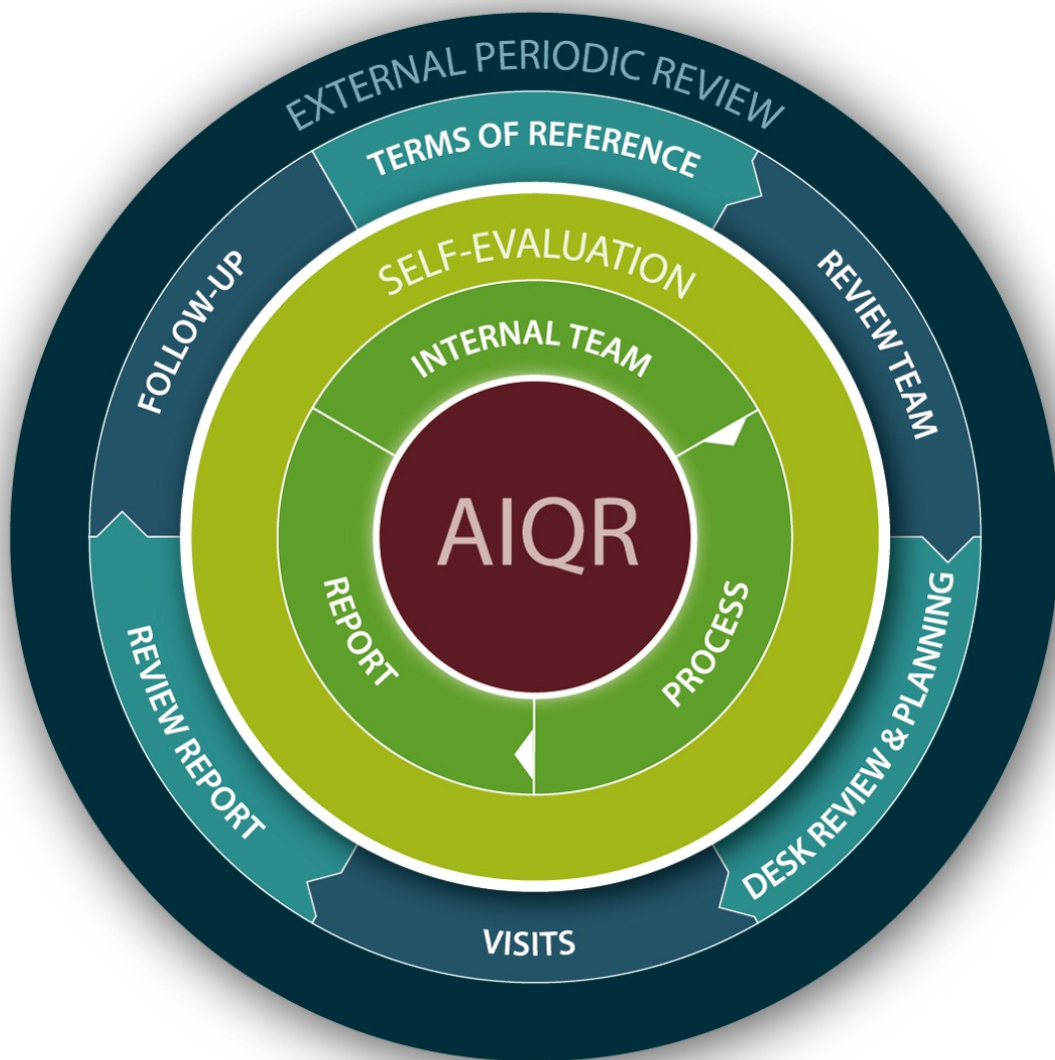# University College Dublin

Annual Institutional Quality Assurance Report 2019

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

The Cyclical Review Process

AIQR 2019 Part 1
Overview of internal QA governance, policies and procedures

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Part 1
Overview of internal QA governance, policies and procedures

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

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

The University operates an integrated system for quality assurance and enhancement which contributes to the achievement of the UCD Strategy 2015-2020, and to complementary strategies in other parts of the University, for example the UCD Education Strategy 2015-2020, UCD Strategy for Research, Innovation and Impact 2015-2020, UCD Human Resources Strategy 2016-2020 – Growing Through People, UCD Library Strategy 2016-2020, IT Strategy 2020, UCD Strategic Campus Development Plan 2016-2021-2026 and the Global Engagement Strategy 2016-2020.

The aim of the UCD Quality Framework, and the UCD Quality Assurance and Quality Enhancement Policy, is to enhance the effectiveness of its core activities of learning, teaching, research and their effective management. This policy also extends to UCD's collaborative and transnational arrangements. The policy addresses all areas of University activity taking cognisance of their contribution to, and alignment with, the University's Strategic Goals; and it also recognises the University's commitment to integrating Equality, Diversity and Inclusion into policies and decision-making structures, which helps achieve a positive teaching and learning experience for staff and students..

The University's Strategy 2015-2020 sets-out ten 'Strategic Objectives', that are pursued by Colleges, their Schools, programmes, institutes and centres, as well as the University's support units. In addition, six 'Strategic Initiatives' are underway to support achievement of the ten Strategic Objectives. Our strategic objectives and strategic initiatives apply the principles set-out in the UCD Quality Assurance and Quality Enhancement Policy.

UCD's performance in relation to these Strategic Initiatives is benchmarked against global competitors on a rolling basis, in order to evaluate progress against the Strategic Objectives. A total of 32 Key Performance Indicators (KPIs) have thus far been identified to measure progress against the ten 'Strategic Objectives'.

UCD (as with other institutions) also has a Mission-based Performance Compact with the Higher Education Authority (HEA) relating to institutional performance across a range of categories including i) excellent teaching and learning and quality of the student experience; and ii) high quality, internationally competitive, research and innovation.

The President, as Chief Officer, has delegated overall responsibility for quality assurance and enhancement to the Registrar and Deputy President, who is also Vice-President for Academic Affairs. The operational management of quality reviews of units is co-ordinated by the UCD Quality Office, which reports to the Deputy President.

The University assures and enhances the quality of its academic programmes through a range of monitoring and review mechanisms – these are highlighted online at UCD Programme Monitoring & Review. These mechanisms include:

1) Regular Peer Review of Academic and Support Units;
2) Programme approval and curriculum review processes;
3) Approval, monitoring and review of collaborative taught programme arrangements;
4) Approval of the quality assurance procedures of Linked Providers, and monitoring and review of the effectiveness of those procedures;
5) Student Feedback on Modules;
6) Extern Examiner Reports;
7) Established procedures for the appointment of staff and a comprehensive range of programmes for their ongoing professional development;
8) Student Representation; e.g. Student/Staff Consultative Committees or equivalent; and membership of cross-institutional committees, such as Governing Authority; Academic Council Quality Enhancement Committee (ACQEC); the University Programmes Board (UPB); and the Governing Boards at local level;

9) Systematic student participation and feedback in QA/QE processes;
10) Regular review of QA/QE processes.

The University's implementation of its quality assurance and quality enhancement procedures also enables it to demonstrate how it discharges its responsibilities for assuring the quality and standards of its awards, as required by the *Qualifications and Quality Assurance Act (2012)*.

The UCD Quality Framework is supported by a combination of University wide policies and procedures and periodic review of academic and support units and programmes. Occasionally, thematic reviews are undertaken, to assist with specific institutional developments or structures, such as UCD Research Institutes. UCD's approach to quality assurance and enhancement is underpinned by, inter alia, the *Qualifications and Quality Assurance Act (2012)*; the *European Standards and Guidelines for Quality Assurance (2015)*; and the *QQI Core Statutory Quality Assurance Guidelines* as well as other related guidance.

The UCD Governance and Management Structure embeds oversight for quality through, for example: Governing Authority; University Management Team; Academic Council; Academic Council Quality Enhancement Committee (ACQEC); the University Programmes Board; and a number of Governing Boards at local level.

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

The University takes a multi-layered approach to quality assurance and quality enhancement through key decision-making points at University, College and School levels in relation to quality assurance of both its academic and support functions.

At College and School level there are a number of key roles through which oversight and management (including resourcing) of the quality of teaching, learning, research and the UCD student experience is exercised, including:

- College Principals
- Vice-Principals for Teaching and Learning
- Vice-Principals for Internationalisation
- Vice-Principals for Research and Innovation
- College Finance Managers
- Programme Deans/Associate Deans/Heads of Governing Boards
- Heads of School
- Subject Area Heads
- Module Co-ordinators

In addition to this, responsibility for quality assurance and enhancement is also distributed throughout the various layers of governance and management within the University through a number of committees, including Governing Boards and College and School Executives.

There are a wide number of roles at senior management level within the University which play a role in monitoring and enhancing quality in their respective domains, including:

- UCD President and the President's Office
- UCD Registrar/Deputy President/Vice-President for Academic Affairs and the Office of the Registrar and Deputy President (which includes the Dean of Students, Dean of Undergraduate Studies and Dean of Graduate Studies and Deputy Registrar)
- Chief Financial Officer/Bursar
- Vice-President for Research, Innovation and Impact
- Vice-President for Global Engagement
- Vice-President for Campus Development
- Vice-President for Health Affairs
- Director of Human Resources

The student academic experience at UCD, undergraduate through to graduate studies, falls under the remit of the

post of Registrar/Deputy President/Vice-President for Academic Affairs. The Registrar's portfolio includes Access and Lifelong learning, Agile, Bord na Gaeilge, Career Development, Graduate Studies, IT Services, Library, Quality, Registry (Administrative Services, Admissions, Assessment, and Student Recruitment), Student Centre Services, Teaching & Learning and the University Secretariat. As stated above, the University has put in place a Student Experience Group (SEG) that reports to the University Management Team (UMT). This group articulates key performance indicators (KPIs) to measure the student experience at UCD and links its activities to the University Strategic Plan, Mission and Vision. The group leads the development and operationalization of University activities, processes and procedures related to the student experience, including, for example, the development of a Mental Health and Wellbeing Policy. The Student Activities Committee, which reports to the Student Experience Group (SEG), is an 'umbrella body' which oversees the allocation of capitation funds to the various areas of student activities, including sport, and it also provides an opportunity for clubs and societies, as well as the Students Union, to air their views on matters relevant to student life.

The University Management Team – Education Group (UMT-EG) provides high-level oversight and coordination of the development and implementation of the UCD Education Strategy 2015-2020. The Group is concerned with strategy as it relates to academic activity both for award (accredited programmes) and not for award (CPD, Executive Education, Flexible and Open Learning).

The inter-relationship between UMT, Colleges and Schools is outlined in the UCD Governance and Management Structure diagrams. The terms of reference for the various University and College-level committees are published on the Governance and Management Committees section of the UCD website.

The UCD Academic Council has responsibility for all aspects of academic governance, and delegates a number of formal responsibilities for quality assurance and quality enhancement to a range of committees, including:

- Academic Council Executive Committee (ACEC)
- Academic Council Quality Enhancement Committee (ACQEC)
- Academic Council Committee on Examinations (ACCE)
- Academic Council Committee on Academic Centres (ACCAC)
- Academic Council Committee on Student Appeals and Complaints (ACCSAC)
- Academic Council Committee on Student Conduct and Capacity (ACCSCC)
- University Programmes Board (UPB)

The UCD Governing Authority guides the strategic direction of the University, with particular emphasis on overseeing policy, monitoring the performance of management and working with the President to set UCD's strategic aims. The University Management Team is responsible for strategic and financial decision-making and there are a number of groups which support and report to UMT, including:

- Research, Innovation and Impact Group
- Education Group
- Student Experience Group
- Global Engagement Group
- Capital Projects Group Communications and Brand Group
- Equality, Diversity and Inclusion Group
- University Business Planning Group

The range of quality assurance and enhancement mechanisms operating in the University is outlined in the UCD Quality Framework diagram.

Confirmation of QA Policy and Procedures

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

The rules and policies relating to programme design are contained in the [UCD Academic Regulations](), which are a set of high level, overarching rules governing the University's educational offerings and which define the parameters within which programmes may be designed and developed - this includes support for a modularised and semesterised curriculum, utilising the European Credit Transfer System (ECTS) for all of its programmes. The Academic Regulations are reviewed on an annual basis to ensure that they are fit-for-purpose and reflect programme developments and innovations. A short history of all changes to Academic Regulations is recorded and published online through the [Academic Regulations Version History]() and a [User Guide]() is also published online for ease of reference. All of the degree award programmes offered by UCD are mapped to the [National Framework of Qualifications (NFQ)]() through articulation of learning outcomes and their alignment with the relevant NFQ level.

Extensive support for programme and module design and enhancement is available through [UCD Teaching and Learning](), including courses, workshops, self-help online guides, [resources]() and customised support for programme teams. A six-stage [curriculum design process]() is advocated which addresses issues of programme context, supports for staff and students, and ongoing monitoring and evaluation. The wide range of dedicated projects, resources and tools supported by and available through UCD Teaching and Learning, which help to underpin programme design, include:

- Programme Design and Assessment
- Module Design and Enhancement
- Assessment
- Technology Enhanced Learning
- Curriculum Review and Enhancement Project Guide

The [Programme Development, Approval and Review Framework (PDARF)]() sets out the formal institutional approval process by which new programmes and programme changes are developed, approved and implemented through the University's academic governance structures (these include local, College-based Governing Boards, and the University Programmes Board (UPB)). PDARF is reviewed on an annual basis - with enhancements based on ongoing operational practice, and benchmarking against international and comparator institutions. Many of UCD's academic programmes are also externally accredited by [Professional, Statutory and Regulatory Bodies (PSRBs)]() and the University has published a [Policy for Internal Reporting on PSRB Accreditation of UCD Programmes and Units]() as well as the [PSRB List]() of such bodies which accredit UCD programmes or units.

The [Curriculum Team]() in Administrative Services (a unit of UCD Registry) has primary responsibility for maintaining all programme-related data, ensuring that this data is accurate and is updated on an ongoing basis. This also includes detailed information about individual modules, including their credit value, the semester in which they are delivered, module code, subject area, School and module co-ordinator, as well as information on the following topics: What will I learn? How will I learn? How will I be assessed? What happens if I fail? Am I eligible to take this module? The Curriculum Team responsibilities are carried out in conjunction with staff in Schools and Colleges and through ongoing liaison with Governing Boards and their administrative offices.

