as set out in the *HETAC Criteria and Procedures for the Delegation and Review of Delegation of Authority to Make Awards, 2004* and the Objects of the Qualifications (Education and Training) Act 1999.

2. Executive Response

The Institute welcomes the findings of the Institutional Review panel in their report to the Higher Education and Training Awards Council, dated May 1st 2009. The Institute found the whole engagement with the reviewers to be an extremely constructive and positive experience. The professional manner of the panel was clear to all as they went about their discussions with the management teams, staff, current and former students and external stakeholders. The Institute submitted to HETAC on 8th June 2009 a response to the findings of the International panel.

The Institute took note of the constructive suggestions of the assessors with regard to improvements and is fully committed to implementing the recommendations of the panel assessors. An action plan was developed to address each of the report's recommendations and the Senior Management Team have responsibility for overseeing the execution of the plan. Section 4 of this document sets out this response plan, which includes a timeframe for the implementation of the review recommendations. The Institute addressed the recommendations described therein for action and will continue to strengthen and build upon the features of good practice identified in the report.

The Institute was delighted that the reviewers considered the Institute of Technology, Tallaght to be a well established and highly regarded higher education institution that enjoys considerable support within its catchment area extending across the business, education and community sectors.

A welcome development arising from the Institutional Review process was the endorsement of the Institute's proposal to further widen the Institute's concept of civic engagement. In this respect, the Institute will be conscious of the many areas in which it has a national reputation and that the 'region' with which the Institute wishes to engage will not be limited to its immediate catchment area. The Institute is proud of its success in providing education and training opportunities for the region in particular for those from disadvantaged backgrounds. It has and will continue to further improve access, transfer and progression routes. The Strategic Plan 2009-2014 stated the mission, vision and values for the Institute. The Institute will deliver on its mission over the period through the three thematic areas of:

- (a) Career Focused Higher Education
- (b) Research, Innovation and Enterprise and
- (c) Civic Engagement.

To achieve the Institute's vision in the thematic areas, a parallel range of organisational initiatives will be implemented to ensure that institutional capacity matches ambition. The Institute also submitted to the Higher Education Authority its Access Plan for 2010 to 2013 which will contribute to the targets as specified by the HEA in relation to improving access.

The Institutional Review challenged the Institute to reflect on its identity, branding and created a forum to reevaluate its mission going forward. Since November 2004 the Institute has been involved in conducting a detailed self-evaluation of its educational and training activities. This has resulted in the publication of three Institute comprehensive self-study reports, prior to the Institutional Review as follows:

- 1 The Self-Evaluation Report submitted for the Institute's Delegated Authority Application for its Taught Programmes, 2006
- 2 The Research Accreditation Submission Self-Evaluation Report, 2007
- 3 The Self-Evaluation Report submitted for the Institute's Extension of Delegated Authority for its Research Programmes, 2008.

Since Programmatic Reviews have been conducted in all areas between 2005 and 2008, the recommendations from those fora were also reflected upon. The self reflective process overall helped

define future targets to be implemented during the lifetime of the Strategic Plan (2009 – 2014), as set out in Figure 1.

