



Ollscoil Chathair  
Bhaile Átha Cliath  
Dublin City University

# **External Quality Review Process - Background and Guidelines for Reviewers**

**Quality And Institutional Insights Office  
Dublin City University**

**August 2023**

**Website: <http://www.dcu.ie/QIIO/index.shtml>**



## Contents

1. Introduction.....	4
2. Overview of External Quality Review Processes at DCU .....	4
2.1 The DCU Quality Framework .....	5
2.2 The DCU Quality And Institutional Insights Office .....	5
2.3 Quality Assurance and DCU Leadership and Governance Structures.....	5
2.4 DCU Quality Policy.....	6
3. Quality Review Process for Academic and Support Units at DCU .....	6
3.1 Structure of the DCU Quality Review Process .....	6
3.2 Benefits of the Quality Review Process at DCU.....	8
4 Self-Assessment.....	8
4.1 The Quality Committee and Area Self-Assessment .....	8
4.2 The Self-Assessment Report (SAR) .....	9
5 The Peer Review Group (PRG) .....	10
5.1 The Peer Review Group Members.....	10
5.4 Specific Peer Review Group Roles .....	10
5.2 Peer Review Group Objectives .....	11
5.3 Peer Review Group Activities.....	11
6 Peer Review Group Visit.....	12
6.1 Before the Review Visit .....	12
6.2 The Review Visit Timetable.....	12
7 The Peer Group Report .....	13
8 Improvement Planning and Follow-Up.....	13
8.1 Development of the Quality Enhancement Plan (QEP).....	14
9 Review by Governing Authority and Publication of Review Outputs .....	14
Appendix 1 Sample Timetable Peer Review Group Visit .....	16
Appendix 2 Structure of the Peer Review Report.....	18
Academic Areas- Peer Review Group Report Structure .....	18
Professional Support Areas- Peer Review Group Report Structure .....	18
Appendix 3 Schedule of Reviews of Academic and Research Areas 2005 - 2022 .....	19
Appendix 4 Schedule of Reviews of Service / Support Offices 2005 - 2022 .....	20
Appendix 5 Schedule of Thematic Reviews 2007-2022 .....	20

## List of Figures

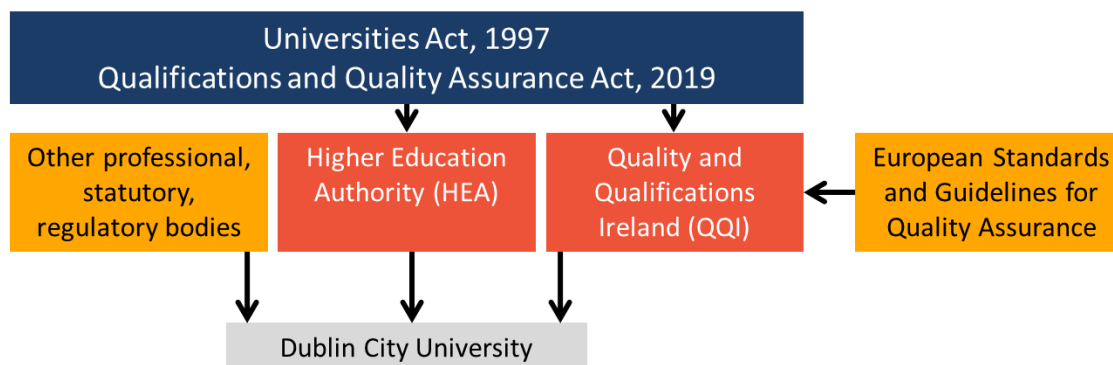
Figure 1 Overview of the Statutory and Legislative Basis of Quality Assurance within Irish Higher Education.....	4
Figure 2 Quality Framework at DCU .....	5
Figure 3 Quality Assurance and DCU Leadership and Governance Structures .....	6
Figure 4 Key stages of the Quality Review Process at DCU .....	7
Figure 5 Timeline for the Self-Assessment Phase of Quality Review.....	8
Figure 6 Themes of Self-Assessment contained in the Self-Assessment Report .....	9
Figure 7 Typical Structure of a Peer Review Group.....	10
Figure 8 Typical Structure of a Peer Review Visit.....	12
Figure 9 Timeline for the Development of the Quality Enhancement Plan.....	14

## List of Acronyms

APR	Annual Programme Review
DCU	Dublin City University
DCUBS	DCU Business School
ESG	European Standards and Guidelines
EUA	European University Association
GA	Governing Authority
HEA	Higher Education Authority (An tÚdarás)
IUA	The Irish Universities Association
IUAQC	Irish Universities Association Quality Committee
IUQB	Irish Universities Quality Board
NCSR	National Centre for Sensor Research
OVPLI	Office of the Vice President for Learning Innovation
OVPR	Office of the Vice President for Research
PPR	Periodic Programme Review
PRG	Peer Review Group
QA	Quality Assurance
QI	Quality Improvement
QPC	Quality Promotion Committee
QIIO	Quality And Institutional Insights Office
QQI	Quality and Qualifications Ireland
QEP	Quality Enhancement Plan
SAR	Self Assessment Report
SMG	Senior Management Group
SS&D	Student Support & Development

## 1. Introduction

The broad approach to quality assurance and enhancement DCU aims to promote and develop a culture of quality throughout all aspects of the University. The framework derives from the spirit of Quality Assurance and Quality Improvement enshrined in the Universities Act (1997), which is the legislative basis for quality throughout the Irish University sector, and the Qualifications and Quality Assurance (Education and Training) Act 2012 (amended in 2019).