Links:
[UCD Academic Regulations]()
[Academic Regulations Version History]()
[Academic Regulations – User Guide]()
[UCD Quality Office Practice Note on the National Framework of Qualifications (NFQ)]()
[UCD Teaching and Learning]()
[UCD Teaching and Learning – Resources]()
[UCD Teaching and Learning – curriculum design process]()
[Programme Development, Approval and Review Framework (PDARF)]()
[Professional, Statutory and Regulatory Bodies (PSRBs)]()
[Curriculum Team, Administrative Services]()

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

The UCD Academic Regulations set out the rules relating to programme delivery, including the relationship between credits, awards, student workloads and the duration of programmes. These regulations establish the operational parameters within which programmes may be delivered. Governing Boards, which have explicit responsibility for the governance, management and quality assurance of these programmes, are responsible for articulation of programme learning outcomes and objectives, and management of the programme curriculum, while also developing the appropriate mode of delivery for all of the programmes for which they are responsible. The Governing Boards undertake this activity in consultation with the relevant Schools, which provide the curricular content through the relevant modules.

UCD Teaching and Learning provides extensive support, including courses, workshops, self-help online resources and customised support for programme/school teams. These resources enable teaching staff to support a diverse student body, using a variety of teaching, learning and assessment approaches, aligned to the achievement of the module and programme outcomes. The Teaching & Learning Community (hosted in Google+) facilitates the sharing of ideas and advice among UCD colleagues on any matters relating to teaching and learning. There are currently over 400 members of faculty and staff.

UCD IT Services offer the campus community a wide range of technologies to assist with teaching and research ranging from the Blackboard virtual learning environment enabling learning from anywhere, expertise in developing various types of visual content, ePortfolios and even more options for collaborative learning. This support is provided via the Educational Technologies in UCD portal. The University is currently rolling out a new Future Virtual Learning Environment (VLE) called **Brightspace** which will replace Blackboard.

With respect to assessment, UCD Assessment (a unit within UCD Registry), in consultation with the Academic Council Committee on Examinations (ACCE), has published a UCD Assessment Code of Practice which draws from the Academic Regulations and other assessment related policies to provide guidance to staff around the general principles, responsibilities, norms and standards required to ensure appropriate conduct of assessment in the University. The University has also published Programme Assessment and Feedback Principles to highlight the importance of a programmatic approach to addressing the well-documented challenges associated with diversity of assessment and assessment load in modular curricula. There is also a defined Grade Approvals Process which articulates the processes involved in grading student assessment. UCD Assessment also publishes online information and guidance for staff and information for Special Extern Examiners (Research Degrees) and Subject Extern Examiners (Subject Areas).

UCD Teaching and Learning supported a University-wide Curriculum Review and Enhancement Process from October 2015 to March 2017, and the recommendations contained in the *Curriculum Review and Enhancement Process Steering Committee Final Report* are currently being implemented at the local level. The Curriculum Review and Enhancement process highlighted a number of assessment challenges and concerns related to programme assessment and feedback approaches. A new initiative has therefore been launched called the Assessment Enhancement Implementation Framework (AEIF), which aims to support programme and school teams to engage with one or more of the following assessment enhancement themes:

- Integrated and coherent programme assessment
- Variety of assessment methods, across the programme
- Effective assessment and creating space for deeper learning
- Opportunities for feedback including technology enabled feedback

Furthermore, UCD operates an all-university, anonymous, on-line Student Feedback on Modules Survey at the end of each semester to ensure that students are given a voice in the module enhancement process, part of UCD's evidence-based quality assurance of educational offerings.

The role of students in relation to programmes and assessment is mediated through a number of additional mechanisms, including, for example, the Irish Survey of Student Engagement (ISSE). There are also mechanisms which are facilitated through the UCD Students' Union, such as inclusion of student Sabbatical Officers on key University-level committees, including the University Programmes Board and Academic Council. This is a critical interaction, as these committees have explicit responsibility for quality assurance and enhancement of all of the University's academic programmes, and so student representation on these committees provides an appropriate forum for student input into the ongoing development of the University's educational offerings and the student experience. There is also inclusion of College Officers and Class Reps on College-level academic Governing Boards. More locally, individual Schools also have 'Staff-Student Committees' and it is the role of the Staff-Student Committee to provide a forum to engage with students on issues of concern, and in relation to other feedback from the student body, and to allow staff to engage and respond accordingly.

Statute 25 (Chapter 8) sets out the arrangements for appeals in relation to the results of examinations, and the UCD Assessment Appeals Office is responsible for handling all such appeals. The University also has an Assessment Appeals Policy which reflects the institution's commitment to resolving complaints as quickly as possible with emphasis on local resolution. Further additional student interaction with assessment processes and procedures is also mediated through the following codes of practice, guidelines and policies and procedures:

- UCD Student Code
- UCD Student Charter
- UCD Assessment - Information for Students
- Policy on Plagiarism
- Policy on Extenuating Circumstances
- Policy on Theses in Graduate Research Programmes
- Policy on Theses in Graduate Taught Programmes
- Policy on Late Submission of Coursework
- Policy on Leave of Absence
- Policy on Progression in Doctoral Programmes
- Policy on Recognition of Prior Learning
- Student Complaint Policy and Procedure
- Code of Practice for Supervisors and Research Degree Students
- Code of Practice for Conflict Resolution for Supervisors and Research Degree Students
- Protocol for Programme Transfer
- Procedure for Withdrawal
- UCD Student Mental Health and Wellbeing Policy

Many of UCD's academic programmes are externally accredited by Professional, Statutory and Regulatory Bodies (PSRBs) and the University has published a Policy for Internal Reporting on PSRB Accreditation of UCD Programmes and Units as well as the PSRB List of such bodies which accredit UCD programmes or units. The outputs of any annual monitoring and/or periodic accreditation exercises undertaken by a PSRB are routinely considered as part of the local and ongoing review of programme delivery and assessment.

Links:
UCD Academic Regulations
UCD Teaching and Learning
UCD Teaching and Learning – Resources
Future Virtual Learning Environment (VLE)
UCD Assessment (a unit of UCD Registry)
UCD Assessment Code of Practice
Programme Assessment and Feedback Principles
UCD Assessment - Information for Staff
Special Extern Examiners (Research Degrees)
Subject Extern Examiners (Subject Areas)
Curriculum Review and Enhancement Process
Curriculum Review and Enhancement Process Steering Committee Final Report
UCD Teaching and Learning - Assessment Enhancement Implementation Framework (AEIF)
UCD Student Feedback on Modules Survey
Irish Survey of Student Engagement (ISSE)
UCD Students' Union - Sabbatical Officers
UCD Students' Union - College Officers
UCD Students' Union - Class Reps
UCD Assessment Appeals Office

Student Complaint Policy and Procedure
Curriculum Team (Administrative Services)
UCD Current Students
Professional, Statutory and Regulatory Bodies (PSRBs)

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

The UCD Academic Regulations include regulations on a variety of research degrees, including Research Masters, PhD, MD, Doctor of Nursing (DN) and Doctor of Midwifery (DM), Doctor of Governance (DGov), Doctor of Veterinary Medical Specialisation (DVMS), Doctor of Educational Psychology (DEdPsych) and Doctor of Clinical Psychology (DPsychSc). These regulations, together with the Programme Development, Approval and Review Framework (PDARF) and the resources provided by UCD Graduate Studies, set out the procedures for the design, approval, delivery, assessment and monitoring of research programmes.

Quality and Qualifications Ireland (QQI) issued the QQI Statutory QA Guidelines for Providers of Research Degree Programmes in March 2017. A mapping of the UCD framework for research degree programmes was undertaken by the UCD Quality Office, in conjunction with UCD Graduate Studies, and a report on this was considered by the Academic Council Quality Enhancement Committee (ACQEC). This exercise confirmed that UCD is broadly aligned with the expectations of the Guidelines. A number of reflection points were identified as part of the mapping exercise and these have been considered further in the context of UCD's ongoing quality assurance and quality enhancement activities.

The University introduced the Structured PhD in 2006 – the Structured PhD programme is characterised by a significant original contribution to scholarship, based largely on a major research project which is also complemented by the development of a range of transferable and professional skills. Promotion of and support for the quality assurance and enhancement of the Structured PhD programme is provided through UCD Graduate Studies, which has published a number of resources online for staff, including resources and good practice for supervising PhD candidates, such as:

- Structured PhD (including Transferable Skills Training Programme)
- Introduction for Research Supervisors
    - UCD Research Supervisor Support & Development Programme (RSSDP)
    - Key Learning Outcomes of Programme
    - Seminar Series
    - Steps for Developing Good Working Relationships
    - Clarifying Expectations
    - Changing Expectations and Roles
    - Support Tools
    - Checklist for Early Meetings
    - Sample Topics Recommended for Discussion Between Supervisor and Research Student;

- Facilitating Progress & Managing Challenges
    - Encourage Writing & Give Good Feedback
    - Make Meetings Count
    - Managing Common Challenges

- Thesis Submission and Examination
    - Theses in Graduate Research Programmes
    - UCD Research Theses Process Flowchart
    - Tips for Supervisors of Research Students Approaching the Viva
    - PhD Examination - Student Information

- Reflecting on and Interrogation of Practice
    - Pedagogical Approaches to Research Supervision
    - Reflection on Supervisory Practice

- Essential Reading for UCD Research Supervisors
- Suggested Reading

All PhD students in UCD are on a structured PhD programme. The Structured PhD Diagram gives an overview of the some of the key aspects of the UCD Structured PhD. All aspects are covered in detail in the UCD Academic Regulations.

Each student will have a Principal Supervisor, and co-supervisor if appropriate, assigned to them who will provide quality supervision, mentoring, guidance and advice throughout their programme of study. They will also endeavour to make students aware of all regulations, policies and codes of practice relevant to the students. In addition to Supervisor(s), Schools (or Thematic Doctoral Programmes) will appoint a Doctoral Studies Panel for each research student early in their first year. The purpose of the Doctoral Studies Panel is to support and enhance the supervisor-student relationship, to monitor student progress during the course of their doctoral studies and to provide advice and support both to the student and their supervisor(s).

The UCD Structured PhD programme comprises two stages: Stage 1 is a period when the student defines their research plan, develops their research skills and initiates original research work for their doctorate. Stage 2 is primarily dedicated to continuing original doctoral research but may also include some advanced education and training. In order to progress from Stage 1 to Stage 2 of the doctoral programme students must undergo a Transfer Assessment to establish that they are making progress and have the competence and capacity to complete the proposed research. The information regarding this is outlined in the University's Policy on Progression in Doctoral Programmes.

Research and professional development planning is integral to the Structured PhD programme at UCD. The purpose of such planning is to ensure that a student's work is clearly focused on achieving their research and professional development goals. This will play a major part in informing the trajectory of their PhD research and in their training and development as a researcher. To this end, a Research and Professional Development Plan (RPDP) is created for each student registered to the Structured PhD programme.

For UCD PhD graduates, their skill-set will naturally include the advanced research and analytical techniques required to undertake high level research in their field. Students are also expected to possess a range of transferable skills, relevant to the successful completion of their research project and to broader career development, and these are benchmarked against the Irish Universities Association (IUA) PhD Graduate Skills Statement.

PhD students are also required to gain 30 credits through core and optional modules in the course of their PhD programme. There is a large selection of modules available across the university, both discipline-specific modules to broaden and deepen a student's knowledge of their discipline and research skills modules to provide advanced training in relevant research methodologies. All modules are selected in consultation with the Principal Supervisor, and students are advised to talk to their School or Graduate School about the relevant requirements. UCD Graduate Studies provides further information about, and useful directory of, Discipline Specific Modules for PhD students.

Workshops covering a wide range of transferable skills are available to assist students, and are provided by the student's School and/or College. Participation in UCD Graduate Studies Transferable Skills Training workshops is recorded on a student's academic transcript.

These resources illustrate the University's commitment to enhancing the quality of its research programmes and supporting students who undertake such programmes. They also reflect the changing needs of society insofar as graduate research students are now provided with a more expansive set of transferable skills to help prepare them for employment in a wide variety of fields. There are also a number of policies and codes of practice that are particularly focused on ensuring the quality of UCD's research programmes and the research student experience. These include:

- Policy on Theses in Graduate Research Programmes
- Policy on Progression in Doctoral Programmes
- Code of Practice for Supervisors and Research Degree Students
- Code of Practice for Conflict Resolution for Supervisors and Research Degree Students

Support for the next phase of researcher development, beyond completion and award of a UCD graduate research degree, is provided through the set of resources available via UCD Research Skills and Career Development. UCD Research Skills & Career Development provides Post-Doctoral Researchers with access to

training and development opportunities across four core competency areas.

Core Competency Areas & Programmes Available:

- Research & Research Management
- Personal & Professional Excellence
- Teaching, Learning & Mentoring
- Innovation & Entrepreneurship

In addition to technical expertise, there may be other skills to be acquired to enable career progression. Typical development needs include people and time management skills and communications skills, however for development purposes it is important to explore other options. These may include:

- One-to-one coaching and/or mentoring
- Shadowing recognised 'experts' in a particular area
- Getting involved in or leading a new/different aspect of the research project
- Networking both internally and externally
- Gathering regular feedback from peers, PI and others

All Post-Doctoral Fellows are encouraged to engage with the Research Skills and Career Development – Owning and Mapping Your Career Development process with their Principal Investigator. This process provides a road map that helps identify both professional development needs and career objectives. The key resources provided in this regard are:

- UCD Research Skills and Career Development (RSCD) – Development Plan template
- Frequently Asked Questions on Training & Development
- A Message from the Vice-President for Research, Impact and Innovation to Post-Doctoral Researchers
- Career Toolkits for Researchers

Along with one-to-one careers meetings with a Principal Investigator, UCD Postdoctoral Researchers are entitled to at least three confidential one-to-one career development meetings with the Research Careers team over the course of their contract. To book a meeting, Post-Doctoral Researchers can access the online 'Careersconnect' system once a Postdoc Careersconnect account has been opened by a Post-Doctoral Researcher by contacting researchcareers@ucd.ie.

Additional UCD Research Skills & Career Development support for researchers includes resources relating to:

- Career Consultations – Engaging Individuals
- Career Seminars – Bringing together a collective wisdom
- Introducing Researchers to Employers
- Labour Market Information
- Interview Strategy – Taking Control of the Process
- Book a meeting
- PI/Mentor Development
- Access your Online Career Development Profile
- Training and Development Opportunities
- Events Calendar
- Career Profiles

In relation to Principal Investigator/Mentor development, UCD Research Skills and Career Development works in conjunction with UCD HR Learning and Development to provide support and training across the following areas:

- Leading and Managing – offering and providing a vision with which people can engage, as well as managing their resources to make that vision real requires a range of skills and experience. Whether leading a School or Unit or managing a small team of people, individuals can contact HR Learning & Development to discuss what options are available to support them in their development as a leader and manager;

- Professional Development Activities – UCD Teaching and Learning offers accredited programmes in university teaching and learning for those in a teaching role. These flexible programmes facilitate faculty at all stages of their academic careers to gain effective teaching and learning skills which

promote student learning;

- Online Career Development Profile – the Vice-President for Research, Innovation & Impact has established an online Career Development portal for all PDI/II contracts. This system acknowledges the fact that while it is ultimately the responsibility of the Postdoc to manage their career development, excellent mentorship deserves to be identified within the University and through funding applications to which staff and the University are applying.