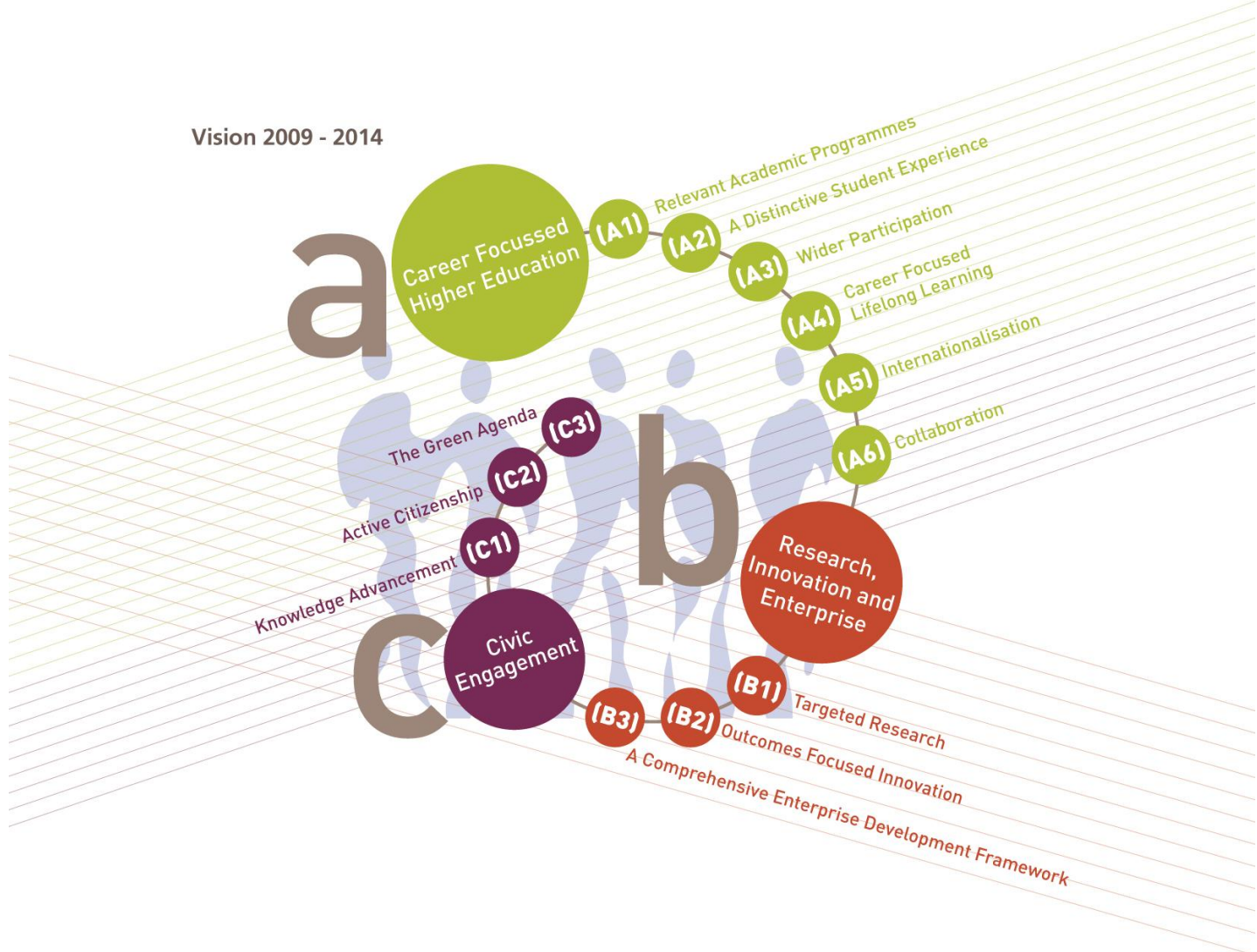


Fig. 1 Institute of Technology Tallaght Vision 2009-2014

In general, the panel found that the self-study incorporated broad consultation with internal and external stakeholders of the Institute, including learners. The self-reflective exercise extending over the six-month period prior to the site visit was one which involved all relevant groups in the Institute, including the Governing Body and the Academic Council. It was led and directed in such a way as to integrate with the previous reviews mentioned above and contributed particularly to the preparation of the Institute's Strategic Plan 2009 to 2014.

Overall the panel believed that challenges facing the Institute have been well identified and encapsulated in the Institutional Review self study and that the proposed responses to these challenges are appropriate and realistic. Taken together with the implementation of recommendations in this report, the panel considers that they will lead to significant enhancement of the programmes provided by the Institute of Technology Tallaght.:

3. Institutional Review Commendations

The Institute welcomes the commendations as stated in the Institutional Review Panel Report, classified by Institutional Review objective as follows

Objective 1 – Public Confidence

1. The panel commends the Institute on the high standing that it has achieved and the important role that it plays in its region.
2. The panel commends the Institute on the excellent working relationships that it has with external stakeholders, including industries, schools, communities and business organisations.
3. The panel commends the Institute on the quality of its website which is easily navigable and provides up-to-date relevant information.
4. The panel commends the Institute on its intention to widen its concept of civic engagement in developing its future plans.

Objective 2 - Strategic Planning and Governance

5. The panel commends the Institute on its strong adherence to processes such as those for strategic planning and governance.
6. The panel commends the Institute on the manner in which it integrated the Institutional Review process with the development of the Institute's Strategic Plan.
7. The panel commends the support and loyalty to the institution that it encountered from both staff and students.

Objective 3- Quality Assurance

8. The panel commends the Institute for the significant development in relation to implementation of Quality Assurance procedures that has occurred since the 2006 Delegated Authority report.
9. The panel commends the Institute for the rigorous tools it uses for measuring the extent to which Quality Assurance procedures are being followed.
10. The panel commends the Institute for the evolving role of the Centre for Learning and Teaching and the supports it provides to staff and students.