**Figure 1 Overview of the Statutory and Legislative Basis of Quality Assurance within Irish Higher Education**

The DCU processes for quality reviews at DCU are further aligned to the standards and guidelines for quality assurance in the European Higher Education Area (ESG)<sup>1</sup> and the published guidelines of Qualifications and Quality Ireland (QQI)<sup>2</sup>, and are continually reviewed and further developed based on national and international good practice.

This document is designed to support members of the Peer Review Group (PRG) in conducting externally led quality reviews of academic and professional support units at DCU. The document outlines the background and purpose of quality reviews at DCU and also provides general information on the key stages of the process.

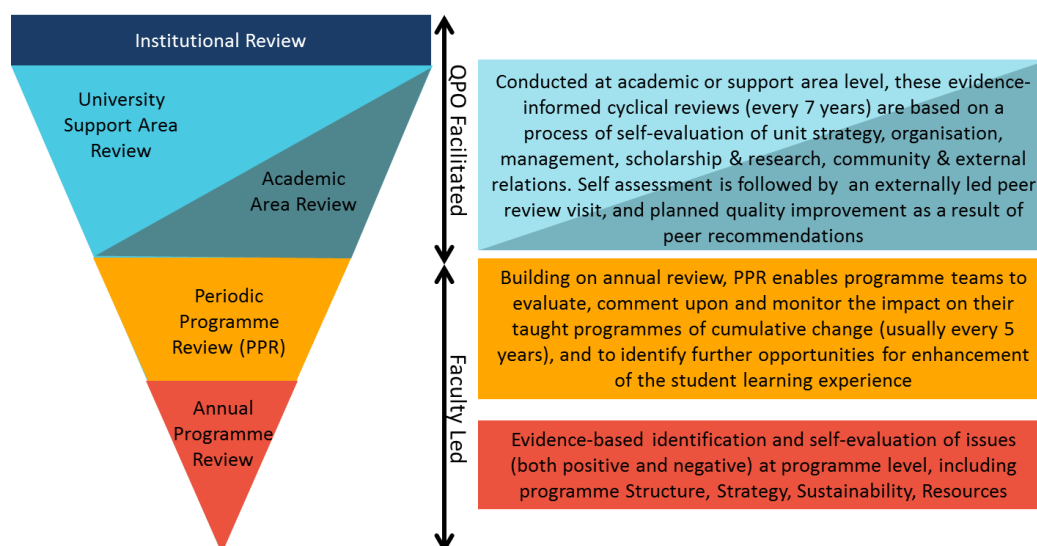
## 2. Overview of External Quality Review Processes at DCU

<sup>1</sup> [http://www.enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

<sup>2</sup> <http://www.qqi.ie/Publications/Core%20Statutory%20QA%20Guidelines.pdf>

## 2.1 The DCU Quality Framework

The externally led quality reviews of DCU academic and professional support areas at DCU are a core aspect of a broader quality assurance and enhancement structure at DCU. Areas reviews are conducted on a cyclical basis, typically once every seven years. For academic units in particular, cyclical reviews of academic are built upon more regular reviews of academic programmes at DCU, including Annual and Periodic Programme Review. The quality framework, describing how Annual and Periodic Programme Review align to Area level reviews is outlined in Figure 2.



**Figure 2 Quality Framework at DCU**

## 2.2 The DCU Quality And Institutional Insights Office

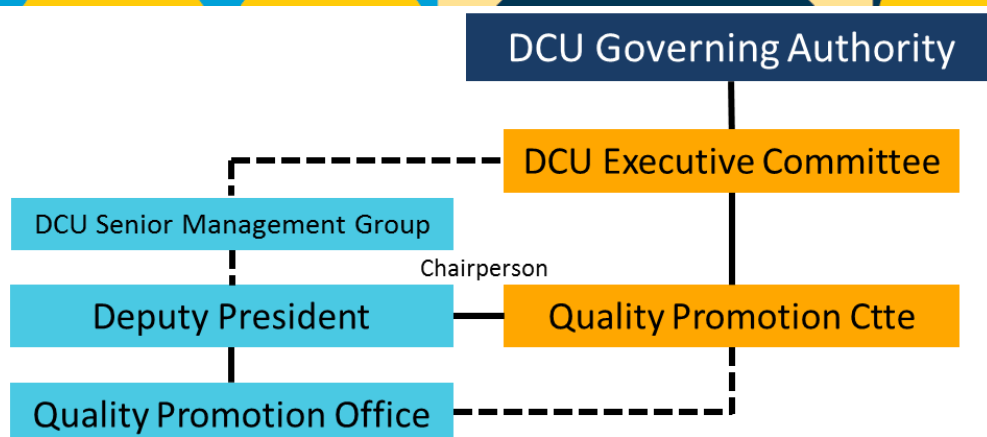
The DCU Quality And Institutional Insights Office (QIIO) has been established to promote, support, and facilitate quality improvement activities across academic and administrative units throughout the University.

This is undertaken principally through the management of the University's Quality Review process for Schools, Faculties and Professional Support units by providing assistance and advice to Heads of Schools, Dean of Faculties and Directors of Units, academic and administrative staff engaged in the review process; liaising with external reviewers; tracking the implementation of recommendations arising from the review process; analysing the outcomes of the review process at an institutional level; disseminating good practice arising from the review process.