In relation to Supervisor Training, UCD currently operates a supportive, organic approach to supervisor support and development which constitutes a number of local, discipline specific activities as well as a university wide Introduction for Research Supervisors support programme. All new academics to UCD are required to attend a Research Supervisor Induction Session. Information regarding these sessions is normally communicated to new staff by HR or via their respective Colleges..

The UCD Centre for Support and Training in Analysis and Research (CSTAR) was founded in 2009 and was supported for its first three years by the Health Research Board, and is now operating as an independent not for-profit centre based in University College Dublin. An associate unit is operating from the University of Limerick. CSTAR offers a consultancy and training service to individuals, institutions and companies carrying out health research in Ireland. The mission of CSTAR is to enhance the quality and increase the quantity of health research in Ireland. To achieve that, the Centre strives:

1) To become an integral part of the leading Irish research teams and provide a research support environment to build lasting relationships between academics, state agencies, private businesses and charity organisations.

2) To develop effective partnerships with national and international organisations that have the common goal to build a state-of-the-art, coordinated umbrella of services for patient care, clinical research, evidence-based medicine and related areas or research.

CSTAR aims to contribute to the development of a dynamic community of health researchers, whose interests are driven by the need to provide solutions to problems and to discover new techniques, treatments, products and services that enhance the quality of healthcare. CSTAR's approach is synergistic. As statistical methods have become the core methodology of all health sciences, CSTAR strives to offer a cross-disciplinary approach to problem-solving and to stimulate the fusion of ideas from a variety of sources.

Within the quality assurance procedures for Periodic Quality Review, postgraduate research students are a specific group of students that the Review Group meets during the site visit, which is a key part of the Periodic Quality Review of Schools. This allows the Review Group to be informed about the quality of the research student experience.

Also in the context of the Periodic Quality Review of Schools, 'Research' is a dedicated section in both the School Self-Assessment Report (SAR) and in the Review Group Report. To assist Schools in their preparation for Periodic Quality Review, the UCD Research Analytics and Impact Team (part of the Office of the Vice-President for Research, Innovation and Impact), in conjunction with the UCD Library and UCD Institutional Research, provides support to Schools, such as the provision of data analytics, and works with Schools to develop appropriate metrics for monitoring the activities set-out in their Quality Improvement Plan (QIP).

The Academic Council Quality Enhancement Committee (ACQEC) has developed a UCD Pilot Research Assessment process to assist schools who wish to benchmark their research quality internationally and inform strategic planning. The development of the assessment process and outputs will inform future developments in assessing research quality within UCD. The research assessment framework does not form part of the formal UCD quality assurance process.

The UCD Research Analytics and Impact Team also provides Heads of Schools and their nominees with access to a Research Statement Report, which provides a view of research activity at University, College, School and Institute level, showing information and metrics on research funding, staff and publications, using a combination of the university business systems and Bibliometrics data. The report is available from the Research tab in InfoHub (the University's internal reporting system which is available through UCD Connect – UCD username and password required) and provides information such as:

- **Research Funding** - proposals and awards (volume, value and % overhead for the past five years), active grants (current volume, value, average duration);

- **Research Publications** - RMS profiles (volume for the past five years), Thomson Reuters' InCites (volume, impact, % cited, % with collaborators for the past five years);
- **Research Metrics** - Total Full Time Equivalent (FTE), Academic FTE, % Research Active Academics, Financial Trajectory Indicator (average award value less average expenditure over three years).

In relation to the overarching quality assurance of all research activities across the institution, the Office of the Vice-President for Research, Innovation and Impact provides support for researchers and scholars and is responsible for developing and meeting UCD's strategic objectives for research, specifically for:

- Governance and development of research in UCD
- Strategic management of major research programmes and institutes
- Research support services
- Industry partnerships
- International programmes
- Infrastructural development
- Commercialisation of research through UCD Innovation

The UCD Strategy for Research, Innovation and Impact 2015-2020 describes how the University's activities in research, innovation and impact contributes to the achievement of each of the ten Strategic Objectives outlined in the UCD Strategy 2015-2020, with a focus on six major research themes:

1) Agri-Food
2) Culture, Economy & Society
3) Energy
4) Environment
5) ICT
6) Health

These particular themes represent areas of global opportunity in which UCD has the excellence, scale and network to deliver significant impact. The University will further align internal resources and optimise external engagements for each of these, and the themes will be kept under regular review, with facilitation of the stratified development of additional thematic areas based on excellence, scale and opportunity.

Support for the research activities of the University is primarily provided through UCD Research & Innovation Services Portal, which provides an online portal of resources for UCD staff which includes resources on the following topics:

- Support for Proposals
- Register Your Award
- Promoting Your Research
- Commercialise Your Research
- Research Analytics & Reporting
- Impact

The UCD Research Finance Office also provides support for the financial administration of, and quality review process for, the wide variety of research activities that University staff are engaged in. The main functions of the office are:

- Costing of complex and non-standard research proposals;
- Assessment of VAT status of research accounts;
- Financial Review of Grant Registration Documents;
- Overall financial control of the University research accounts;
- Financial enquiries from researchers relating to research accounts;
- Collection of research balances owed to the University;
- Assisting researchers in the preparation of cost statements/statements of expenditure.

Links:
UCD Academic Regulations
Programme Development, Approval and Review Framework (PDARF)
UCD Graduate Studies
UCD Graduate Studies - resources for students

UCD Graduate Studies - resources for staff
UCD Research Skills and Career Development
UCD Teaching and Learning
Research and Professional Development Plan (RPDP)
Discipline Specific Modules for PhD students
UCD Careersconnect system
Introduction for Research Supervisors
UCD Centre for Support and Training in Analysis and Research (CSTAR)
UCD Research Analytics and Impact Team
Research Statement Report
Office of the Vice-President for Research, Innovation and Impact
UCD Research
Infohub (requires UCD username and password)
UCD Innovation
UCD Research & Innovation Services Portal
UCD Strategy for Research, Innovation and Impact 2015-2020
UCD Strategy 2015-2020
UCD Research Finance Office
Academic Council Quality Enhancement Committee (ACQEC)

4. Student Lifecycle (ESG 1.4)

Links and/or text relating to the institution-wide quality assurance procedures that are encompassed by the student lifecycle.

Strategic Objective 2 of the UCD Strategy 2015-2020 states that UCD will "*provide an educational experience that defines international best practice*." The aim is to give our students a holistic education, instilling in them a desire to learn and create, to question and reason, to innovate and to contribute to society at all levels. This highlights the importance of more active student engagement with their learning and has informed a range of evidence-based practice projects at UCD to promote active student learning.

The UCD Education Strategy 2015-2020 outlines the University's aim to provide an educational experience that is holistic, one that instils in students a desire to learn and create, to question and reason, to innovate and explore, and to contribute to society at all levels. This will be achieved through the promotion of a focused set of six ambitious priorities:

1) Offer students a fully **outcomes-based curriculum**, and enhance modular flexibility and choice aligned with learning outcomes;
2) Provide students with opportunities to **develop interpersonal, intercultural and life skills** within and outside the classroom;
3) Ensure students have **access to excellent academic advice** throughout their time in University;
4) Enable students to **proactively manage their health and well-being**, and develop the attributes required to make the most of their university experience;
5) Foster an institutional culture that **values teaching and research equally**, and embeds institutional mechanisms that facilitate, recognise, and reward excellent teaching while providing structures that enable and support educational enhancement;
6) Educate and develop **graduate research students to the highest level**; advancing their knowledge through engaging in original research, fostering independent thinking and developing advanced skills and attributes.

The University has put in place a Student Experience Group (SEG) that reports to the University Management Team (UMT). This group works with key performance indicators (KPIs) to measure the student experience at UCD and links its activities to the University Strategic Plan, Mission and Vision. The group leads the development and operationalisation of University activities, processes and procedures related to the student experience, including, for example, the development of a Mental Health and Wellbeing Policy, as well as a review of the UCD Student Residences. The Student Activities Committee, which reports to the Student Experience Group (SEG), is an 'umbrella body' which oversees the allocation of capitation funds to the various areas of student activities, including sport, and it also provides an opportunity for clubs and societies, as well as the Students Union, to air

their views on matters relevant to student life.

The University is also committed to creating an environment where diversity is celebrated and everyone is treated fairly regardless of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, or membership of the travelling community. The University recognises the challenges it faces and has a genuine commitment to equality of opportunity for staff and students, and to promote and maintain an inclusive work and study environment, where there is mutual respect and dignity. It is fully committed to both meeting and exceeding our obligations under current legislation by doing more than what is required by law. To this end, the University Management Team Equality, Diversity and Inclusion Group was established in September 2015, and as part of the work of this group a dedicated website for Equality, Diversity and Inclusion has been created, which includes the UCD Dignity and Respect Policy (2017), the Equality, Diversity and Inclusion Policy (2018) and additional supplementary procedures to ensure UCD meets and exceeds its obligations in this respect.

For *prospective students*, there is a wide variety of policy, procedures and other supporting documents relating to the student lifecycle included on the Study At UCD website. For undergraduate admissions, the 'MyUCD' portal provides extensive information on the following topics:

- Courses
- Applying to UCD (includes admissions criteria, policies and procedures)
- Visiting UCD
- UCD Prospectus
- Open Evenings & Career Fairs
- My UCD on Facebook
- Scholarships
- UCD Horizons (the modular and credit-based structure for taught degrees at UCD)
- CAO – Think Bigger UCD
- Campus Life
- Summer School
- UCD Open Day

Under the Applying to UCD section of the 'MyUCD' portal, there is also a set of dedicated resources and support for a wide variety of types of applicant, including Irish Leaving Certificate Applicants, Mature Applicants, EU Applicants, Non-EU Applicants, Transfer Applicants, A-Level/GCSE Applicants, and Graduate Entry applicants.

UCD Access and Lifelong Learning is dedicated to fostering a University environment that is attractive to school leavers, regardless of socio-economic background or disability, adults beginning their higher education, those wishing to study flexibly and people who wish to continue learning and pursue intellectual enrichment and fulfilment. Aligned with this office are the following dedicated supports for students:

- Disability Access Route (DARE) and Higher Education Access Route (HEAR) schemes
- Access Courses
- UCD Open Learning
- Lifelong Learning
- Mature Years Support
- Disability Support

For graduate admissions, there is extensive information for prospective students on the UCD Graduate Studies website, including information on degree types, entry requirements, the application process, fees, funding and scholarships and information about how to order a prospectus for the following types of programmes:

- Taught Degrees (MA, MSc, LLM)
- Research Degrees (MLitt, PhD, Prof. Doctorate)

For graduate admissions, and other non-CAO applicants, UCD operates an online UCD Applications system. There is also information about programmes available via online and distance learning through the UCD Online Learning website. For international students, there is also a dedicated website supported by UCD International for study at UCD for international students.

Once admitted to UCD, there is extensive information available to students to assist them in their transition to University life and their programme. This is available through the New Students website and it includes a broad

range of advice and guidance, as well as detailed information about the Orientation Week events and schedule which is compulsory for all new students. Detailed and specialised information is provided to undergraduate students, graduate students and international students.

For *current students*, there is a dedicated UCD Current Students website. This includes information on registration, term dates, fees, exams and student services with a view to providing a 'one-stop-shop', holistic and student-centred set of resources. Included in this is the following:

- Course Search
- Assessment in UCD
- Fees
- New Students (includes orientation information, key dates, the Welcome to UCD guide and video, new students checklist, UCD Career Guide, Library information for new students)
- Registration
- Student Desk
- Student Services Directory
- UCD Term Dates

Additional policies and procedures and other guidelines which support the student lifecycle include:

- UCD Academic Regulations
- Protocol on Programme Transfer
- Policy on Recognition of Prior Learning
- Policy on Progression in Doctoral Programmes
- UCD Quality Office Practice Note on the National Framework of Qualifications (NFQ)

The UCD Library also provides a key resource to students throughout the student lifecycle. The 'Supporting You' section of the UCD Library website includes extensive resources in the following areas of relevance to students:

- I am a New Student
- Using the Library
- Guides and Help
    - I am a Student
    - I am involved in Teaching
    - I am a Researcher
    - Guides A-Z
- UCD Library News

The specific services provided by the UCD Library which are available to students also include:

- Service Desks
- Study Rooms and Zones
- Laptops in the Library
- Using Library PCs
- Printing, Copying and Scanning
- Collection Services
- Support for E-Resources
- Services for Researchers

The UCD Library has published a Learning Support Strategy. This strategy uses best international practice to enable students to:

- Develop key skills
- Transition from second to third level
- Transition from third to fourth level
- Successfully return to education
- Develop lifelong learning skills and graduate attributes

The strategy is focused on ensuring all students have the opportunity to avail of these supports. Developing the ability to effectively retrieve, evaluate and communicate information is linked to the development of:

- Problem Solving Skills
- Critical Thinking
- Researching Skills
- Communication Skills
- Ethical Awareness

The UCD Library actively responds to the changing needs of each programme and measures their impact on student learning and skill development, and works with Undergraduate & Taught Postgraduate Governing Boards, Teaching & Learning Committees, and Schools and Colleges. Subject Guides for each academic subject area in the University have been developed through this co-operation.

The UCD Writing Centre provides free, one-to-one tuition and a range of workshops on all aspects of the writing process. Writing tutors are friendly and non-judgemental, and the sessions are student-centred and inquiry driven. The staff strive to ensure that students are helped to communicate, structure and present their knowledge and ideas in a written format, and that their expertise and critical thinking skills are not diminished by either fear of, or difficulties with, aspects of the writing process.