Objective 4 - Qualifications Framework, Access, Transfer and Progression

11. The panel commends the Institute on the strong institutional commitment to access, for its sensitivity to national access priorities and the integration of planning for access with the Institute's overall strategic planning.
12. The panel commends the Institute on the measures it has put in place to ensure that it is responsive to the needs of diverse categories of learners. It also commends staff flexibility in meeting those needs.

Objective 5 - Operation and Management of Delegated Authority

13. The panel commends the Institute on the use that it has made of Delegated Authority to validate in a timely manner new programmes to meet the requirements of students and the needs of employment.
14. The panel commends the Institute on the manner in which it had implemented the recommendations of the 2006 report on Delegated Authority in relation to full implementation of the Quality Assurance system and in relation to the provision of in-company programmes; the delivery of programmes to company employees either in the Institute or in the company.

Objective 6 - Recommendations for Enhancement

15. The panel commends the Institute for its openness to change, its commitment to development and for its planning to meet challenges facing the Institute.

Objective 7 – Life long Learning

16. The panel commends the Institute for the leading role that it plays in the provision of lifelong learning and the commitment it has shown in its provision.
17. The panel commends the positive way in which lifelong learning is integrated into the life of the Institute and the manner in which this is well supported by the staff of the Institute.
18. The panel commends the Institute for the adaptability it has shown through providing lifelong learning opportunities by different modes, including e-learning, blended learning, in-company provision and other innovative approaches.
19. The panel commends the Institute for building its capacity for providing lifelong learning programmes through the development of external partnerships with other higher education institutions.

4. Response to Institutional Review Recommendations

The panel makes the following recommendations classified by Institutional Review objective:

Objective 1 - Public Confidence

- The panel recommends that, in its future planning, the Institute should be conscious of the areas in which it has a national reputation and that the 'region' with which the Institute wishes to engage should not be too circumscribed.
- The panel recommends that the Institute should formally evaluate the effectiveness and accessibility of the systems and methods that it uses for conveying information to the public and continue their development based on this evaluation.

Response: The Institute plays an important role by enhancing education levels within the Greater Dublin Region, and particularly within the South Dublin County, promoting and supporting enterprise activity, engaging in collaborative research initiatives with local business and industry and by supporting other organisations contributing to economic and social development. It continually strives to strengthen its contribution to the region by entering into inter-institutional partnerships with other HE providers, with the local authority and with business and social organisations. The Institute accepted that its definition of "the region" needed to be broadened in light of its reputation in the wider education arena and has addressed this in the 2009 – 2014 Strategic Plan. It recognises that while it has a distinct role in the South Dublin region, the Institute is also part of the larger IOT and wider higher education sectors.

The Greater Dublin conurbation forms one city region with South Dublin County forming a component element. Such city-regions are becoming the focal points for knowledge creation and learning within the context of global, knowledge-intensive economies. Terminology such as Knowledge / Innovation Regions and Learning Regions, is now being adopted by experts on economic development to describe the new consortia within which internationally competitive production systems are to be organised and sustained in the future. The higher education institutions in the greater Dublin region have recognised this and have formed a Dublin Higher Educational Regional Alliance (DRHEA) to strengthen the provision of higher education in the region and to ensure cohesion in that provision.

The Institute is pleased with the panel's assessment that it has been proactive in developing the systems and methods that it uses for providing information to the public and building trust and confidence through such information. As an example of this, the Institute's website was highlighted as being of a high standard that is easily navigable and provides relevant and useful information to the public.

The Institute has demonstrated that it provides public confidence in the quality and training provided and the standard of awards made. It will continue to do so. It will continue to provide information to the public on the programmes provided, the research undertaken, the enterprise supports available for start up business and the reviews undertaken of the activities of the Institution in all its publications, including annual reports, the prospectus, and handbooks and on the web site. It also provides accurate information to the press when requested for information used to determine rankings for universities and institutes. The Institute does acknowledge, however, that a greater prominence in future reviews should be given to the reflection and analysis of strengths and weaknesses to allow greater scope for improvement.

Objective 2 - Strategic Planning and Governance

- The panel recommends that the Institute should clearly articulate the underlying educational philosophy guiding the Institute's development and underpinning its vision for the future.
- The panel recommends that consideration be given to ensuring that the role of Finance and Human Resources in the overall planning, growth and development be given greater visibility within the Institute.
- The panel recommends that in future planning and reviews, closer attention should be paid to reflecting on and learning from the activities in which the Institute is engaged.

Response: The Institute welcomed the panel's finding that there is a strong adherence to the processes for governance and for strategic planning, and that there is a strong sense of coherence across the Institute in relation to its mission and values. It confirmed that the Institute is a higher education institution which is responsive, adaptable and functioning effectively. The Institute is pleased with the panel's comments on the high-quality relations between staff and students and with the strong evidence of support and loyalty they have to the Institute. This affirmation was particularly timely as the Institute was at the time engaged in the development of its Strategic Plan 2009-2014.