## 2.3 Quality Assurance and DCU Leadership and Governance Structures

Procedures for external quality review at DCU are strongly embedded within the leadership and governance structures at the University.

The Quality Promotion Committee (QPC) is a sub-committee of the University's Executive Committee, and is tasked with promoting an ethos of self-evaluation and continuous quality improvement within the university and advising and making recommendations to DCU Senior Management, Executive and Academic Council on policies for quality assurance and improvement. The Quality Promotion Committee (QPC) is chaired by the President, or his/her nominee; the current Chairperson of QPC is the DCU Deputy President.



**Figure 3 Quality Assurance and DCU Leadership and Governance Structures**

The University's Senior Management Group (SMG) is included at a number of stages of the quality review process. Upon completion of an Area's Self-Assessment Report (SAR), SMG receives a copy of this report, and all supporting documentation. A meeting with the Senior Management Group and a further meeting with the member of SMG with management responsible for the Area under review is a core element of the Review Visit. Further, as part of the Quality Enhancement Planning following a review visit, SMG provides to the university's response to recommendations of the Peer Review Group. All outputs from the External Quality Review process are considered at the University's Quality Promotion Committee, University Executive Committee, and the University's Governing Authority.

## 2.4 DCU Quality Policy


DCU acknowledges that it is ultimately responsible for the academic standards of awards made in its name and for its students' quality of learning experiences. DCU's quality policy has the following main aims and goals:

- To develop a quality culture that permeates all parts of the university for the benefit of the students, staff and the local, regional and national community.
- To ensure that the University's strategic planning and development and quality assurance and improvement mutually inform and support each other.
- To ensure that appropriate and transparent governance and management structures are in place to guarantee continuous progress in implementing and supporting quality assurance and improvement measures.
- To implement and maintain procedures relating to the approval, monitoring and review of programmes.
- To take the advice of independent external peers and organisations, in particular external examiners, professional, statutory and regulatory bodies and external assessors in internal and external reviews of academic, administrative and support units, and in topic-based quality reviews.
- To gather quantitative and qualitative data and to conduct periodic surveys to get feedback from key stakeholder groups including students and employers, for quality improvement and policy making.
- To maintain the University in good standing in relation to its legislative obligations and to make the university a model public body.

## 3. Quality Review Process for Academic and Support Units at DCU

### 3.1 Structure of the DCU Quality Review Process

The DCU quality review process includes four key stages,

- 
- 1) A period of **self-assessment**, involving all staff within an Area under review, which aims to critically assess the activities of the Area. The outputs of this self-reflection are summarised in the development of a Self-Assessment Report (SAR), which forms the basis of the evaluation of the Peer Review Group.
  - 2) A **visit by an externally led Peer Review Group (PRG)**, to verify and evaluate the SAR, and meet with staff, students, and other stakeholders to discuss key issues identified. The visit is followed by the completion a PRG Report, which summaries the Group's findings and makes commendations and recommendations for future quality enhancement within the Area under review.
  - 3) The development of Area led **Quality Enhancement Plan (QEP)** in light of the PRG recommendations. This involves both an Area, and University level response to the PRG recommendations. The QEP is discussed and agreed at a follow-up meeting, attended by at least one external member of the PRG
  - 4) The consideration of the PRG Report and QEP by University Executive and Governing Authority ahead of **publication on the DCU website**.

### Self Assessment

- Collaboratively development by the unit under review
- Evidence-informed approaches used, including statistical reports, benchmarking, feedback surveys and focus groups
- Report completed as a reflective assessment of the area's activities

### Peer Review

- Externally-led review panel
- Peer reviewers clarify and verify the content and completeness of self-assessment
- Peer reviewers meet staff, students, and other stakeholders to discuss key issues arising from self-assessment
- Production of a peer review group report based on their findings, including recommendations for quality improvement.

### Enhancement Planning and Follow-up

- Unit under review develops a quality enhancement plan in light of peer review group recommendations
- Follow-up meeting with key internal and peer review representative to agreed enhancement plan

### Report Publication

- Publication of the Peer Review Group report and Quality Enhancement Plan report on the DCU website.