The UCD Maths Support Centre is an informal drop-in centre available as a free service to all UCD students registered to a level 0, 1 or 2 module, irrespective of their programme of study. The Centre aims to enhance students' knowledge of mathematics and guide them to becoming more self-directed learners. Most importantly, the Centre is staffed by dedicated and experienced tutors who can offer individual support in Mathematics, Statistics, Applied and Computational Maths, or any other numerate subject such as Architecture, Economics, Engineering or Nursing where problems can arise due to a lack of mathematical understanding. The Centre is especially committed to supporting and guiding first year and pre-entry students who have doubts about their background in mathematics and those from targeted widening participation initiatives who aim to increase their confidence in maths.

The Curriculum Team in Administrative Services (a unit of UCD Registry) has primary responsibility for maintaining all programme-related data, ensuring that this data is accurate and is updated on an ongoing basis. This also includes detailed information about individual modules, including their credit value, the semester in which they are delivered, module code, subject area, School and module co-ordinator, as well as information on the following topics: What will I learn? How will I learn? How will I be assessed? What happens if I fail? Am I eligible to take this module? The Curriculum Team responsibilities are carried out in conjunction with staff in Schools and Colleges and through ongoing liaison with Governing Boards and their administrative offices.

Governing Boards have primary responsibility for monitoring the progress of students on the programmes for which they are responsible, and have access to extensive reporting tools within the InfoHub Report Catalogue (UCD login required) available through UCD IT Services Analytics & Reporting to enable them to carry-out this function. These provide important tools to collect, monitor and act on information on student progression, as well as other important student-related metrics. Sample reports which are used for this purpose include:

- Current Applications School Summary
- Application Trends
- Conversion Trends
- Reasons for choosing UCD - University Summary
- Reasons for choosing programme - University Summary
- School Class Lists
- Major Class Lists
- Programme Class Lists
- My Grading Class Lists
- School Grading Summary
- Student Support Statistics by Area
- Student Engagement by School
- Curriculum Management School Summary
- Student Registrations - University Summary
- Student Demographics - University Summary
- Curriculum Trends
- Graduate Research Students School Summary
- Registered Students by International Indicators

- Clubs & Societies Membership Statistics
- Postdoc Tracking System
- Final Destination Returns (UCD Career Development Centre)

In order to provide key information and data about students, UCD Registry launched the Integrated Assistance Network (IAN). IAN is UCD's student engagement dashboard which facilitates staff in Programme and School areas to pro-actively identify students who may be struggling or potentially heading for difficulty so that timely, targeted and, most importantly, successful interventions and supports can be offered.

IAN can be found in Infohub (UCD login required) under the Students menu by selecting the Registration Information link and then the Student Engagement Analytics menu. It is available by Programme (Student Engagement by Programme), by School (Student Engagement by School) or users can view individual students (Engagement - Student Quick Search).

IAN is a dashboard which compiles approximately 15,000 pieces of data per student into five simple flags which, when taken together, may be indicators that a student is in difficulty. It shows all students in a given programme/major and stage, which flags are raised for them and their total flags, enabling users to identify students who may need to be contacted and offered further help, support and targeted services. These five flags are:

- **Engagement**: This shows a student's Blackboard activity relative to their peers. If a student's Blackboard activity is less than 30% of their peer average, the flag is raised;
- **Performance**: This shows a student's most recent GPA. If the student is failing (ie if their GPA is less than 2.0, the flag is raised);
- **Extenuating Circumstances**: This flag is raised if the student has submitted an Extenuating Circumstances application online;
- **Fee Compliance**: This flag is raised if a student has not met their minimum payment for the term (ie if they have an 'Active' status);
- **Workload:** This shows a student's total credits in the current year. If they are registered to more than the normal credits workload (normally 60 credits) for their Programme and stage, the flag is raised.

Throughout a student's programme of study, additional support is provided through a variety of mechanisms, including those relating to the social and cultural life of students, such as:

- Student Advisors
- Athletic Union Council
- Student Societies Council
- Belfield FM (radio)
- University Observer (newspaper)
- UCD Students' Union
- UCD Student Centre
- UCD Sport and Fitness

The UCD Student Centre was completed in 2012 and offers the following:

- Venues – includes the Astra Hall, FitzGerald Debating Chamber, Seminar Rooms, Meeting Rooms, UCD Cinema and DramSoc Theatre
- Student Services & Support – includes Health Service, Student Support, Pharmacy, Students' Union Shop, The Clubhouse Bar, Poolside Café and UCD Sport and Fitness
- The UCD Student Experience – includes UCD Student Societies, UCD Students' Union, Sports Clubs, University Observer newspaper and Belfield FM radio

The University encourages co-curricular learning, and the UCD Student Centre collaborates with a number of other UCD units, including the UCD School of Public Health, Physiotherapy and Sports Science, UCD Institute of Sport and Health, UCD Institute for Food and Health, UCD HR Learning and Development, UCD Registry and the UCD Office of the Registrar and Deputy President.

Many of the activities delivered by the UCD Student Centre support the development of leadership and life skills for students, including leadership, teamwork, project management, and presentation and debating skills. The Student Centre, in consultation with students, seeks to explicitly identify the life skills developed through engagement with different activities and to communicate these to students and the broader University.

In relation to completion of a UCD programme of study and awarding of degrees, the UCD Conferring Unit handles all relevant details of arrangements for the graduation ceremony and all associated protocols. The UCD Student Desk also provides an integrated service for online provision of all official documents required by students, including:

- Academic Statement
- Certificate of Attendance
- Graduate Research Transcript
- Statement of Results
- Transcript
- Diploma Supplement

Following completion of a UCD programme of study and conferring, student interaction with the institution is then mediated through UCD Alumni. Staff in this office are committed to strengthening the relationship between UCD and its alumni through a varied programme of reunions, events, communications and membership benefits.

Links:
UCD Strategy 2015-2020
UCD Education Strategy 2015-2020
Equality, Diversity and Inclusion
Mental Health and Wellbeing Policy
UCD Dignity and Respect Policy
Equality, Diversity and Inclusion Policy
Study At UCD
MyUCD portal
UCD Access and Lifelong Learning
UCD Graduate Studies
UCD Applications
UCD Online Learning
Study at UCD - International Students
Disability Access Route (DARE) and Higher Education Access Route (HEAR) schemes
Access Courses
UCD Open Learning
Lifelong Learning
Mature Years Support
Disability Support
UCD Current Students
UCD Library

5. Teaching Staff (ESG 1.5)

Links and/or text relating to the institution-wide quality assurance procedures for assuring the competence of teaching staff, including staff recruitment and staff development.

The UCD Education Strategy 2015-2020 is shaped by UCD's distinct traditions, relationships and external influences. The major guiding influence is our values. We want the liberal education that we offer in UCD to reflect the principles of our founder John Henry Newman, but in ways which are relevant to a globally connected world. These are represented by the following values:

- A spirit of enquiry
- Quality and depth of provision
- Collegiality and collaboration
- Diversity
- Integrity

The UCD Human Resources Strategy 2016-2020 – Growing Through People has been developed through

widespread consultation and it sets out the University's work programme for the HR team to enable the implementation of UCD's people agenda in pursuit of its mission, vision and strategic objectives. This strategy commits to the achievement of specific and measurable deliverables during 2016-20, and it is designed to provide a supportive community in which every member of the University is enabled to achieve their full potential, and to support key objectives of the UCD Strategy 2015-2020, namely:

- Attract and retain an excellent and diverse cohort of students and employees
- Develop and strengthen our University community
- Adopt governance, management and budgetary structures which enable the vision
- Overcome financial, human resource management and other external constraints

Growing through people envisages a supportive, developmental environment and culture. It is aligned with best practice and focuses on all employees: leaders, people managers and individual colleagues. It is based on four key strands:

1) Transforming Service and Partnership
2) Enhancing a Performance Culture
3) Developing our Talent
4) Becoming an Employer and University of Choice

The HR Partners team have a pivotal role to support local leadership teams in Schools and Colleges (and support units) to help deliver on the objectives set-out in the UCD Human Resources Strategy 2016-2020 – Growing Through People, and to align the strategy to local priorities.

UCD is well on the way to becoming the destination of choice for those who want to work in Irish higher education and research. As Ireland's largest university and one of Dublin's biggest employers, our great strength lies in the diversity of disciplines that we offer as a research intensive university, with many opportunities for employees to grow and develop. The international profile of our community has also grown with over 25% of employees coming from overseas. This is truly an exciting place to work. It is our people that already set us apart from other universities and the UCD Human Resources Strategy 2016-2020 – Growing Through People sets out an ambitious plan to invest, support, develop and nurture our talent so we become an even better place to work and grow.

UCD values excellence and understands that excellent performance requires excellent people working in a supportive environment. The UCD Strategy 2015-2020 states that, "UCD will continue to attract excellent and diverse students, faculty and staff from around Ireland and around the world, and will put in place appropriate support measures to develop and retain the members of our community." The strategy commits to working to ensure that the University's faculty and staff are enabled to achieve their full potential and are appropriately rewarded for their contribution. To this end, the Faculty Promotions Policy has been developed, along with a complementary UCD Development Framework for Faculty, which is a tool that should be used by faculty to reflect both personally and within the context of a development conversation on their strengths and opportunities for growth. This framework identifies a number of dimensions under each of the categories of Faculty achievement:

- **Research, Scholarship and Innovation**
    - Qualifications
    - Publication and Profile
    - Research Funding
    - Research Supervision and Management
    - Innovation and Impact
- **Teaching and Learning**
    - Engagement with Student Learning
    - Enhancement of Practice: Personal and Professional Development
    - Module / Programme Design and Enhancement
    - Scholarship Dissemination and Esteem
- **Leadership and Contribution**
    - Administration and Leadership
    - Recruitment and Outreach
    - Building Community
    - Building Support
    - Professional Service

Faculty can assess their current position on the framework across the various dimensions. The framework has been developed on the basis that all Faculty including Lecturers are expected to be working, at a minimum, at the

level of satisfactory achievement across each of the dimensions listed. Taken in the round, with due consideration for discipline differences, Associate Professors are expected to be working at the level of substantial achievement, Professors at the level of outstanding achievement and Full Professors at the level of exceptional achievement. It is not expected that faculty at higher grades would necessarily be working at levels of substantial, outstanding or exceptional achievement across all dimensions but that activity at a higher level in one area would balance against less activity in another dimension.

The University has also implemented Performance for Growth (P4G), which is a framework that provides the opportunity for all UCD employees to have at least one annual conversation with their line manager, Head of School or alternate reviewer, within which:

- Achievements and challenges of the previous year are reflected on and feedback is provided
- Goals and objectives for the coming year are agreed
- A personal development plan, if required, is discussed and agreed
- Career aspirations are explored and supported where possible

For reviewers, training is provided which builds on a coaching approach to quality conversations that was introduced during the **Leadership and People Management Programme** and **People Management Programme** which were rolled out in 2017-18.

Furthermore, an **Associate Professor Development Pilot Programme** has been initiated to support teaching staff and help them gain clarity about what is expected in their role. One of the aims of the pilot programme has been to establish what supports are available and create supports that will fill that void for the individual staff member and start creating networks of colleagues both within a discipline and beyond. The initiative is championed by the College Principals of Science and Social Science and Law and funded a part-time project officer to support the implementation and evaluation of the initiative. This pilot is also supported by the HR Partners for the relevant College and by the Culture & Engagement team.

UCD has an extensive policy framework for assuring, and enhancing, the quality of its teaching staff. This is provided for through policies and procedures for the recruitment, appointment and ongoing professional development of faculty and staff which is supported by UCD Human Resources. UCD Human Resources has an extensive range of relevant documentation which is published on the online Employment @ UCD Policy Directory, examples of which specifically relate to quality assurance of teaching staff, including staff recruitment and staff development, are as follows:

- Competitive Retention Policy
- Conference Allowance Policy
- Employee Orientation Policy
- Faculty Promotion Policy
- Head of School Appointment Process Policy
- Induction and Award of Tenure to the Grades of Lecturer/Assistant Professor/Associate Professor Policy
- Leadership Development Policy
- Performance for Growth Policy
- Policy on Remuneration of Non-Core and Non-Exchequer Revenue Generating Activities
- Probation Periods Policy
- Procedures for Promotion to Associate Professor / Professor, Senior Management Pathways 7
- Procedures for the Routine Appointment of DAMC Hospital Consultants as Clinical Lecturers
- Protected Disclosures Policy
- Recognition Policy - Faculty & Staff
- Recruitment and Selection Policy
- Recruitment and Selection Policy - Research Funded Staff
- Research Funded Pathway Policy
- Research Sabbatical Leave for Faculty
- Salary Policy for Post-doctoral Researchers and Research Assistants
- Secondment Policy
- Tutors & Demonstrators Policy
- Visiting Academic and Adjunct Staff Policy

UCD Human Resources also provides a **Managing for Success Toolkit** (UCD login required). This resource has been specially developed to assist UCD staff managers in positively managing their staff and supporting their success. The toolkit provides practical tips, tools and links to relevant information. Nothing in this toolkit replaces or alters

any existing formal UCD policies or processes which are published on the UCD HR website. Although designed mainly with staff managers in mind, many of the materials in this toolkit may be useful for any staff member interested in topics such as communications, motivation, recognition, constructive feedback, team development and effectiveness, and the influence these have on the working environment and individual relationships.

The University is committed to creating an environment where diversity is celebrated and everyone is treated fairly regardless of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, or membership of the travelling community. The University recognises the challenges it faces and has a genuine commitment to equality of opportunity for staff and students, and to promote and maintain an inclusive work and study environment, where there is mutual respect and dignity. It is fully committed to both meeting and exceeding our obligations under current legislation by doing more than what is required by law. To this end, the University Management Team Equality, Diversity and Inclusion Group was established in September 2015, and as part of the work of this group a dedicated website for Equality, Diversity and Inclusion has been created, which includes the UCD Dignity and Respect Policy and additional supplementary procedures to ensure UCD meets and exceed its obligations in this respect.

A key mechanism through which UCD offers and promotes opportunities for the professional development of all members of staff is through UCD People and Organisation Development (part of UCD Human Resources). This area provides development opportunities for both new and existing staff, and is one of nine different training providers from across the University with the common purpose of supporting staff and faculty in their day to day activities, improving skills and expanding areas of expertise. These training providers within the University includes:

- UCD IT Services
- UCD Quality Office
- Bord na Gaeilge

Some examples of the type of personal and career development opportunities available to staff through the above providers include:

- People Management Development
- Research Ethics for Faculty Supervisors
- Retirement Planning
- Coaching
- Unconscious Bias training
- Dealing with Distressed Students

UCD Teaching and Learning serves a critical function in the ongoing professional development of those in a teaching role in the University. The aim of UCD Teaching and Learning is to foster positive and effective student learning experiences by developing and supporting excellence in teaching and academic development.