The plans for the Institute going forward are wide-ranging and complex. In this context it considers that the planning process and the prioritising of developments would benefit from a clear articulation of the underlying educational philosophy guiding the Institute's development and underpinning its vision for the future as recommended by the panel reviewers. The educational philosophy was debated and included in the Strategic Plan 2009-2014. The following is the definition that is included:

"ITT Dublin's educational philosophy is that learning should inspire and empower the individual through the creation of independent and reflective thinking driven by a healthy capacity for critical analysis, the development of knowledge, know-how, skill, competence and literacy for lifelong learning, in a vibrant and inquiring learning environment."

The Institute will deliver on its mission over the next five years through the three thematic areas of (A) Career Focused Higher Education, (B) Research Innovation and Enterprise and (C) Civic Engagement. To achieve the Institute's vision for the next five years in these thematic areas, a parallel range of organisational initiatives will be implemented to ensure that institutional capacity matches ambition.

In addition to this Institutional Review, the Institute has undergone a series of other reviews in recent years, such as those for delegated authority, research accreditation and the programmatic reviews in each of the schools. Each of these reviews has provided opportunities for enhancement of the educational provision and operation of the Institute. However, to fully benefit from such reviews in the future, the Institute agrees with the reviewers that it will be necessary for the Institute to pay closer attention to reflecting on and learning from all of the activities in which the Institute is engaged.

The Institute agrees that it would be beneficial to have greater visibility in Institutional Reviews for the role of Finance and Human Resources. These areas have a pivotal role in the overall planning, growth, development and operation of the Institute. A comprehensive evaluation of the activities of the Human Resources and Finance Departments was presented in the 2006 Delegated Authority Self Evaluation Report, in Chapters 11 and 16 respectively. Both areas contributed to the reflective processes and consultations leading to the development of the 2009 – 2014 Strategic Plan, where specific goals and targets have been identified. The remit and terms of reference of this Institutional Review did not include an evaluation of the activities of these areas.

Objective 3- Quality Assurance

- The panel recommends that the Institute now refocuses its reflections towards obtaining and considering, on a regular basis, evidence that the Quality Assurance procedures lead to the enhancement of provision and are fit for purpose.
- The panel recommends that the Institute undertakes a full risk assessment of the relationship with Nanjing University of Technology, and in the light of that assessment, introduce any necessary amendments to the operation of its broad Quality Assurance procedures and/or its Standard Operating Procedures.
- The panel recommends that [a] a mechanism be found to introduce required training for all new staff in learning and teaching, and [b] a formal staff appraisal system be developed.
- The panel recommends that as part of its Quality Assurance system, the Institute further develops its procedures for assuring itself of the accuracy and completeness of the information provided to the public and stakeholders.
- The panel recommends that where feasible, through the processes of approval and review of programmes, elements of choice within the curricula should be made available to students.
- The panel recommends that steps be taken to ensure that information on career opportunities following graduation are effectively communicated to students.

Response: The Institute has placed significant time and resources into the development of Quality Assurance systems for all its operations and functions. It is pleased with the acknowledgement that the QA procedures embed the ENQA guiding “seven elements”, that they have been enhanced to demonstrate closure on issues raised in the context of continuous improvement.

Section 4.3 of the Institutional Review Self Evaluation Report summarised the Institute’s systems for evaluating the effectiveness of the QA system. The Institute is pleased with the panel finding indicating that it provides rigorous tools for measuring the extent to which the procedures are being followed. The Institute will continue to develop and improve its quality assurance procedures. It will continue to provide staff development training programmes in teaching, learning and assessment. The approach taken by the Institute with regard to the implementation of a staff appraisal system will be guided by national negotiations through the ongoing Partnership Process with Government.

The Institute has reviewed and developed new procedures in relation to the programmatic review process. The effectiveness of these new procedures will be reviewed during the next cycle of programmatic reviews.

As a maturing Institute with delegated authority, it takes on board fully the suggestions of the panel that the Institute now refocuses its reflections towards obtaining and considering, on a regular basis, evidence that the procedures lead to the enhancement of provision and are fit for purpose. Key performance indicators have been identified in the Strategic Plan 2009-2014.. A Business Process Improvement project undertaken in 2009 identified areas for improvement. This project identified a number of processes that when implemented will lead to enhancement of provision of educational and training services. Addressing the issues highlighted in the panel findings formed a key building block or platform in achieving real and sustainable improvements overall. Ongoing review of the effectiveness of QA procedures formed an integral part of this project. Process flows were developed in order to generate a clearer understanding of the QA system and to facilitate a more streamlined approach to the maintenance and updating of policy and procedure documentation.