**Figure 4 Key stages of the Quality Review Process at DCU**

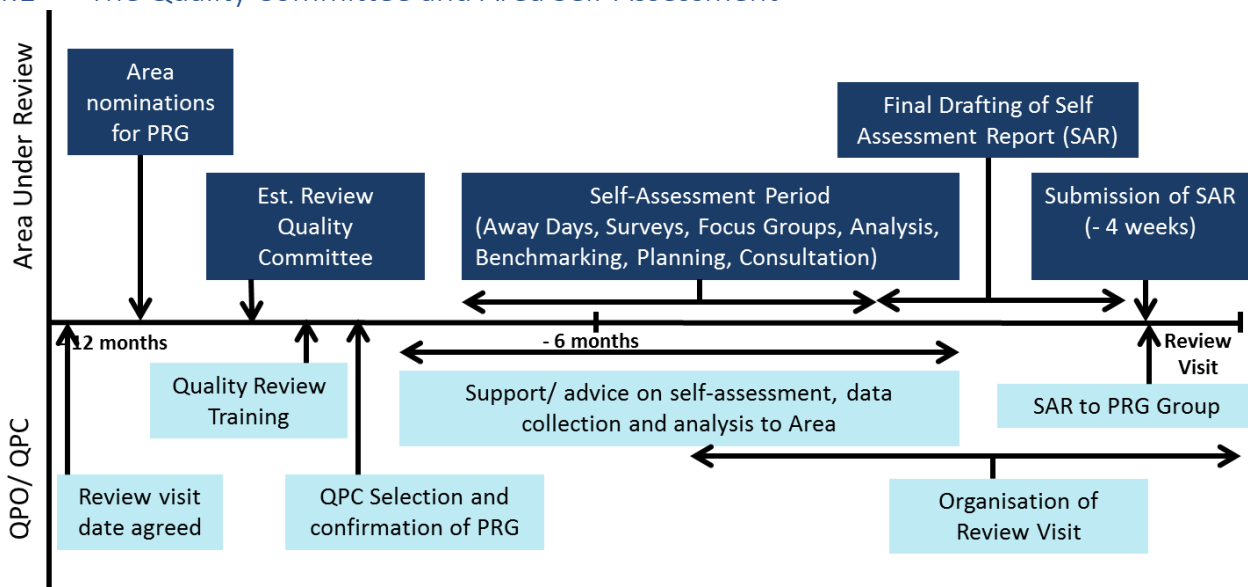
### 3.2 Benefits of the Quality Review Process at DCU

In addition to satisfying the statutory requirements (Universities Act, 1997, QQI Act, 2019), the quality process is considered valuable for the following reasons:

- It presents detailed information about the Area and the collective perception of staff and students of its role in the university.
- It presents a succinct and comprehensive statement of the Area's view of its strategic objectives and for a school, of its teaching, learning and research.
- It provides a reflective and self-critical analysis of the activities of the Area.
- It shows the quality systems and processes which are already in place in the Area and permits an assessment of their effectiveness.
- It helps the Area to identify and analyse its strengths, weaknesses, opportunities and threats, and allows it to suggest appropriate remedies where necessary.
- It identifies those weaknesses, if any, in academic, organisational and other matters which are under the control of the Area and which can be remedied by Area-based action.
- It identifies shortfalls in resources and provides an externally validated case for increased resource allocation.
- It provides a framework within which the Area can continue to work in the future towards quality improvement.

## 4 Self-Assessment

### 4.1 The Quality Committee and Area Self-Assessment



**Figure 5 Timeline for the Self-Assessment Phase of Quality Review**

The Self-Assessment phase of quality review is led by the Area Quality Committee, whose membership should be reflective of all staff within the area. The Committee lead co-ordinate self-assessment activities, including the use of evidence-informed approaches to self-reflection and assessment, leading to the development of a Self-Assessment Report (SAR).



During the period of self- assessment, the Area under review are encouraged, and supported by the Quality And Institutional Insights Office and Institutional Research and Analysis Officer to conduct research to help gather information on the effectiveness of their activities. This may include surveys, focus groups, benchmarking, or statistical analysis of data. Areas may also use the self-assessment period as an opportunity for team away-days and planning events. A small amount of funding is provided to the Areas by the Quality And Institutional Insights Office to cover costs associated with these activities.

## 4.2 The Self-Assessment Report (SAR)

The purpose of the SAR is to provide a succinct, but comprehensive and reflective statement of the school's activities, and in particular will discuss and analyse the Area's activities in the following areas:

Academic SAR	Professional/ Administrative SAR
<ol style="list-style-type: none"> <li>1. Introduction and Context</li> <li>2. Approach to Self-Assessment</li> <li>3. Progress report since last Review</li> <li>4. Self-Assessment Analysis               <ol style="list-style-type: none"> <li>a) Planning and Overall Strategic Direction of the Area</li> <li>b) Effective Management of Resources</li> <li>c) Overall Approach to Teaching and Learning</li> <li>d) Research and Scholarship</li> <li>e) University Service and External Engagement</li> <li>f) Communications and Provision of Information</li> <li>g) External Perspectives</li> </ol> </li> <li>5. SWOC Analysis</li> <li>6. Areas for Enhancement</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction and Context</li> <li>2. Approach to Self-Assessment</li> <li>3. Progress report since last Review</li> <li>4. Self-Assessment Analysis               <ol style="list-style-type: none"> <li>a) Planning and Overall Strategic Direction of the Area</li> <li>b) Effective Management of Resources</li> <li>c) Effectiveness of Activities and Processes</li> <li>d) Communication and Provision of Information</li> <li>e) Ongoing Quality Enhancement</li> <li>f) External Perspectives</li> </ol> </li> <li>5. SWOC Analysis</li> <li>6. Areas for Enhancement</li> </ol>

**Figure 6 Themes of Self-Assessment contained in the Self-Assessment Report**

The final self-assessment report is circulated to all staff in the area and to the Director of Quality Promotion and Institutional Research, who is responsible for distributing it to the PRG responsible for reviewing the Area, and to the University's SMG.

In line with good international practice and in agreement with sectoral policy, the University does not make the self-assessment report further available. It is our belief, adhering to the spirit of the legislation, that retaining the confidentiality of the self-assessment report to the PRG and university management enables and supports the aims of self-assessment in identifying of difficult issues and allows for greater openness and candour in Area self- reflection.