UCD Teaching and Learning offers three accredited programmes in University Teaching and Learning. The programmes are designed to be flexible, research-informed and practice-based. A suite of modules will be offered in each academic session, facilitating faculty to choose in accordance with their interests and development needs:

- The **Certificate of Continuing Professional Development, University Teaching & Learning**, is a single 7.5 ECTS module programme taking place over one semester. This programme is offered twice a year, once in September and once in January. Participants choose their start time depending on the module that is of interest to them.
- The **Professional Certificate, University Teaching and Learning**, which carries a credit volume of 15 ECTS is our principal professional qualification aimed at UCD faculty. The Professional Certificate will be awarded to those candidates who successfully complete any two modules. This programme is offered twice a year, once in September and once in January.
- The **Professional Diploma, University Teaching and Learning**, which carries a credit volume of 30 ECTS may be undertaken by participants who have completed the Professional Certificate.

A choice of modules are offered to participants including, for example:

- Becoming a Better University Teaching
- Assessing for Teaching & Learning
- Designing Modules for Learning
- Active Learning with Technology

- Problem-based Learning
- Teaching Across Cultures
- Getting Published in Teaching

UCD Teaching and Learning also provides support for Tutor and Demonstrator Development at UCD including induction sessions, online tutor resource pack, and a 5 ECTS module on 'Introduction to University Teaching and Learning for Tutors, Demonstrators and Teaching Assistants'. A number of Schools deliver Graduate Teaching Assistant modules to support the development of disciplinary teaching strategies.

The University, through UCD Teaching and Learning, also supports Fellowships in Teaching and Academic Development. The overall aim of this scheme is to identify and develop faculty with both the pedagogic expertise and the leadership capacity to effect transformational change in teaching, learning and assessment practices both in discipline-specific areas and thematically, across the institution. l Fellows are selected through a competitive process. Working in multi-disciplinary teams, they engage in policy/practice based research on a theme of strategic importance to the university, including, for example, exploring and developing research-teaching linkages in the delivery of high quality student learning. A key outcome of the Fellowship scheme is the production of a series of evidence-based findings and recommendations which can inform the development of future institutional policy and strategy planning as well as the development of relevant academic resources for on-going enhancement.

Innovation in teaching and learning is also encouraged through focused Projects which are also supported by UCD Teaching and Learning. Current and recent projects include:

- Assessment Enhancement Implementation Framework
- Curriculum Review & Enhancement
- UCD Digital Badges Pilot
- Student Digital Ambassadors
- Understandings and Perceptions of research/teaching linkages amongst academic staff
- Exploring the impact of research teaching linkages on the undergraduate experience

The University celebrates the achievements of colleagues who make an outstanding contribution in the pursuit of teaching excellence and the enhancement of student learning through Teaching and Learning Awards. The scope of these awards is broad, covering all aspects of teaching and learning. There are two award schemes:

- **Teaching Excellence Awards** recognise individual faculty and staff in teaching roles for sustained commitment to teaching excellence and student learning.
- **Awards for Outstanding Contribution to Student Learning** recognise individuals or teams of UCD staff who have made outstanding contributions to student learning in a specific area.

Both schemes are tiered with awards at college and university level. Students play in a key role in the awards process through nominating UCD faculty and staff for an award. All those nominated are invited to apply to either one of the award schemes.

Additional support mechanisms, strategies and resources for enhancing the quality of teaching, learning and research provided by UCD Teaching and Learning include:

- Teaching Resources
- T & L Community
- Facilitating Self-Assessment of Teaching & Learning for Quality Review
- Research into Teaching

UCD Research Skills & Career Development provides staff with access to training and development opportunities across four core competency areas. Core Competency Areas & Programmes Available:

- Research & Research Management
- Personal & Professional Excellence
- Teaching, Learning & Mentoring
- Innovation & Entrepreneurship

In addition to technical expertise, there may be other skills to be acquired to enable career progression. Typical development needs include people and time management skills and communications skills, however for

development purposes it is important to explore other options. These may include:

- One-to-one coaching and/or mentoring
- Shadowing recognised 'experts' in a particular area
- Getting involved in or leading a new/different aspect of the research project
- Networking both internally and externally
- Gathering regular feedback from peers, PI and others

Additional UCD Research Skills & Career Development support for researchers includes resources relating to:

- Career Consultations – Engaging Individuals
- Career Seminars – bringing together a collective wisdom
- Introducing Researchers to Employers
- Labour Market Information
- Interview Strategy – Taking Control of the Process
- Book a meeting
- PI/Mentor Development
- Access your Online Career Development Profile
- Training and Development Opportunities
- Events Calendar
- Career Profiles

UCD's **People Development Programme** is designed to support individuals and teams in their personal and professional development. The programme is aligned with UCD's strategic objectives, competencies and values. In recognition of UCD's commitment to support and develop faculty and staff, the central training budget was increased by 40% in 2017-18. Since that time, UCD has focused on building capability through its Leadership and People Management Programme, cognisant of the findings from UCD's first Culture and Engagement survey in 2016, which clearly indicated that performance management, staff development and reward and recognition were areas for the University to improve upon. Following Performance for Growth (P4G) and the creation of individual development plans (including for teaching staff), the People Development Programme will evolve from an analysis of the needs of staff to develop and deliver relevant training.

The UCD Library also provides a key resource to support teaching staff. See also the Student Lifecycle section for further information on the UCD Library.

In relation to provision of IT resources and support, UCD also offers the campus community a wide range of technologies to assist with teaching and research ranging from the Blackboard learning environment, expertise in developing various types of visual content, and ePortfolios. Guidance is provided via the Educational Technologies in UCD website which is supported by UCD IT Services. The University is currently rolling out a new Future Virtual Learning Environment (VLE) called **Brightspace** which will replace Blackboard. IT Services has also published its IT Strategy 2020 which includes four strategic themes:

- Supporting Research
- Enhancing Educational Technology Services
- Contributing to the Student Experience
- Enabling Global Engagement

Included among the services provided by IT Services which support teaching staff are:

- Email, Calendar and Collaboration (e.g. Email, Web Publishing, UCD Connect)
- Management & Administrative Systems (e.g. Student Recruitment and Admissions, Student Registration and Records, Curriculum Management and Reporting, Examinations and Assessment, Student Services and Support)
- Research IT (e.g. Computer Clusters, Data Centre Hosting, Complementary Services, Data Management)
- Security (e.g. Top Security Tips, Protecting Your Information, Policies and Procedures, How to report an Incident)
- Educational Technologies in UCD (e.g. Virtual Learning – Blackboard/Brightspace, Multimedia Content Development, Blended Learning)
- Get Connected (e.g. Accounts, Wireless Services, Buying new equipment)
- Software Applications (e.g. Application Catalogue, Application Jukebox)
- Advice, Support & Consultancy (e.g. Mobile IT Centre, Helpdesk and IT Centres)

- **Documents and Storage** (e.g. Which file Storage should I use?, Google Drive, Office 365)
- **Training** (e.g. Microsoft Office 2013 Courses Training, Research IT Training, Education Technology and Multimedia Courses)

UCD was awarded the Athena SWAN Bronze Institutional Award in March 2017. Receiving this award is a welcome recognition of UCD's commitment to its community to enhance gender equality in the University and is a significant milestone. The Athena SWAN Award was established to promote the advancement of women's careers in higher education and research.

Since its initiation, UCD's Athena SWAN project has involved close collaboration between UCD Human Resources and UCD Research and Innovation. In addition, many colleagues from across the University have engaged in the consultation process. It is as a result of this University-wide collaboration that success has been possible.

Diversity is highlighted in the University's strategic plan as one of the core values of UCD, and one of the plan's strategic objectives is the attraction and retention of an excellent and diverse cohort of students, faculty and staff. The Athena SWAN Gender Equality Action Plan is central to UCD's ability to deliver on this objective. While the focus of Athena SWAN in Ireland is on gender equality among academic staff in STEM disciplines, many of the actions in the UCD Gender Equality Action Plan have been designed to be implemented for all employees and disciplines.

As the UCD Athena SWAN submission highlights, there are a number of challenges to address. The University has already delivered on a range of actions to address these including:

- The appointment of a Vice-President for Equality, Diversity and Inclusion
- The establishment of an Equality, Diversity and Inclusion Group reporting to the University Management Team
- A new HR strategy and faculty development processes integrating gender equality
- The development of an Equality Impact Assessment Tool, which will enable and require all policy developers to ensure that UCD policies are inclusive and promote equality and diversity
- The introduction of a social levy, to distribute the costs of leave

Further detailed steps are identified in the Gender Equality Action Plan, including:

- Gender balance targets for committee membership
- Broad roll-out of unconscious bias training
- Introduction of core meeting hours
- Gender targets for promotions, based on the cascade model
- Mainstreaming gender equality across all university processes, including data collection

This is one important part of UCD's broader agenda around Equality, Diversity and Inclusion.

Links:
UCD Education Strategy 2015-2020
UCD Human Resources
UCD Human Resources Strategy 2016-2020 – Growing Through People
HR Partners
Faculty Promotions Policy
UCD Development Framework for Faculty
Performance for Growth (P4G)
Employment @ UCD – Policy Directory
HR Partners
Equality, Diversity and Inclusion
UCD Teaching and Learning
UCD Teaching and Learning – Resources
UCD Research Skills and Career Development
UCD Library
UCD Library – Learning Support Strategy
UCD IT Services – Our Services
Future Virtual Learning Environment (VLE)

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

UCD Teaching and Learning aims to foster positive and effective student learning experiences by developing and supporting excellence in teaching and academic development through:

- Promoting research-informed approaches to teaching, learning and assessment with proven effectiveness and efficiency;
- Supporting the ongoing enhancement of taught programmes and the quality of the student educational experience;
- Providing a suite of professional development offerings for those who teach and/or support student learning;
- Utilising institutional data to inform quality enhancement in education;
- Contributing at university level to the development of sound educational policies;
- Empowering and rewarding outstanding teaching and educational leadership.

UCD Teaching and Learning is part of the Office of the Vice-President for Academic Affairs. Its role is to provide leadership and support within the UCD community in relation to the enhancement of teaching and learning, aligned to the University's Education Strategy 2015-2020. The T&L team adopts an evidence-based approach to all aspects of its work.

The UCD Teaching and Learning team works in partnership with Colleges, Schools and academic administrative units, liaising closely with the Vice-Principals for Teaching and Learning (College-level), School Heads of Teaching and Fellows. UCD Teaching and Learning provides an extensive number of online resources in the following broad thematic areas:

- Teaching Strategies
- Module and Programme Design
- Assessment
- Technology Enhanced Learning
- Review and Research Your Teaching

UCD Teaching and Learning also facilitates the sharing of knowledge and expertise across the institution through a virtual T & L Community. The UCD Teaching and Learning Community (accessed via Google+) is for sharing and discussing any information relating to Teaching and Learning. Members of this community can post information, resources, reports and notification across a range of topics. It complements face-to-face events, workshops and lunch-time for a organised by UCD Teaching and Learning.

UCD Teaching and Learning also issues a regular Teaching and Learning Newsletter to all staff which highlights events and developments relating to the enhancement of teaching and learning within the University, including the dissemination of outputs from enhancement projects and showcasing examples of teaching practice from across the University. In addition, UCD Teaching and Learning hosts an annual Teaching and Learning Symposium which is well attended by colleagues from across the University.

UCD Access and Lifelong Learning also helps to accommodate different learning contexts and fostering a University environment that is attractive to school leavers, regardless of socio-economic background or disability, adults beginning their higher education, those wishing to study flexibly and people who wish to continue learning and pursue intellectual enrichment and fulfilment. Aligned with this office are the following dedicated supports for student learning:

- Disability Access Route (DARE) and Higher Education Access Route (HEAR) schemes
- Access Courses
- UCD Open Learning
- Lifelong Learning
- Mature Years Support
- Disability Support

A key mechanism through which UCD offers and promotes opportunities for the professional development of all

members of staff is through **UCD People and Organisation Development** (part of UCD Human Resources). This resource provides development opportunities for both new and existing staff, and comprises nine different training providers from across the University with the common goal of supporting staff and faculty in their day to day activities, improving skills while also expanding areas of expertise. These training providers within the University include:

- UCD IT Services
- UCD Quality Office
- Bord na Gaeilge

The specific services provided by the **UCD Library** which are available to staff also include:

- Service Desks
- Study Rooms and Zones
- Laptops in the Library
- Using Library PCs
- Printing, Copying and Scanning
- Collection Services
- Support for E-Resources
- Services for Researchers

The UCD Library has published a Learning Support Strategy. This strategy uses best international practice to enable students to:

- Develop key skills
- Transition from second to third level
- Transition from third to fourth level
- Successfully return to education
- Develop lifelong learning skills and graduate attributes

The strategy is focused on ensuring all students have the opportunity to avail of these supports. Developing the ability to effectively retrieve, evaluate and communicate information is linked to the development of:

- Problem Solving Skills
- Critical Thinking
- Researching Skills
- Communication Skills
- Ethical Awareness

The UCD Library actively responds to the changing needs of each programme and measures their impact on student learning and skill development, and works with Undergraduate & Taught Postgraduate Governing Boards, Teaching & Learning Committees, and Schools and Colleges. Subject Guides for each academic subject area in the University have been developed through this co-operation

In relation to provision of IT resources and support, UCD also offers the campus community a wide range of technologies to assist with teaching and research ranging from the Blackboard learning environment, expertise in developing various types of visual content, and ePortfolios. Guidance is provided via the Educational Technologies in UCD website which is supported by UCD IT Services. The University is currently rolling out a new Future Virtual Learning Environment (VLE) called **Brightspace** which will replace Blackboard. IT Services has also published its IT Strategy 2020 which includes four strategic themes:

- Supporting Research
- Enhancing Educational Technology Services
- Contributing to the Student Experience
- Enabling Global Engagement

Included among the services provided by IT Services which support teaching staff are:

- Email, Calendar and Collaboration (e.g. Email, Web Publishing, UCD Connect)
- Management & Administrative Systems (e.g. Student Recruitment and Admissions, Student Registration

and Records, Curriculum Management and Reporting, Examinations and Assessment, Student Services and Support)
- Research IT (e.g. Computer Clusters, Data Centre Hosting, Complementary Services, Data Management)
- Security (e.g. Top Security Tips, Protecting Your Information, Policies and Procedures, How to report an Incident)
- Educational Technologies in UCD (e.g. Virtual Learning – Blackboard/Brightspace, Multimedia Content Development, Blended Learning)
- Get Connected (e.g. Accounts, Wireless Services, Buying new equipment)
- Software Applications (e.g. Application Catalogue, Application Jukebox)
- Advice, Support & Consultancy (e.g. Mobile IT Centre, Helpdesk and IT Centres)
- Documents and Storage (e.g. Which file Storage should I use?, Google Drive, Office 365)
- Training (e.g. Microsoft Office 2013 Courses Training, Research IT Training, Education Technology and Multimedia Courses)

Links:
UCD Teaching and Learning
UCD Teaching and Learning – Resources
Office of the Vice-President for Academic Affairs
Education Strategy 2015-2020
T&L team
UCD Open Educational Resources (UCDOER)
UCD Access and Lifelong Learning
UCD HR Learning and Development
UCD Library
UCD Library – Learning Support Strategy
UCD IT Services – Our Services
Future Virtual Learning Environment (VLE)

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7. Resources and Support (ESG 1.5)

Links and/or text relating to the institution-wide quality assurance procedures for assuring funding and resources for learning, teaching and research. Also, links and or text relating to the quality assurance procedures for learning resources and student support.