The Institute expanded its activities and developed international joint programmes in science and engineering. The Institute undertook a full risk assessment of the relationship with its partner HEI. It implemented actions to reduce the risks identified. On-going monitoring of the risks is now part of the overall project management of the project. External consultants appointed by the institute will audit and critically evaluate the controls in place as part of the series of internal control audits undertaken within the Institute.

The implementation plan in Section 4 sets out how the Institute will address the other issues highlighted, namely training, career opportunities and choice within the curriculum.

Objective 4 - Qualifications Framework, Access, Transfer and Progression

- The panel recommends that the Institute would continue to work with Further Education Colleges to help strengthen the support for the National Framework of Qualifications and further assist with the progression of students from these colleges to the Institute.

Response: The review panel affirmed the approach of the Institute in the implementation of the National Framework of Qualifications. It endorsed the approach used by the Institute in dealing with access, transfer and progression, particularly in the context of delivering on the National Access Plan and the lifelong learning agenda. There was evidence that important contributions to access, transfer and progression are being made by the continuing education programmes provided by the Institute of Technology Tallaght. The panel was particularly impressed by the commitment of staff to these programmes and their flexibility in meeting the needs of part-time students. These comments are welcomed by the Institute. Notwithstanding this affirmation, the Institute will endeavour to further strengthen the links with the Further Education sector particularly with respect to the ease of progression for students.

Academic Council on the 10th February 2009 adopted the following with respect to progression from apprenticeship programmes:

Apprentices, who have successfully completed Phase 6 (at pass or merit) in FAS Apprenticeship programmes are deemed eligible to apply for cognate Level 6 or 7 programmes in Institutes of Technology – provided they meet the minimum requirements (or equivalent) for mathematics and English.
The Institute will continue to explore new routes of entry and progression for trades' persons.

Objective 5 - Operation and Management of Delegated Authority

- The panel recommends that Delegated Authority granted to Institute of Technology, Tallaght be continued as provided for in the 1999 Act, subject to compliance with the first recommendation given in Objective 6 below.

Response: The Institute welcomes the findings of the panel and has already implemented the recommendation in question, regarding its communications strategy. The Communications Strategy was submitted to HETAC post-panel visit in April 2009, through the panel Secretary.

The panel confirmed that the Institute of Technology Tallaght meets the criteria for the delegation of authority to make its own awards for its taught programmes up to and including Level 9 (Masters Award). The panel was satisfied that the matters raised in the 2006 Delegated Authority Report on the full establishment of the Quality Assurance processes and in relation to the recording of closure have been fully addressed, and the commandments made are noted by the Institute in this regard. The Institute will reflect on QA procedures and processes and maximize their benefits. The Institute is satisfied that it

operates delegated authority effectively. It will continue to review and enhance its activities as recommended by the institutional review assessors.

In April 2009, the National Qualifications Authority of Ireland and the HETAC Council announced their decision to extend our delegated authority to include research degree awards at Level 9 of the National Framework of Qualifications in the fields of Engineering and Science (including Computing) and Level 10 in the fields of Biology and Chemistry. The decision to extend delegated authority to the higher degrees in the specified research fields is most welcome and marks a significant landmark in the Institute's development.

The panel acknowledged the progress that has been made in relation to the communications issues that arose in the 2006 report and noted the further developments that are planned. External consultants appointed by the Institute undertook an internal audit in August 2009 to review the status of the Institute's compliance with statutory reporting and communications requirements under the Freedom of Information Act 2003, the Data Protection Act 2003, the Code of Governance of Irish Institutes of Technology 2001 and 2009 and the Institute of Technology Act, 2006. The IOT sector appointed Deloitte's as internal auditors for the sector and they will undertake an audit of internal communications by the end of 2010.

The panel acknowledged the progress made in relation to staff induction and training. The evolving role of the Centre for Learning and Teaching will continue to be the main support to staff in that regard. The Institute will investigate best practice and introduce compulsory training for new staff in learning and teaching. The Head of Teaching and Learning who has been appointed since the panel visit, will contribute towards strategic developments in that regard. The Performance Management and Development System will continue to contribute significantly to the appraisal of staff and in the setting of personal goals and their management. Any formal staff appraisal would have to be agreed nationally, and the Institute welcomes the comments of the panel in that regard.