## 5 The Peer Review Group (PRG)

### 5.1 The Peer Review Group Members

The Review Group will be selected by the Quality And Institutional Insights Office with assistance from the Quality Promotion Committee. The PRG composition will reflect the size, character and structure of the Area or theme under review. As a general rule, the PRG will have internal and external members, with a majority of external members. Internal members will be drawn from the Quality Promotion Committee (Co-ordinating reviewers) and senior members of staff who are not directly involved with the reviewed Area; external members will be drawn from senior leaders in relevant academic disciplines or areas nationally and internationally, as well as a senior member from outside Higher Education.

The table below summarises the structure of a typical six person PRG, including the internal/ external profile, the inclusion of an international member, and a member from outside of the Higher Education sector. For Faculty level review, the panel will be made up of 7 reviewers, to reflect the size and disciplinary mix within the Faculty.

Profile	Academic Review	Professional Support Review	Notes
External (Irish Higher Education)	Senior person from a HEI (normally a Dean or senior academic from a discipline similar to that under review)	Senior person from a HEI (Head/ Director of an Office similar to that under review)	Chairperson of the PRG shall be selected from among the external members.
External (International)	Senior person from a HEI (normally a Dean or senior academic from a discipline similar to that under review)	Senior person from a HEI (Head/ Director of an Office similar to that under review)	**Note: For Faculty Reviews three external reviewers shall be selected from within higher education, with at least one being from an Irish HEI)
External (Outside Higher Education)	Senior person from outside the Higher Education Sector (industry, business, professions or the public service).	Senior person from outside the Higher Education Sector (industry, business, professions or the public service).	
Internal Senior Reviewer	Senior Academic/ Professional Support	Senior Academic/ Professional Support	QIIO Appoint
Coordinating Reviewer	Senior Academic/ Professional Support	Senior Academic/ Professional Support	QIIO Appoint
Student Reviewer	DCU student or recent graduate	DCU student or recent graduate	QIIO Appoint

**Figure 7 Typical Structure of a Peer Review Group**

### 5.4 Specific Peer Review Group Roles

All PRG members are considered full reviewers during a quality review, and all members will participate fully in PRG visit meetings, and contribute to the completion of the PRG report. There are a number of defined roles within the Peer Review Group that are worth noting.



## Review Group Chair

The **PRG will elect, from among its own membership, a chairperson at the start of the quality review visit.** The Chair will always be a member of the PRG that is external to DCU.

The key functions of the Review Chair are:

- Along with PRG colleagues, ensure that all PRG members are allocated themes of focus, aligned to the PRG report
- To preside over meetings during the Review Visit and ensure the review process is conducted in a spirit of co-operation and constructive dialogue; and to try and keep all meetings on schedule
- To deliver the PRG's high-level findings at an Exit Presentation at the close of the review visit
- To sign-off on the draft and final PRG reports, in collaboration with the co-ordinating reviewer

## Coordinating Reviewer

The coordinating reviewer is a member of the DCU Quality Promotion Committee and has a number of specific responsibilities in relation to the review. During the visit, the co-ordinating reviewer is the key point of contact between the PRG group and the Quality And Institutional Insights Office . This may include making requests on behalf of the PRG for additional material or documentation, or requesting to meet additional staff or other stakeholders during the visit. The Coordinating Review is also responsible for coordinating the writing of the report. This means that they will collate the contributions of all PRG members, prior to finalisation the draft PRG report. The coordinating reviewer also has the responsibility of sending the PRG report to the Quality And Institutional Insights Office following the completion.

## 5.2 Peer Review Group Objectives

The objectives of the Peer Review Group will be to:

- Clarify and verify the information contained within in the self-assessment report
- Make judgements on how well the aims and objectives of the Area are fulfilled, having regard to the available resources
- Confirm the Area's strength, weaknesses, opportunities and threats as outlined in the self-assessment report
- Discuss any perceived strengths, weaknesses not identified in the self-assessment report
- Check the suitability of the teaching, learning and research environment (where applicable)
- Draw conclusions on the quality and standards achieved within the area and make commendations and recommendations for future quality improvements.

## 5.3 Peer Review Group Activities

The Peer Review Group will:

- Study the Area self-assessment report and accompanying documentation.
- Visit the Area to gather, clarify, test and verify the information collected as part of the self-assessment process
- Review the effectiveness of activities of the Area in the light of the self-assessment report
- Prepare a draft report and present the main findings by the end of the visit

- Write the peer review report, including finalised commendations and recommendations for future quality improvement
- Two members (one internal, one external usually the Chair) will assist in finalising the Quality Enhancement Plan (QEP) at a follow-up meeting.