The provision of funding and resources to support the learning, teaching and research activities of the institution is a key element of the UCD Strategy 2015-2020. Objective 8 of the Strategy notes that as UCD continues to develop as a university of pre-eminent international standing, it is imperative that its facilities match this level of ambition. UCD has made significant progress in recent years in developing world-class facilities, and the campus now represents a significant strength and area of competitive advantage for the University. Recent developments emphasise this, including the new UCD O'Brien Centre for Science and the UCD Sutherland School of Law. The UCD Student Centre and many of the campus sporting facilities are excellent. The initiatives in relation to the ongoing development and enhancement of the University campus are outlined in the UCD Strategic Campus Development Plan 2016-2021-2026.

The University is equally determined to put in place facilities which contribute significantly to the building of the University community, and which promotes engagement with the wider community. To the greatest extent possible, Schools and support units are housed in contiguous space, to ensure each has appropriate space to facilitate engagement and the exchange of ideas amongst faculty and staff.

In relation to the provision of support for management of resources, UCD Institutional Research provides data support for University planning and management activities directed toward fulfilling the goals and objectives of the University. Institutional research is essentially a supporting function within UCD which aims to inform decision making and planning at senior management level. The Director of Institutional Research reports to the Director of Strategic Planning and their activities are aligned to the work of the Quality Office. The Director of Institutional Research, for example, provides statistical data and information for use in the Periodic Quality Review process which includes information on applications, student registrations, graduations, and retention rates. This suite of statistics gives each unit under review a consistent and reliable source of information to begin their self-assessment process. A range of reports are available to the Head of School via InfoHub, to assist planning and

quality assurance processes, including:

- **Module Enhancement and Student Feedback Report** - information to support the module enhancement process including registration and de-registration counts, grade distribution and student feedback;
- **Student FTEs** - information on FTEs for taught and research students;
- **Registrations to Majors** - information on student registrations to programmes and majors to assist in enrolment planning;
- **Online Applications** - information on applications made via the online applications system;
- **Student Recruitment Reporting** - reports relating to CAO Applications to UCD including application and conversion trends, entry points and current year information;
- **Access and Lifelong Learning Students** - information on students registered with UCD Access Centre and Adult Education Centre and Part-Time Undergraduate students;
- **HR Staff Management Report** - report providing details of staff associated with each unit;
- **Research Information** - information on school research projects, including financial status, staff and publications;
- **Retention and progression rates** - can be obtained directly from the Director of Institutional Research.

The UCD Bursar's Office also provides resources and support for University, College, School and other unit planning and management processes, such as:

- Payroll Office
- Research Finance Office
- Staff Expenses
- Non-Staff & Student Expenses
- Accounts Payable
- Purchasing Unit
- Finance Systems
- General Ledger
- Fixed Asset Register
- Financial Planning and Resources
- Financial Statements
- Policies & Procedures
- Taxation
- Forms

The Bursar's Office, together with IT Services, provides Budget Management Reporting support which enables financial planning for staff costs. These reports are only made available to key Finance Office Staff and College Finance Managers.

Evaluation of the resource requirements in relation to the delivery of the University's academic programmes is undertaken through the procedures outlined in the Programme Development, Approval and Review Framework (PDARF). New programme proposals are submitted to the relevant committees at College-level (College Executives, Governing Boards) and University-level (University Management Team (UMT) and University Programmes Board (UPB)). The College Executive and the UMT evaluate the strategic and financial aspects of new proposals, to ascertain the availability of the financial, staff and other resources required to deliver the programme, based also on projections of student numbers and anticipated fee intakes. This is undertaken primarily through the College Finance Managers, in consultation with the UCD Bursar's Office.

UCD Teaching and Learning offers a customised workshop for schools in relation to writing their Self- Assessment of Teaching & Learning as part of Periodic Quality Review. The aim of the of workshop is to co-facilitate schools' internal self-evaluation dialogue and action planning in relation to Teaching, Learning & Assessment and Curriculum Design & Review.

To further assist Schools in their preparation for Periodic Quality Review, the UCD Research Analytics and Impact Team (part of the Office of the Vice-President for Research, Innovation and Impact), in conjunction with the UCD Library, also support Schools by providing data analytics.

The UCD Research Analytics and Impact Team also provides Heads of Schools and their nominees with access to a Research Statement Report, which gives a view of research activity at University, College, School and Institute level, providing information and metrics on research funding, staff and publications, using a combination of the university business systems and Bibliometrics data. The report is available from the Research tab in InfoHub (the

University's internal reporting system which is available through UCD Connect – UCD login required) and provides information such as:

- **Research Funding** - proposals and awards (volume, value and % overhead for the past five years), active grants (current volume, value, average duration)
- **Research Publications** - RMS profiles (volume for the past five years), Thomson Reuters' InCites (volume, impact, % cited, % with collaborators for the past five years)
- **Research Metrics** - Total Full Time Equivalent (FTE), Academic FTE, % Research Active Academics, Financial Trajectory Indicator (average award value less average expenditure over three years)

In relation to the overarching quality assurance of all research activities across the institution, the Office of the Vice-President for Research, Innovation and Impact provides support for researchers and scholars and is responsible for developing and meeting UCD's strategic objectives for research, specifically for:

- Governance and development of research in UCD
- Strategic management of major research programmes and institutes
- Research support services
- Industry partnerships
- International programmes
- Infrastructural development
- Commercialisation of research through UCD Innovation

The UCD Strategy for Research, Innovation and Impact 2015-2020 describes how the University's activities in research, innovation and impact contribute to the achievement of each of the ten Strategic Objectives outlined in the UCD Strategy 2015-2020. The University will further align internal resources and support and optimise external engagements for each of the themes which will be kept under regular review.

Support for the research activities of the University is provided through a range of mechanisms at University, College, School and Institute level. For example, UCD Research & Innovation Services Portal provides an online portal of resources for staff which includes:

- Support for Proposals
- Register Your Award
- Promoting Your Research
- Commercialise Your Research
- Research Analytics & Reporting
- Impact

The UCD Research Finance Office also provides support for the financial administration and quality review of research activity, such as:

- Costing of complex and non-standard research proposals
- Assessment of VAT status of research accounts
- Financial Review of Grant Registration Documents
- Overall financial control of the University research accounts
- Financial enquiries from researchers relating to research accounts
- Collection of research balances owed to the University
- Assisting researchers in the preparation of cost statements/statements of expenditure

Furthermore, the Research Finance Office aims to foster an environment that is conducive to research and the creation of knowledge. They are committed to assisting researchers with all aspects of their funded research activity at UCD and provide a Research Intranet site (UCD login required) to find information and support relating to all stages of the research project lifecycle, covering the following topics:

- Find a Funding Opportunity
- Prepare a Proposal
- Getting an Award Started
- Manage a Research Project
- Research Outputs
- Research Commercialisation

Research equipment is an essential enabler of excellent and competitive research and innovation across many domains. While there have been major national programmes for investment in research equipment in the past, such programmes have become sparse in recent years, and securing funding for the renewal of the existing equipment base has been particularly challenging. In recognition of this, the UCD EQUIP Core Research Equipment Funding Programme was established in 2018. This is a new internal scheme to provide funding for core research equipment that will support excellent research and innovation by a broad base of UCD researchers. A fund of €2 million is available in 2018/19, with further tranches of funding to follow annually.

A key mechanism through which UCD offers and promotes opportunities for the professional development of all members of staff is through UCD People and Organisation Development (part of UCD Human Resources). This resource provides development opportunities for both new and existing staff, and comprises nine different training providers from across the University with the common goal of supporting staff and faculty in their day to day activities, improving skills while also expanding areas of expertise. These training providers within the University include:

- UCD IT Services
- UCD Quality Office
- Bord na Gaeilge

Informed by current international research, UCD also continues to invest in quality teaching and in supporting staff to develop teaching repertoires based on best practice in higher education. This ensures that UCD students learn in the most effective educational environments, allowing them to reach their full potential in terms of learning and skills development. Support for staff development in the areas of teaching, learning and assessment skills also incorporates teaching and learning expertise at a disciplinary level, encouraging staff to understand and implement not only general pedagogy but also the most appropriate and impactful educational approaches in particular academic disciplines. Much of this provision of resources and support for learning, teaching and research is made available through UCD Teaching and Learning. Such resources include:

- Professional development for those who teach
- Fellowships in Teaching and Academic Development
- Teaching Awards and Grants
- T & L Community
- Teaching Showcase
- Facilitating Self-Assessment of Teaching & Learning for Quality Review

In relation to support for students and to meet the needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), UCD Access and Lifelong Learning is dedicated to helping to accommodate different learning contexts and fostering a University environment that is attractive to school leavers, regardless of socio-economic background or disability, adults beginning their higher education, those wishing to study flexibly ad people who wish to continue learning and pursue intellectual enrichment and fulfilment. Aligned with this office are the following dedicated access routes and supports:

- Disability Access Route (DARE) and Higher Education Access Route (HEAR) schemes
- Access Courses
- UCD Open Learning
- Lifelong Learning
- Mature Years Support
- Disability Support

For current students, there is also a dedicated UCD Current Students website. This includes information on registration, term dates, fees, exams and student services with a view to providing a 'one-stop-shop', holistic and student-centred set of resources. Included in this is the following:

- Course Search
- Assessment in UCD
- Fees
- New Students (includes orientation information, key dates, the Welcome to UCD guide and video, new students checklist, UCD Career Guide, Library information for new students)
- Registration
- Student Desk
- Student Services Directory

- UCD Term Dates

In relation to provision of IT resources and support, UCD also offers the campus community a wide range of technologies to assist with teaching and research ranging from the Blackboard learning environment, expertise in developing various types of visual content, and ePortfolios. Guidance is provided via the Educational Technologies in UCD website which is supported by UCD IT Services. The University is currently rolling out a new Future Virtual Learning Environment (VLE) called **Brightspace** which will replace Blackboard. IT Services has also published its IT Strategy 2020 which includes four strategic themes:

- Supporting Research
- Enhancing Educational Technology Services
- Contributing to the Student Experience Enabling
- Global Engagement

UCD Agile, which was established in October 2015, helps the University to deliver on its objectives under Strategic Initiative Six of the UCD Strategy 2015-2020: "*Increasing agility and effectiveness. Building on the considerable efficiencies that have already been achieved, UCD aims to ensure that teaching, research and administrative processes and procedures are efficient and fit for purpose*." Strategic Initiative Six continues the journey of making UCD an ever better place to work, to study, to teach, and to research, and calls for all of members of the University community to the continued pursuit of excellence.

The UCD Library also provides a key resource to students throughout the student lifecycle. The 'Supporting You' section of the UCD Library website includes extensive resources in the following areas of relevance to students:

- I am a New Student
- Using the Library
- Guides and Help
    - I am a Student
    - I am involved in Teaching
    - I am a Researcher
    - Guides A-Z
- UCD Library News

The specific services provided by the UCD Library which are available to students also include:

- Service Desks
- Study Rooms and Zones
- Laptops in the Library
- Using Library PCs
- Printing, Copying and Scanning
- Collection Services
- Support for E-Resources
- Services for Researchers

The UCD Library has published a Learning Support Strategy. This strategy uses best international practice to enable students to:

- Develop key skills
- Transition from second to third level
- Transition from third to fourth level
- Successfully return to education
- Develop lifelong learning skills and graduate attributes

The strategy is focused on ensuring all students have the opportunity to avail of these supports. Developing the ability to effectively retrieve, evaluate and communicate information is linked to the development of:

- Problem Solving Skills
- Critical Thinking
- Researching Skills
- Communication Skills

- Ethical Awareness

The UCD Library actively responds to the changing needs of each programme and measures their impact on student learning and skill development, and works with Undergraduate & Taught Postgraduate Governing Boards, Teaching & Learning Committees, and Schools and Colleges. Subject Guides for each academic subject area in the University have been developed through this co-operation.

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- Contributing to the Student Experience
- Enabling Global Engagement

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- Management & Administrative Systems (e.g. Student Recruitment and Admissions, Student Registration and Records, Curriculum Management and Reporting, Examinations and Assessment, Student Services and Support)
- Research IT (e.g. Computer Clusters, Data Centre Hosting, Complementary Services, Data Management)
- Security (e.g. Top Security Tips, Protecting Your Information, Policies and Procedures, How to report an Incident)
- Educational Technologies in UCD (e.g. Virtual Learning – Blackboard/Brightspace, Multimedia Content Development, Blended Learning)
- Get Connected (e.g. Accounts, Wireless Services, Buying new equipment)
- Software Applications (e.g. Application Catalogue, Application Jukebox)
- Advice, Support & Consultancy (e.g. Mobile IT Centre, Helpdesk and IT Centres)
- Documents and Storage (e.g. Which file Storage should I use?, Google Drive, Office 365)
- Training (e.g. Microsoft Office 2013 Courses Training, Research IT Training, Education Technology and Multimedia Courses)

Links:
UCD Strategy 2015-2020
UCD Education Strategy 2015-2020
UCD Strategic Campus Development Plan 2016-2021-2026
UCD Strategy for Research, Innovation and Impact 2015-2020
UCD IT Strategy 2020
Programme Development, Approval and Review Framework (PDARF)
UCD Research Analytics and Impact Team
Office of the Vice-President for Research, Innovation and Impact
UCD Research
Infohub (available through UCD Connect, UCD login required)
UCD Innovation
UCD Research & Innovation Services Portal
UCD EQUIP Core Research Equipment Funding Programme
UCD HR Learning and Development
UCD Teaching and Learning
UCD Teaching and Learning – Resources
UCD Access and Lifelong Learning
UCD Current Students
UCD Bursar's Office
UCD Agile
UCD Library
UCD Library – Learning Support Strategy
UCD IT Services – Our Services
Future Virtual Learning Environment (VLE)

UCD uses a wide spectrum of data sets to inform decision making across and at different levels within the institution, in order to collect, analyse and use relevant information about programmes and other activities to assure and enhance the quality of those activities. The UCD Strategy 2015-2020 sets out ten Strategic Objectives which have been agreed as the basis upon which the University will achieve its vision over this period. A total of 32 Key Performance Indicators (KPIs) have thus far been identified to measure progress against the ten 'Strategic Objectives', and a process has been undertaken to define and agree targets for each KPI. This process involves the analysis of the institution's own data, identification of appropriate benchmark universities (both national and international) and the setting of appropriate targets to measure success against the ten Strategic Objectives, which are:

1) Increase the quality, quantity and impact of our research, scholarship and innovation;
2) Provide an educational experience that defines international best practice;
3) Consolidate and strengthen our core disciplines;
4) Conduct strong interdisciplinary research and education in important areas of global need;
5) Attract and retain an excellent and diverse cohort of students, faculty and staff;
6) Build our engagement locally, nationally and internationally;
7) Develop and strengthen our university community;
8) Further develop world-class facilities to support the vision;
9) Adopt governance, management and budgetary structures which enable the vision;
10) Overcome financial, human resource management and other external constraints.