Objective 6 – Recommendations for Enhancement

- The panel recommends that the Institute undertakes an audit/evaluation of the effectiveness of its internal communications and that this is undertaken in advance of the submission of its follow-up report on the Institutional Review.
- The panel recommends that the Institute should give priority to the development of a comprehensive teaching, learning and assessment strategy.

Response: The panel acknowledged the improved developments made by the Institute in relation to internal communications in recent years. The Institute agrees that consideration should now be given to further enhancement in this area and that the Institute undertakes an audit/ evaluation of the effectiveness of its internal communications. An internal audit was undertaken by external consultants in August 2009 on "Communications and Reporting Compliance Requirements". A Management Response and Action Plan was developed. An audit by external consultants of internal communications is scheduled to be completed by Deloitte and Touche by the end of 2010.

The perceptions of the Institutional Review panel that Institute is "open to change and committed to ongoing improvement" is pertinent as it faces challenges in a changing educational environment. The next 5 years bring both new challenges and new opportunities. The new Strategic Plan seeks to:

- Create and communicate a unique identity for the Institute to differentiate itself from other HEIs and to assist in the continued attraction of quality students;
- Consolidate progress and identify a number of niche areas in which we can excel and be recognised as a national/international leader in key specialisms;

- Ensure continued relevance and sustainability of the Institute through further developing a balanced excellence in teaching and research and create income and using resources in a strategically effective way;
- Continue to develop management structures and systems to encourage efficient, effective and targeted operations capable of moving with changing times.

The panel acknowledged the significant developments in teaching, learning and assessment that have taken place in recent years and the additional supports for staff that have been put in place to assist with ongoing improvement. A sub-committee of Academic Council has developed a draft Teaching, Learning and Assessment Strategy which will be presented to Academic Council in October 2010.

Objective 7 – Life long Learning

- The panel recommends that the Institute keeps under review its target for the number of participants in its lifelong learning programmes and continue its flexibility of approach in seeking to maximise these numbers.

Response: Agreed. The provision of lifelong learning programmes at the Institute and their ongoing development is and will continue to be an integral element of the Institute Strategic development into the future. The Institute aims to maximise numbers on lifelong learning programmes by being dynamic and responsive to changing economic environment and by providing flexible, cost effective, learning opportunities for individuals across all institute departments.

The Strategic Plan 2009-2014 has the following as a key objective, with supporting actions for implementation:

“ITT Dublin will provide comprehensive and flexible learning opportunities, which are career orientated, to support greater participation in lifelong learning both regionally and nationally. In particular, the Institute will contribute to the regional economy by increasing the skills and competencies of the workforce and those seeking to join or return to the workforce.”

- Promote access to Lifelong learning opportunities
- Consolidate position as a leader in lifelong learning and workforce development

4. Institutional Review Response Plan

Institutional Review Objective	Institutional Review Report Recommendation	Description of Actions taken	Responsible	Proposed Timeframe for Completion
Objective 1 - Public Confidence	1. The panel recommends that, in its future planning, the Institute should be conscious of the areas in which it has a national reputation and that the ‘region’ with which the Institute wishes to engage should not be too circumscribed.	The Institute recognises that it has a national reputation in areas of its activities. The Strategic Plan 2009-2014 is focused on three key thematic areas: Career focused Higher Education, Research, Innovation and Enterprise and Civic Engagement. Twelve goals were identified and six of them incorporate activities associated with national or international activities.	Senior Management Team	Completed 2009.
	2. The panel recommends that the Institute should formally evaluate the effectiveness and accessibility of the systems and methods that it uses for conveying information to the public and continue their development based on this evaluation.	The Institute formally reviews web and printed documentation content annually. The web site has a section for Institute publications which includes sections on the following: Strategic Plan, Quality Assurance, Research and Innovation, Delegated Authority, Institutional Review, Access, and Regulations. An Internal Audit was undertaken in 2009 by Mazars on “Communications and Reporting Compliance Requirement” .A Management Response and Action Plan was developed in response to the audit findings.	Total Management Team Senior Management Team	Completed December 2009