## 6 Peer Review Group Visit

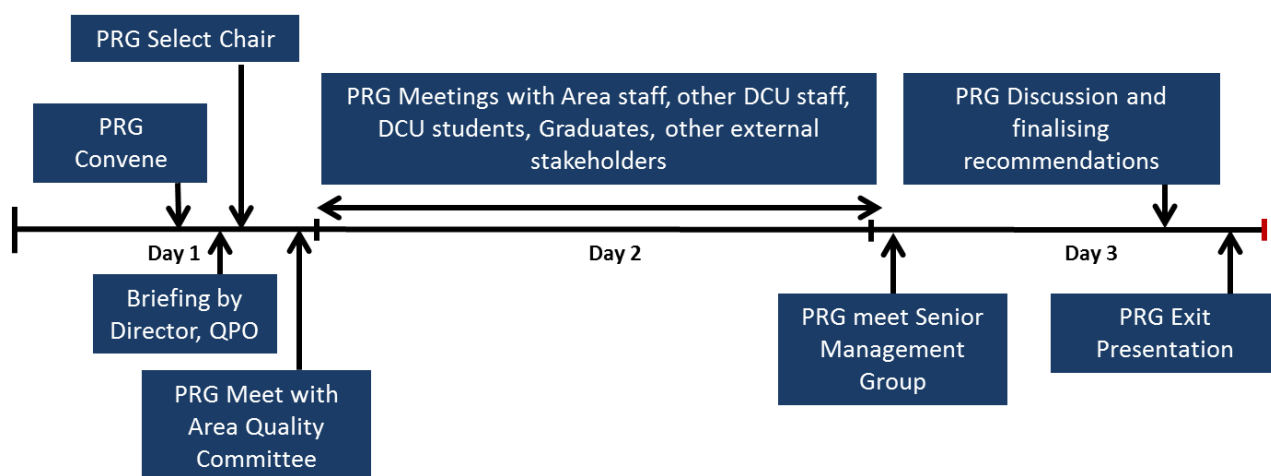
### 6.1 Before the Review Visit

You will receive a soft copy of the Area's Self-Assessment Report and any relevant appendices no later than 3 weeks before the review visit. At that time, you will also receive an "initial comments" template. We ask that prior to the review visit, you review the Self-Assessment Report, and use the template to note down any initial impressions on each section, including where there are issues that you would like to explore further during the review. This template should be submitted on the Friday before the review visit, and a collation of all PRG member comments will be provided to PRG members on the following Monday. Please note that these initial comments are considered confidential to the PRG, and do not constitute a finding or conclusion by any member, and can be captured simply as draft bullet points.

### 6.2 The Review Visit Timetable

The PRG will visit the Area under review over a minimum of a two and a-half-day period. This visit is central to the peer review process and will be planned by the Area, in close collaboration with the Quality And Institutional Insights Office .

It is envisaged that the visit will normally take place during the weeks of the first or second semester so that students can participate. In order to facilitate personal schedules, the membership of the Peer Review Group will normally be decided at least six months in advance and the days for the visit fixed. All contact with the Peer Review Group in organising the PRG visit are carried out by the Quality And Institutional Insights Office . Every Quality Review visit starts with a briefing session from the Director of Quality Promotion, who will provide further information on DCU's approach to Quality Reviews and what to expect during the Quality Review Visit. This session also provides an opportunity for Peer Reviewers to ask questions or seek clarification on the process.



**Figure 8 Typical Structure of a Peer Review Visit**



The Peer Review visit usually includes a number of core elements, which usually include,

- At least one meeting with the Head of the Area under review
- A meeting with the Quality Committee to lead the Self-Assessment Report
- A meeting with the Area Management Team, where relevant
- Meetings with a wide representative group (or all staff) within the Area under review.
- Meetings with staff from other areas, e.g. administrative offices, research centres, academic units
- A meeting with students
- A meeting with key external stakeholders, which may include recent graduates
- A meeting with the University Senior Management Group (SMG)
- A meeting with the SMG member with responsibility for the Area

A sample visit schedule is included in Appendix 1 of this document.

By the end of the visit, the PRG will have completed an initial draft of their Peer Review Group report, which will include their commendations and recommendations. The visit will conclude the visit with an PRG Exit Presentation to the staff of the Area, where the Chairperson will present the review group's broad themes that emerged in a simple statement. The exit presentation will not involve discussion with the staff of the School/Faculty/Office/Centre.

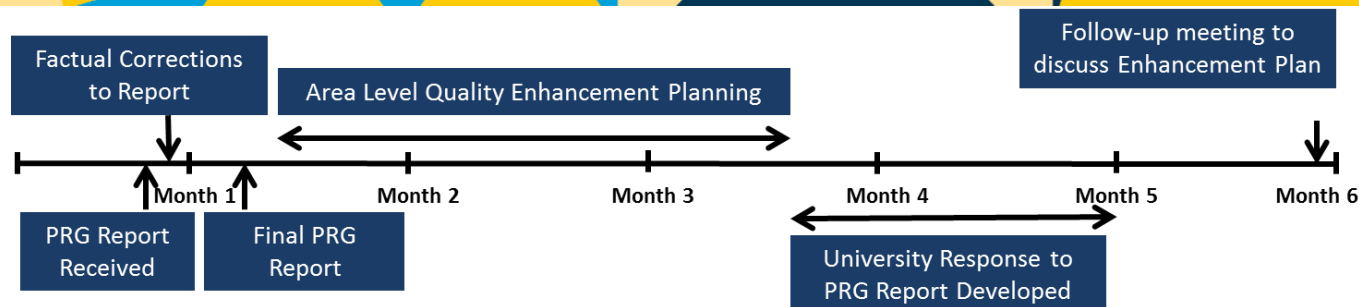
## 7 The Peer Group Report

The Peer Review Group Report contains the findings of the Peer Review Group, based on their analysis of the Areas Self-Assessment Report (SAR) and findings from the Quality Review Visit. The Peer Review Group Report will identify and commend areas of good practice within an Area, and will make recommendations on opportunities for further Quality Enhancement within the Area. The structure of the Peer Review Group Report is provided in Appendix 2.