UCD is committed to setting targets for the relevant KPIs which are appropriate to its level of ambition, consistent with the objectives of the UCD Strategy 2015-2020 and cognisant of international benchmark organisations. Provision of this information will also assist UCD in meeting its obligations under the Mission- based Performance Compact between UCD and the Higher Education Authority (HEA), the purpose of which is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

The UCD IT Strategy 2020 also aligns with the UCD Strategy, with a focus on four principles:

- Customer focused
- Adding value
- Secure, reliable, flexible, sustainable and accessible
- Simple and innovative solutions

In relation to the provision of support for management of resources, UCD Institutional Research provides data support for University planning and management activities directed toward fulfilling the goals and objectives of the University. Institutional research is essentially a supporting function within UCD which aims to inform decision making and planning at senior management level. The Director of Institutional Research reports to the Director of Strategic Planning and their activities are closely aligned to the work of the Quality Office. The Director of Institutional Research, for example, provides statistical data and information for use in the Periodic Quality Review process which includes information on applications, student registrations, graduations, and retention rates. This suite of statistics gives each unit under review a consistent and reliable source of information to begin their self-assessment process. The following reports are available to the Head of School via InfoHub, to assist planning and quality assurance processes:

- **Module Enhancement and Student Feedback Report** - information to support the module enhancement process including registration and de-registration counts, grade distribution and student feedback

- **Student FTEs** - information on FTEs for taught and research students
- **Registrations to Majors** - information on student registrations to programmes and majors to assist in enrolment planning
- **Online Applications** - information on applications made via the online applications system
- **Student Recruitment Reporting** - reports relating to CAO Applications to UCD including application and conversion trends, entry points and current year information
- **Access and Lifelong Learning Students** - information on students registered with UCD Access Centre and Adult Education Centre and Part-Time Undergraduate students
- **HR Staff Management Report** - report providing details of staff associated with each unit
- **Research Information** - information on school research projects, including financial status, staff and publications
- **Retention and progression rates** - can be obtained directly from the Director of Institutional Research

The UCD Research Analytics and Impact Team also provides Heads of Schools and their nominees with access to a Research Statement Report, which provides a view of research activity at University, College, School and Institute level, showing information and metrics on research funding, staff and publications, using a combination of the university business systems and Bibliometrics data. The report is available from the Research tab in InfoHub (the University's internal reporting system which is available through UCD Connect – UCD username and password required) and provides information such as:

- **Research Funding** - proposals and awards (volume, value and % overhead for the past five years), active grants (current volume, value, average duration)
- **Research Publications** - RMS profiles (volume for the past five years), Thomson Reuters' InCites (volume, impact, % cited, % with collaborators for the past five years)
- **Research Metrics** - Total Full Time Equivalent (FTE), Academic FTE, % Research Active Academics, Financial Trajectory Indicator (average award value less average expenditure over three years)

The UCD Bursar's Office also provides resources and support for University, College, School and other unit planning and management processes, such as:

- Payroll Office
- Research Finance Office
- Staff Expenses
- Non-Staff & Student Expenses
- Accounts Payable
- Purchasing Unit
- Finance Systems
- General Ledger
- Fixed Asset Register
- Financial Planning and Resources
- Financial Statements
- Policies & Procedures
- Taxation
- Forms
- Resource Allocation
- University and College Budgets Ancillary Budgets
- Financial Planning for New Initiatives Full Economic Costing Exercise
- Maintenance of Management Reporting Structures Post Authorisation
- Staff Financial Planning and Resources

The Bursar's Office, together with IT Services, provides Budget Management Reporting support which enables financial planning for staff costs. These reports are only made available to key Finance Office Staff and College Finance Managers.

In order to provide key information and data about students, UCD Registry launched the Integrated Assistance Network (IAN). IAN is UCD's student engagement dashboard which facilitates staff in Programme and School areas to pro-actively identify students who may be struggling or potentially heading for difficulty so that timely, targeted and, most importantly, successful interventions and supports can be offered.

IAN can be found in Infohub (UCD login required) under the Students menu by selecting the Registration Information link and then the Student Engagement Analytics menu. It is available by Programme (Student

Engagement by Programme), by School (Student Engagement by School) or users can view individual students (Engagement - Student Quick Search).

IAN is a dashboard which compiles approximately 15,000 pieces of data per student into five simple flags which, when taken together, may be indicators that a student is in difficulty. It shows all students in a given programme/major and stage, which flags are raised for them and their total flags, enabling users to identify students who may need to be contacted and offered further help, support and targeted services. These five flags are:

- **Engagement**: This shows a student's Blackboard activity relative to their peers. If a student's Blackboard activity is less than 30% of their peer average, the flag is raised
- **Performance**: This shows a student's most recent GPA. If the student is failing (ie if their GPA is less than 2.0, the flag is raised)
- **Extenuating Circumstances**: This flag is raised if the student has submitted an Extenuating Circumstances application online
- **Fee Compliance**: This flag is raised if a student has not met their minimum payment for the term (ie if they have an 'Active' status)
- **Workload:** This shows a student's total credits in the current year. If they are registered to more than the normal credits workload (normally 60 credits) for their Programme and stage, the flag is raised

For additional internal reporting and information management purposes, and accessed via UCD Connect, the **InfoHub** online reporting system (UCD login required) delivers fast access to information in UCD's business systems e.g. student information, HR reports and Finance reports. It provides high-level summaries and graphs and enables quick and easy drilling to detailed information. Key institutional data is considered as part of the Periodic Quality Review of Schools and support units. UCD HR Learning and Development – InfoHub Training is also available.

Governing Boards have primary responsibility for monitoring the progress of students on the programmes for which they are responsible, and have access to extensive reporting tools within the InfoHub Report Catalogue (UCD login required) available through UCD IT Services Analytics & Reporting to enable them to carry-out this function. These provide important tools to collect, monitor and act on information on student progression, as well as other important student-related metrics. Sample reports which are used for this purpose include:

- Current Applications School Summary
- Application Trends
- Conversion Trends
- Reasons for choosing UCD - University Summary
- Reasons for choosing programme - University Summary
- School Class Lists
- Major Class Lists
- Programme Class Lists
- My Grading Class Lists
- School Grading Summary
- Student Support Statistics by Area
- Student Engagement by School
- Curriculum Management School Summary
- Student Registrations - University Summary
- Student Demographics - University Summary
- Curriculum Trends
- Graduate Research Students School Summary
- Registered Students by International Indicators
- Clubs & Societies Membership Statistics
- Postdoc Tracking System
- Final Destination Returns (UCD Career Development Centre)

UCD also receives the outputs from the annual Irish Survey of Student Engagement (ISSE), and these outputs are evaluated at institutional, College, School and programme level, ensuring there is direct feedback of students feeding into the quality assurance and enhancement of UCD's programmes and the student experience as a whole.

UCD IT Services also provides resources for Research IT - this range of services is designed to support and facilitate researchers in their use of IT as an enabler for their research activities. The range of services provided is tailored to support the needs of the research community.

Working in conjunction with UCD Research, IT Services has also delivered a suite of Research Analytics reports that provide a statement of research activity at university, college or school level. These reports draw together information from a wide variety of sources, relating to number and value of proposals submitted and grants awarded, number of publications, and number of staff that are research-active. The reports provide information spanning a number of years, to enable senior university management to view the trend in research activity over time. In addition to being able to view summary information, users can drill into the numbers to view more details of the relevant item.

IT Services also supports Curriculum Management & Reporting which incorporates the systems that support UCD Registry and Schools and Colleges in their endeavour to maintain UCD's curriculum. These include Curriculum Archive, Curriculum Browser, Curriculum Management, Module Access Management, the Programme Register, Student Feedback Survey Management and Timetable Management.

To safeguard individuals and to ensure the integrity and reliability of information services, UCD has a number of 'Use Policies'. These are designed to ensure that the University can offer the widest possible range of services to its community. The policies are not intended to limit use of the University's information services. The relevant issues are addressed in the UCD Information Technology Services Acceptable Use Policy.

In addition to this, the UCD Library has also published the UCD Library – General Information Resources Policy. The aim of this policy is to direct and guide the provision of effective, high quality collections and appropriate electronic access to information resources for the University College Dublin academic community. The policy is developed in the context of the University's mission and goals, as published in strategic planning and policy documents at University, College and School levels.

The policy also sets out the following priorities:

- To serve the curricular needs of students and academic staff on and off campus
- To support graduate research in selected areas, based upon graduate programmes To support fourth level graduate research (doctoral and postdoctoral)
- To support academic staff research
- To provide remote access to resources for users whenever possible

UCD General Data Protection Regulation (GDPR) Road Map – UCD has always and continues to strive to provide the best possible protection for personal information held by the University. With the advent of GDPR in May 2018, the university is fully committed to taking all necessary actions to ensure compliance with this legislation. The University is engaging with all faculty and staff to ensure that everyone in the UCD community is aware of their rights and obligations under this legislation. UCD appointed a new Data Protection Officer (DPO) in August 2018 and the University has provided, through a dedicated GDPR website, a wide range of dedicated resources and training tools to assist all members of the UCD community to become familiar with the obligations and requirement of the GDPR.

Links:
UCD Strategy 2015-2020
UCD Strategy 2015-2020: 10 Strategic Objectives
UCD Bursar's Office
Integrated Assistance Network (IAN)
UCD IT Services - Analytics & Reporting
UCD HR Learning and Development – InfoHub Training
Irish Survey of Student Engagement (ISSE)
UCD IT Services – Research Analytics
UCD IT Services - Curriculum Management & Reporting
UCD Information Technology Services Acceptable Use Policy
UCD Library – General Information Resources Policy
UCD GDPR website

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

The University assures and enhances the quality of its academic programmes through a range of monitoring and review mechanisms – these are highlighted online at UCD Programme Monitoring & Review. These mechanisms include:

1) Regular Peer Review of Academic and Support Units;
2) Programme approval and curriculum review processes;
3) Approval, monitoring and review of collaborative taught programme arrangements;
4) Approval of the quality assurance procedures of Linked Providers, and monitoring and review of the effectiveness of those procedures;
5) Student Feedback on Modules;
6) Extern Examiner Reports;
7) Established procedures for the appointment of staff and a comprehensive range of programmes for their ongoing professional development;
8) Student Representation; e.g. Student/Staff Consultative Committees or equivalent; and membership of cross-institutional committees, such as Governing Authority; Academic Council Quality Enhancement Committee (ACQEC); the University Programmes Board (UPB); and the Governing Boards at local level;
9) Systematic student participation and feedback in QA/QE processes;
10) Regular review of QA/QE processes.

The University operates a UCD Student Feedback on Modules Survey at the end of each semester. This all-university, anonymous, online student feedback is used to ensure that students are given a voice in the module enhancement process, part of UCD's evidence-based quality assurance of its educational offerings. Module enhancement allows for the regular and incremental updating of the educational design of modules for future offerings to ensure that they continue to provide an appropriate academic challenge for students. The process makes explicit the academic judgements and pedagogic adaptations that staff implement in keeping their modules current and relevant to students' learning needs and the goals of the discipline or subject.

The Annual Monitoring of UCD's Taught Collaborative/Transnational Educational Provision, which is overseen by the UCD Quality Office on behalf of the Academic Council Quality Enhancement Committee on Quality (ACQEC), is an important element in the University's quality assurance and quality enhancement framework. Annual monitoring of this provision allows Programme Teams, Governing Boards, Schools, Colleges, and the University to assure themselves that the programmes delivered, in conjunction with collaborative partners, meet the expectations of staff and students, as well as facilitating ongoing opportunities to develop and enhance provision.

Governing Boards have primary responsibility for monitoring the progress of students on the programmes for which they are responsible, and have access to extensive reporting tools within the InfoHub Report Catalogue (UCD login required) available through UCD IT Services Analytics & Reporting to enable them to carry-out this function. These provide important tools to collect, monitor and act on information on student progression, as well as other important student-related metrics. Sample reports which are used for this purpose include:

- Current Applications School Summary
- Application Trends
- Conversion Trends
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- School Class Lists
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- Programme Class Lists
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- School Grading Summary
- Student Support Statistics by Area
- Student Engagement by School
- Curriculum Management School Summary
- Student Registrations - University Summary

- Student Demographics - University Summary
- Curriculum Trends
- Graduate Research Students School Summary
- Registered Students by International Indicators
- Clubs & Societies Membership Statistics
- Postdoc Tracking System
- Final Destination Returns (UCD Career Development Centre)

Governing Boards also support Programme Examination Boards through which student performance in modules and programmes is evaluated, and through which general trends in student performance or in grading practices are identified, which may lead to revisions to the programme to address issues which may have emerged. The Academic Council Committee on Examinations (ACCE) oversees elements of assessment and examinations, for undergraduate, graduate taught and graduate research degree programmes.