Institutional Review Objective	Institutional Review Report Recommendation	Description of Actions to be taken	Responsible	Proposed Timeframe for Completion
	<p>3. The panel recommends that the Institute should clearly articulate the underlying educational philosophy guiding the Institute’s development and underpinning its vision for the future.</p>	<p>The educational philosophy of the Institute is stated in the Institute Strategic Plan 2009-2014 which was approved by Governing Body on 24th September 2009.</p>	<p>Senior Management Team Governing Body.</p>	<p>Completed September 2009</p>
	<p>4. The panel recommends that consideration be given to ensuring that the role of Finance and Human Resources in the overall planning, growth and development be given greater visibility within the Institute.</p>	<p>This is addressed in the implementation of the 2009 – 2014 Strategic Plan, under the thematic areas entitled “A Cohesive Team” and “An Effective and Accountable Organisation”. This reinforces the existing extensive involvement of Finance and Human Resources in the Institute’s planning activities which, due to their nature, are not always included in the remit of institutional reviews Both the HR Manager and Finance Manager attend meetings twice monthly with Academic Heads of Department where resource requirements and controls are discussed.</p>	<p>Secretary/Financial Controller</p>	<p>Completed September 2009</p>
	<p>5. The panel recommends that in future planning and reviews, closer attention should be paid to reflecting on and learning from the activities in which the Institute is engaged.</p>	<p>Formal terms of reference will be drawn up to address this, with appropriate guiding principles to ensure reflections of Focus Groups captured and critically analysed.</p> <p>-</p>	<p>Senior Management Team</p>	<p>From October 2009 onwards</p>

Institutional Review Objective	Institutional Review Report Recommendation	Description of Actions to be taken	Responsible	Proposed Timeframe for Completion
Objective 2 - Strategic Planning and Governance	1. The review group made three commendations with no recommendations for improvement.	Strategic Plan 2009-2014 developed. Training provided to Governing Body members on Governance on 23 September 2010.	Senior Management and Governing Body	On-going

Institutional Review Objective	Institutional Review Report Recommendation	Description of Actions to be taken	Responsible	Proposed Timeframe for Completion
<p>Objective 3 - Quality Assurance</p>	<p>6. The panel recommends that the Institute now refocuses its reflections towards obtaining and considering, on a regular basis, evidence that the Quality Assurance procedures lead to the enhancement of provision and are fit for purpose.</p>	<p>The Institute is already refocusing on processes to address this. For example, a project has been completed to examine the effectiveness of underlying QA procedures for administration registration and examinations.</p> <p>A Business Process Improvement project was undertaken whose objective was to undertake a root and branch analysis of all of the administrative procedures in the Institute where they relate to or impact on students. In doing so practices were analysed and shortcomings/potential improvements identified. Ongoing review of the effectiveness of new procedures will form an integral part of this project.</p> <p>Key performance indicators for enhancement of QA will be set up; Process Flow systems were developed, a platform to achieve sustainable improvements to student administration system was established.</p> <p>There is an annual review of the examination process and Programme Boards produce a yearly report where current QA procedures that require revision can be identified and new ones proposed.</p> <p>The QA processes and procedures have already been benchmarked against other IOTs and HEIs in the UK and USA.</p>	<p>Registrar</p>	<p>First stage completed in December 2009. Ongoing after that.</p>

Institutional Review Objective	Institutional Review Report Recommendation	Description of Actions to be taken	Responsible	Proposed Timeframe for Completion
	<p>7. The panel recommends that the Institute undertakes a full risk assessment of the relationship with Nanjing University of Technology, and in the light of that assessment, introduce any necessary amendments to the operation of its broad Quality Assurance procedures and/or its Standard Operating Procedures.</p>	<p>A risk assessment was completed.</p>	<p>Senior Management Team</p>	<p>Completed in 2009</p>
	<p>8. The panel recommends that [a] a mechanism be found to introduce required training for all new staff in learning and teaching, and [b] a formal staff appraisal system be developed.</p>	<p>- New academic staff have availed of training in Teaching Learning and Assessment. Furthermore, 15 academic staff have successfully completed the Postgraduate Diploma in Higher Education from NUI Maynooth and 80% of academic staff have availed of training in teaching, learning and assessment under the SIF 1 CONTINUE project. - A formal staff appraisal framework is a matter for negotiation and introduction at sector level and delivery cannot be committed to by this Institute at this time.</p>	<p>Senior Management Team</p>	<p>Ongoing</p>
	<p>9. The panel recommends that as part of its Quality Assurance system, the Institute further develops its procedures for assuring itself of the accuracy and completeness of the information provided to the public and stakeholders.</p>	<p>This is linked to recommendation #2 above. An audit on Communications and Reporting Compliance Requirements was completed in August 2009 by Mazars as part of the internal audit. A management response to the finding was developed. A Business Information System was introduced to provide management with information on a number of areas.</p>	<p>Senior Management Team</p>	<p>Completed 2009</p>