Peer Review Group Report will be submitted to the Director of Quality Promotion and Institutional Research within 4 weeks of the Review visit. The Director will then send a copy to the Head of the Area, who is responsible for circulating a copy to the Area under review.

Once finalised, based on a review by the Area of factual errors which may be in the report, a copy of the final report will be sent to the President, and other members of the Senior Management Group, and all staff in the Area under review. The report will also be sent to all members of the Quality Promotion Committee prior to discussion of the report at the next QPC Meeting.

## 8 Improvement Planning and Follow-Up



**Figure 9 Timeline for the Development of the Quality Enhancement Plan**

### 8.1 Development of the Quality Enhancement Plan (QEP)

Quality Enhancement Planning, which follows the finalisation of the Peer Review Group Report, is a crucial aspect of the overall quality process. Both the Universities Act (1997) and the Qualifications and Quality Assurance Act (2019) note the responsibilities of the university to implement each of the recommendations of the PRG Report, unless it would be impractical or unreasonable to do so. The decisions on improvement made in the follow-up process provide a framework within which each Area can continue to work towards the goal of developing and fostering a quality culture in the University.

Typically, the process of Quality Enhancement Planning will be led by the Head of the Area under review, and will include broad consultation across the Area. The QEP will address all the recommendations in the Peer Review Group report, and develop an action plan for quality improvement, including a timeframe for implementation. A draft QEP is usually developed within 3 months of the Peer Review visit, and is provided to the university Quality And Institutional Insights Office, Senior Management Team, and two members of the Peer Review Group (one internal, one external) as the basis of a follow-up meeting, at which the Area's QEP is agreed.


The draft QEP should include:

- (a) A list of goals which can realistically be achieved in the following year
- (b) A list of longer-term goals to be achieved over three years.

In addition to the Area response to the PRG Report, the university leadership also submit an agreed SMG Response to relevant aspects of the PRG report.

The Area under review also has an opportunity to apply for additional funding to support the implementation of specific projects identified within the QEP. These are considered by the university Quality Promotion Committee and the Budget Committee of the University Executive, having regard to the resources available to the University for quality improvement purposes.

## 9 Review by Governing Authority and Publication of Review Outputs



The DCU Governing Authority will receive documentation relevant to the review, including a summary of the report by the peer review group and a summary of the agreed QEP, as well as the final PRG report and QEP.

In addition, a summary of any common themes and recommendations relating to all the reports for that year will be presented in the summary report.

In accordance with the Universities Act (1997), the Governing Authority shall:

- (a) Implement any findings arising out of an evaluation carried out in accordance with the quality review procedures unless, having regard to the resources available to the university or for any other reason, it would, in the opinion of the governing authority, be impractical or unreasonable to do so.
- (b) Shall provide for the publication in such form and manner as the governing authority thinks fit of findings arising out of the application of the quality assurance procedures.

Following discussion and approval by Governing Authority, the University has agreed that the following will be published<sup>3</sup>:

- Full text of the Peer Review Group Report
- Full text of the agreed Quality Enhancement Plan
- Full text of the Summary of the Quality Reviews presented to and approved by the Governing Authority


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<sup>3</sup> <https://www.dcu.ie/QIIO/published-reviews.shtml>

## Appendix 1 Sample Timetable Peer Review Group Visit

Time	Peer Review Group (PRG) Activity/Meeting	Venue	Attendees
Day 1- Wednesday			
1000-1030	Arrival of PRG Members, coffee on arrival-	BASE ROOM	
1030-1130	Briefing by Director of Quality Promotion; guidelines provided to assist the PRG during the visit and in developing its report		
1130-1230	PRG Private Meeting Time. <ul style="list-style-type: none"> <li>PRG Selects a Chair</li> <li>PRG discusses key themes, areas for exploration based on the SAR</li> <li>PRG assigns tasks and responsibilities amongst members</li> </ul>		
1230-1330	Lunch with Director of QIIO (Light lunch)		
1330-1445	Consideration of the SAR with the Area Head and members of the Quality Review committee. Shall commence with a short presentation by Area head, followed by discussion (Director, QIIO to attend)		
1445-1500	PRG private discussion time		
1500-1555	Meeting with Students (mix of qualification type, programme of study, gender, nationality etc where appropriate)		
1600-1700	Meeting with external stakeholders (e.g. alumni, employers, collaborators, suppliers, linked colleges, members of governing authority) if appropriate (or Area Management Team meeting- leaving scope for additional area staff meeting on day 2)		
1700-1730	PRG private discussion time		
1800-1930	PRG Private Dinner and discussion	1838 DCU	Arranged by QIIO
Day 2- Thursday			
0830-0900	PRG Assemble/ Private Meeting Time		
0900-0940	Area Staff- Meeting 1		
0945-1025	Area Staff- Meeting 2		
1030-1100	PRG Coffee/ Private Meeting Time		
1100-1140	Area Staff- Meeting 3		
1145-1230	Key staff from other university departments where the area under review has significant co-operation (academic staff)		
1230-1300	Tour of Facilities (where relevant)		
1300-1400	Lunch/ PRG Private Meeting Time		
1400-1445	Relevant Central Support Units- senior representatives		
1445-1515	Staff Open Forum for any member of Area staff		
1515-1630	PRG Private Meeting Time		
1630-1715	Meeting with Area Management Team		