Institutional Review Objective	Institutional Review Report Recommendation	Description of Actions to be taken	Responsible	Proposed Timeframe for Completion
	<p>10. The panel recommends that where feasible, through the processes of approval and review of programmes, elements of choice within the curricula should be made available to students.</p>	<p>The Programmatic Reviews to be undertaken in each of the three Schools will consider this recommendation in conjunction with the Teaching Learning and Assessment Strategy. However, this will have to take account of the resources available to Schools and in particular on the Government Employment Control Framework.</p>	<p>School of Business and Humanities, School of Science and Computing and School of Engineering.</p>	<p>To be considered by each School over the next two years commencing in 2010.</p>
	<p>11. The panel recommends that steps be taken to ensure that information on career opportunities following graduation are effectively communicated to students.</p>	<p>- The Institute will provide general statements and career profiles as to the potential employment opportunities in the submission document for each programme developed. - The Careers Service in ITT Dublin offers graduates the opportunity to access all incoming jobs through an online jobs database. Specific requests from employers to target particular groups of students are also accommodated and students are emailed / texted directly via class distribution lists and notified of vacancies. The Careers Service also dovetails additional communications with graduates through links with the Graduates Office to ensure that ITT Dublin graduates have multiple avenues to access current Careers Information and graduate opportunities.</p>	<p>Heads of School and Heads of Department, Head of Lifelong Learning Career's Office</p>	<p>Completed May 2009 Completed May 2009.</p>

Institutional Review Objective	Institutional Review Report Recommendation	Description of Actions to be taken	Responsible	Proposed Timeframe for Completion
Objective 4 – Qualifications Framework, Access, Transfer and Progression	12. The panel recommends that the Institute would continue to work with Further Education Colleges to help strengthen the support for the National Framework of Qualifications and further assist with the progression of students from these colleges to the Institute.	- It is agreed that links need to be strengthened in this area and propose to do so in the context of initiatives and links already in place with FETAC and other agencies, and as part of implementing the new Strategic Plan under the thematic area “Widening Participation”, which includes the following actions for the next 5 years – [a] Develop a broader range of entry, transfer and progression routes to the Institute’s programmes; [b] Develop further links with Colleges of Further Education and Training for progression to Institute’s programmes, including the examination of new routes of progression from apprentice programmes to other programmes at the Institute.	Registrar	May 2009 onwards

Institutional Review Objective	Institutional Review Report Recommendation	Description of Actions to be taken	Responsible	Proposed Timeframe for Completion
Objective 5 – Operation and Management of Delegated Authority	13. The panel recommends that Delegated Authority granted to Institute of Technology, Tallaght be continued as provided for in the 1999 Act, subject to compliance with recommendation 14 below.	The Institute welcomes the finding and will implement the recommendation #14 below. It has already agreed a new Communications Strategy which was submitted to HETAC post-panel visit.	Senior Management Team	Complete.

Institutional Review Objective	Institutional Review Report Recommendation	Description of Actions to be taken	Responsible	Proposed Timeframe for Completion
Objective 6 – Enhancement	14. The panel recommends that the Institute undertakes an audit/evaluation of the effectiveness of its internal communications and that this be undertaken in advance of the submission of its follow-up report on the Institutional Review.	An Internal Audit was undertaken by Mazars in August 2009 on Communications and Reporting Requirements. A management response and action plan was issued. An internal audit by Deloitte is scheduled to be undertaken in October/November 2010 Deloitte on internal communications.	Senior Management Team	December 2010
	15. The panel recommends that the Institute should give priority to the development of a comprehensive teaching, learning and assessment strategy.	A draft Teaching Learning and Assessment strategy is currently under discussion.	Academic Council	To be completed in 2010.

Institutional Review Objective	Institutional Review Report Recommendation	Description of Actions to be taken	Responsible	Proposed Timeframe for Completion
<p>Objective 7 – <i>Life long Learning</i></p>	<p>16. The panel recommends that the Institute keeps under review its target for the number of participants in its lifelong learning programmes and continue its flexibility of approach in seeking to maximise these numbers.</p>	<p>The provision of part-time education is reviewed regularly. The Institute has and will continue to provide flexibility of approach. Based on information provided by the HEA in 2010 the Institute is the third highest provider of part-time education within the IOT sector including DIT.</p> <ul style="list-style-type: none"> - The provision of lifelong learning programmes at the Institute and their ongoing development is and will continue to be an integral element of the Institute Strategic development into the future. The Institute aims to maximise numbers on lifelong learning programmes by being dynamic and responsive to changing economic environment and by providing flexible, cost effective, learning opportunities for individuals across all institute departments. - Key performance indicators are identified in the new Strategic Plan. - Targets will be reviewed continuously against the backdrop of the economic climate at the time. 	<p>Senior Management Team</p>	<p>Complete 2009.</p>