Time	Peer Review Group (PRG) Activity/Meeting	Venue	Attendees
1715-1800	Meeting with Area Head		
1830-2000	PRG Private Dinner and Meeting		
Day 3- Friday			
0900-0955	PRG Meeting with SMG		Arranged by QIIIO
1000-1025	Meeting with Area reporting head (relevant member of SMG)		Arranged by QIIIO
1030-1300	PRG Private Meeting Time- final discussion on recommendations		
1300-1345	PRG working lunch and finalization of exit presentation		
1345-1400	Briefing with Area Head and Director of QIIIO on key recommendations		
1400-1430	PRG Exit Presentation		



## Appendix 2 Structure of the Peer Review Report

### Academic Areas- Peer Review Group Report Structure

- 1 Introduction and Context
  - 1.1 Overview of the Area under Review
- 2 Approach to Self-Assessment
  - 2.1 Quality Review Committee
  - 2.2 The Self-Assessment Report
- 3 Approach Taken By Peer Review Group
  - 3.1 Peer Review Group Members
  - 3.2 Overview of Approach Taken by Peer Review Group
- 4 Approach to Quality Assurance and Enhancement
- 5 Findings of the Peer Review Group
  - 5.1 Planning and Effective Management of Resources
  - 5.2 Teaching and Learning
  - 5.3 Research and Scholarship
  - 5.4 University Service and Engagement
  - 5.5 Communications and Provision of Information
  - 5.6 External Perspectives
- 6 SWOC Analysis and Plans for Improvement
  - 6.1 SWOC Analysis
  - 6.2 Plans for Improvement Identified by the Area
- 7 Summary of Commendations and Recommendations

### Professional Support Areas- Peer Review Group Report Structure

- 1 Introduction and Context
  - 1.1 Overview of the Area under Review
- 2 Approach to Self-Assessment
  - 2.1 Quality Review Committee
  - 2.2 The Self-Assessment Report
- 3 Approach Taken By Peer Review Group
  - 3.1 Peer Review Group Members
  - 3.2 Overview of Approach Taken by Peer Review Group
- 4 Approach to Quality Assurance and Enhancement
- 5 Findings of the Peer Review Group
  - 5.1 Planning and Effective Management of Resources
  - 5.2 Effectiveness of Activities and Processes
  - 5.3 Communication and Provision of Information
  - 5.4 Ongoing Quality Enhancement
  - 5.5 External Perspectives
- 6 SWOC Analysis and Plans for Improvement
  - 6.1 SWOC Analysis
  - 6.2 Plans for Improvement Identified by the Area
- 7 Summary of Commendations and Recommendations

### Appendix 3 Schedule of Reviews of Academic and Research Areas 2005 - 2022

Year	Academic Area
2004-2005	School of Nursing
	School of Mechanical & Manufacturing Engineering
	School of Applied Languages & Intercultural Studies (SALIS)
2005-2006	School of Mathematical Sciences
	National Distance Education Centre
	National Centre for Plasma Science & Technology (NCPST)
2006-2007	School of Health & Human Performance
	School of Law & Government
	School of Education Studies
	National Institute for Cellular Biotechnology
2007-2008	National Centre for Sensor Research
	Business School (Faculty)
2008-2009	Faculty of Engineering & Computing School of Computing, School of Electronic Engineering, School of Mechanical & Manufacturing Engineering
2009-2010	DCU Institutional Review (IRIU)
2010-2011	Faculty of Humanities & Social Sciences
2011-2012	Oscail (Distance Education)
	Faculty of Science & Health
2012-2013	National Centre for Plasma Science and Technology (NCPST)
2013-2014	School of Physical Sciences
2014-2015	Business School (Faculty)
2015-2016	School of Biotechnology Faculty of Engineering & Computing (Faculty)
2016-2017	School of Chemical Sciences School of Nursing and Human Science School of Health and Human Performance
2017-2018	School of Mathematical Sciences
2019-2020	Faculty of Humanities and Social Sciences
2021-2022	Faculty of Science and Health

## Appendix 4 Schedule of Reviews of Service / Support Offices 2005 - 2022

Year	Service / Support Office
2004-2005	Finance Office
	Computer Services Department
	Office of the Vice President for Research
	Student Finance Committee
2005-2006	Library
	Communications & Marketing Office
	EOLAS Group
2006-2007	Buildings Office
	Office of the Vice-President for Learning Innovation
2007-2008	President's Office
	Theme Leaders' Office
2010-2011	Secretary's Office
2011-2012	Office of Student Life
	Student Support & Development
	Registry
2012-2013	Information System & Services (ISS)
	Human Resources Department
2013-2014	Finance Office
2014-2015	Communications & Marketing
	Research & Innovation
	Estates Office
2015-2016	Library
2016-2017	President's Office
2017-2018	Office of External Affairs
2018-2019	Office of Student Life
	Student Support & Development
	Office of the Chief Operations Officer
2019-2020	Human Resources Department
	Registry Department
2020-2021	Information Systems & Services (ISS)
	Finance Department
2021-2022	DKIT
	Estates Office

## Appendix 5 Schedule of Thematic Reviews 2007-2022

Year	Service or Support Areas	Office Affiliation
2007-2008	• First Year and Beginners' Student Experience	• Cross-Campus
2008-2009	• Post Graduate Students	• Cross-Campus
2020-2021	• Thematic Review of Digital Learning	• Cross-Campus