With respect to assessment, UCD Assessment (a unit within UCD Registry), in consultation with the Academic Council Committee on Examinations (ACCE), has published a UCD Assessment Code of Practice for staff which sets out a mandatory code of practice encompassing all forms of assessment along the lifecycle of assessment. The University has also published Programme Assessment and Feedback Principles to highlight the importance of a programmatic approach to addressing the well-documented challenges associated with diversity of assessment and assessment load in modular curricula. There is also a defined Grade Approvals Process which articulates the processes involved in grading student assessment. UCD Assessment also publishes online information and guidance for staff and information for Special Extern Examiners (Research Degrees) and Subject Extern Examiners (Subject Areas).

Self-evaluation and monitoring of the University's educational offerings is also a key component of the Periodic Quality Review Process. As part of this process, Schools are required to undertake a review of the programmes they offer, for example, using Extern Examiner reports, student feedback on modules and professional and regulatory accreditation reports to inform reflection. Preparation for quality review also requires Schools to assess the effectiveness of the processes that they use to monitor and review programmes.

Appropriate curriculum alignment with industry and the professions is an aspect of the ongoing programme monitoring and review process: professional/regulatory body accreditation and/or recognition is an important external validation of the quality of UCD programmes. Many of UCD's academic programmes are externally accredited by Professional, Statutory and Regulatory Bodies (PSRBs) and the University has published a Policy for Internal Reporting on PSRB Accreditation of UCD Programmes and Units as well as the PSRB List of such bodies which accredit UCD programmes or units. The outputs of any annual monitoring and/or periodic accreditation exercises undertaken by a PSRB are routinely considered as part of the local and ongoing review of programme delivery and assessment. These PSRBs include, for example: Association to Advance Collegiate Schools of Business International, Engineers Ireland, Irish Medical Council, the Veterinary Council of Ireland and the Teaching Council of Ireland. Industry and professional body collaborations in relation to many of UCD's undergraduate and graduate programmes adds value to the student learning experience and student employability. Industry advisory boards also contribute to programme currency and development in particular subject areas.

The UCD Strategy 2015-2020 highlights the institution's commitment to educational excellence through a strong student focused, research-led, educational experience. In particular Strategic Initiative 2: Defining Educational Excellence establishes an institution- wide commitment to enhancement and review of programmes in pursuit of the UCD vision. The UCD Education Strategy 2015-2020 also outlines the University's aim to provide an educational experience that is holistic, one that instils in students a desire to learn and create, to question and reason, to innovate and explore, and to contribute to society at all levels.

During the period 2015-17 the University undertook a comprehensive Curriculum Review and Enhancement (CRE) process to review all undergraduate and graduate programmes to address the opportunities and the challenges presented by the maturing modular curriculum, within the strategic context set by the Vision for UCD Graduates in 2020. The review was guided by four enhancement themes:

- Embedding research in the curriculum
- Development of discipline-specific and a wider set of attributes and capabilities
- Effective and efficient definition and assessment of outcomes
- An expansion in the use of technology to enhance learning

The CRE process facilitated a number of very positive developments across the University. These include much greater focus on programmes and programme coherence, greater awareness of assessment practices across

programmes and their alignment with relevant learning outcomes, and the types of internal academic structures needed to facilitate and foster a fully outcomes-based curriculum and holistic experience for students. The CRE process has opened significant University-wide opportunities and synergies for curriculum development and enhancement over the coming years. Furthermore an online curriculum mapping tool has been developed in UCD's InfoHub system. This provides a repository for **Programme Vision and Values** statement and **Programme Outcomes**. The tool also facilitated curriculum mapping of all taught programmes, providing visual maps to aid Programme teams in evaluating their programmes on a periodic basis.

Links:
UCD Education Strategy 2015-2020
UCD Strategy 2015-2020
UCD Student Feedback on Modules Survey
Programme Development, Approval and Review Framework (PDARF)
University Management Team (UMT)
Academic Council Quality Enhancement Committee (ACQEC)
Academic Council Committee on Examinations (ACCE)
UCD Quality Office
UCD Quality Review Process
Professional, Statutory and Regulatory Bodies (PSRBs)
Curriculum Review and Enhancement

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

The role of external stakeholder involvement in UCD quality assurance processes is an important check on academic standards. The interaction with external stakeholders takes many forms, both formal and informal. For example, this external reflection on the UCD quality assurance system is articulated in a range of policies and procedures, such as the Quality Assurance and Quality Enhancement Policy; the Periodic Quality Review Process; and Professional, Statutory and Regulatory Body (PSRB) accreditation. This also includes the role of external reviewers on Periodic Quality Review Groups, as well as Extern Examiners used for programme design, approval and for the examination of research degrees. UCD Assessment also publishes online information and guidance for staff and information for Special Extern Examiners (Research Degrees) and Subject Extern Examiners (Subject Areas).

In relation to Periodic Quality Review of Schools and Units, the composition of Review Groups is selected independently of the unit under review. A typical Review Group is composed of two internal UCD staff - again, independent of the unit under review - and two or three external experts in the discipline/specialism under review (this number may vary, as appropriate, to reflect the size and diversity of the unit under review, having regard to the principle that the number of internal UCD members shall not exceed the number of external members). All Review Group members contribute to drafting the Review Group Report including the identification of recommendations for further improvement, and the Review Group Report is signed-off by all group members. Also, as part of the Periodic Quality Review process, Review Groups meet with external stakeholders. A survey is undertaken, usually annually, of Review Group members in order to evaluate and enhance the effectiveness of the UCD Quality Review process.

In relation to Extern Examiners, the University recognises that successful fulfilment of the functions of the Extern Examiner is dependent on the quality of internal assessment at both School and University levels. The key principles that underpin the role of the Extern Examiner are:

- **Quality of Assessment** - the fundamental role of the Extern Examiner is to assure academic standards and the quality of teaching, learning and assessment. The Extern Examiner confirms that the academic standards of modules and the awards to which they lead are consistent with the academic outcomes specified by the University, and are comparable to those achieved in the subject area in equivalent universities internationally;
- **Equity** - the Extern Examiner helps to assure the fairness, validity and rigour of assessment at the

University;

- **Enhancement** - the Extern Examiner provides feedback on the quality of modules and the overall learning experience in the subject area, and on how teaching, learning and assessment in modules and the subject area may be enhanced;
- **Assessment** - the role of the Extern Examiner is to review, moderate and enhance the assessment process, and they will not routinely act as an additional examiner. The conduct of assessment and the determination of grades and awards is a matter for the Internal Examiner acting with the support and advice of the Extern Examiner. Nonetheless, in particular circumstances and in accordance with the policies of the University, Extern Examiners may be involved in the assessment process as second or additional examiners.

Many of UCD's academic programmes are also externally accredited by Professional, Statutory and Regulatory Bodies (PSRBs), which are important external stakeholders, and the University has published a Policy for Internal Reporting on PSRB Accreditation of UCD Programmes and Units as well as the PSRB List of such bodies which accredit UCD programmes or units.

The University is subject to an independent external Institutional Quality Review every seven years. An independent panel, co-ordinated by Quality and Qualifications Ireland (QQI), reviews the effectiveness of UCD's quality assurance processes. Each year, an Annual Institutional Quality Assurance Report is prepared by UCD for QQI, which forms the basis of an Annual Dialogue Meeting between QQI and UCD officers.

Links:
UCD Quality Office
UCD Quality Assurance and Quality Enhancement Policy
UCD Quality Review Process
Professional, Statutory and Regulatory Bodies (PSRBs)
Institutional Quality Review

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

The UCD quality assurance policy and procedures refer to the engagement with Professional, Statutory and Regulatory Bodies (PSRBs) and other quality assurance and awarding bodies. This is articulated, for example, in the Quality Assurance and Quality Enhancement Policy, the Periodic Quality Review Process, and in School/Programme links with external Professional, Statutory and Regulatory Bodies (PSRB).

Appropriate curriculum alignment with industry and the professions is an aspect of the ongoing programme monitoring and review process: professional/regulatory body accreditation and/or recognition is an important external validation of the quality of UCD programmes. Many of UCD's academic programmes are externally accredited by Professional, Statutory and Regulatory Bodies (PSRBs) and the University has published a Policy for Internal Reporting on PSRB Accreditation of UCD Programmes and Units as well as the PSRB List of such bodies which accredit UCD programmes or units. The outputs of any annual monitoring and/or periodic accreditation exercises undertaken by a PSRB are routinely considered as part of the local and ongoing review of programme delivery and assessment. These PSRBs include, for example: Association to Advance Collegiate Schools of Business International, Engineers Ireland, Irish Medical Council, the Veterinary Council of Ireland and the Teaching Council of Ireland. Industry and professional body collaborations in relation to many of UCD's undergraduate and graduate programmes adds value to the student learning experience and student employability. Industry advisory boards also contribute to programme currency and development in particular subject areas.

In the early part of 2018, a **UCD Working Group on Career Development and Employability** was established by the Registrar and Deputy President. The Working Group met six times over the course of two months (April-May 2018) to discuss emergent issues and plan a consultation process. The Working Group conducted the consultation using a mixed methods approach, designing a survey for students and faculty and agreeing the broad themes underpinning the focused group interviews with professional staff and employers. Full ethical exemption was

received from University College Dublin Research Ethics Committee to conduct the consultation. The consultation process revealed a diverse range of perspectives expressed by students, faculty, professional staff and employers about career development and employability. The Working Group presented its report to the University Management Team and among its recommendations were:

- Students, faculty, professional staff and employers agreed that UCD has a responsibility to enhance students' career development and employability;
- Professional staff were of the view that career development and employability should feature as part of the overall curricular experience;
- The majority of students viewed guest lectures and speakers from industry as activities that supported them in making connections between their programme and the world of work and over half of faculty included employers in delivering guest lectures as part of their programme content;
- The majority of students were confident about designing their CVs and completing application forms but were less confident about articulating these skills in recruitment processes. This was something that both professional staff and employers had recognised about UCD students;
- While employers were impressed with the way graduate programmes prepared students for the workplace, it was felt that such work should begin at a much earlier stage with students. Professional staff expressed similar views. Employers were of the view that career development and employability should be integrated more with a focus on applied approaches and would welcome opportunities to input into the curriculum, where considered appropriate;
- Finally, students, faculty and professional staff were of the view that UCD should have an institutional strategy on career development and employability to bring coherence to the existing ongoing activities within the University. The development of such a strategy is therefore a key recommendation of the Working Group and is a planned future action.

As part of the preparation for **Periodic Quality Review**, units are encouraged, where relevant, to seek input from external stakeholders. In most reviews, the Review Group will also meet external stakeholders. These external members allow UCD to benchmark academic standards and practices against leading global university comparators. This also applies to the use of international **Extern Examiners**. UCD Assessment also publishes online information and guidance for staff and information for Special Extern Examiners (Research Degrees) and Subject Extern Examiners (Subject Areas).

In the UCD Strategy 2015-2020, there is an explicit emphasis on ' **Building Partnerships**' through Strategic Initiative 5. The ethos of UCD has always been embracing and inclusive, and the institution has established a range of effective partnerships. UCD values the mutual benefit of engaging with wider society. Through this initiative, UCD will build further holistic, strategic partnerships with public and non-governmental agencies, educational institutions, industry, community and professional organisations, in a structured way so that the institution can maximise its relevance and impact on society, while at the same time augmenting the student experience and researcher engagement.

Furthermore, Strategic Initiative 4 commits the University to ' **Engaging Globally**'. Students and graduates benefit from a UCD education that enables them to thrive and contribute in an increasingly global community. The University's faculty engage in international research collaborations, sharing and contributing to a global bank of knowledge that aims to impact on society. In order to expand the University's global engagement, and linked to the Global Engagement Strategy 2016-2020, UCD has created a network of UCD Global Centres, each of which provides a hub of research and education connections for students, faculty, alumni and partners.

UCD is also an active participant in a number of international networks, including Universitas 21 (U21), the Worldwide Universities Network (WUN) and UNICA (the Network of Universities from the Capitals of Europe). Membership of these networks allows for benchmarking and peer comparison across a wide range of UCD's activities, supporting UCD's understanding of quality in its local context. Universitas 21 is a leading global network of research-intensive universities, working together to foster global citizenship and institutional innovation through research-inspired teaching and learning, student mobility, connecting students and staff, and wider advocacy for internationalisation. Collectively, the 25 members of U21 enrol over 1.3 million students and employ over 220,000 staff and faculty. UCD is also a member of the Worldwide Universities Network (WUN), a leading global higher education and research network made up of 23 universities spanning 13 countries on six continents, as well as UNICA (the Network of Universities from the Capitals of Europe), an institutional network of 51 universities from 37 capital cities of Europe, combining over 160,000 staff and 1.9 million students.

Beyond these networks of universities, UCD is also active in a range of international associations of universities, including the International Association of Universities (IAU), a membership-based organization serving the global higher education community through expertise and trends analysis, publications and portals, advisory services,

peer-to-peer learning, events and global advocacy; the European University Association (EUA), which plays a crucial role in the Bologna Process and in influencing EU policies on higher education, research and innovation; and the Irish Universities Association (IUA), which is the representative body for Ireland's seven universities and which develops strategy and policy to advance third and fourth level education and research in Ireland.

These global networks and associations (and additional discipline-specific networks, participation in which is managed at a College and/or School level) provide useful forums to discuss best practice around quality assurance and to exchange, for example, procedural exemplars and benchmark performance indicators.

Links:
UCD Quality Assurance and Quality Enhancement Policy
UCD Quality Review Process
Professional, Statutory and Regulatory Bodies (PSRBs)
UCD Strategy 2015-2020
UCD Global Centres
Universitas 21
UNICA (the Network of Universities from the Capitals of Europe)
Worldwide Universities Network (WUN)
International Association of Universities (IAU)
European University Association (EUA)
Irish Universities Association (IUA)

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

For *prospective students*, there is a wide variety of guidance, information and other supporting documents relating to the student lifecycle, included on the Study At UCD website and in hard copy. For undergraduate admissions from Ireland and the EU, the 'MyUCD' portal provides extensive information on a range of topics, such as:

- Courses
- Applying to UCD (includes admissions criteria, policies and procedures)
- Visiting UCD
- UCD Prospectus
- Open Evenings & Career Fairs
- My UCD on Facebook
- Scholarships
- UCD Horizons (the modular and credit-based structure for taught degrees at UCD)
- CAO – Think Bigger UCD
- Campus Life
- Summer School
- UCD Open Day

This information is collated and managed by the **Student Recruitment** and **Admissions** units, which are both part of UCD Registry. These units work with Schools, and in co-ordination with the **Curriculum Team** in **Administrative Services** (another unit which is part of UCD Registry who are the business owners of the Curriculum Management System), to ensure all programme and module information is correct and up-to-date, including information about collaborative and transnational programmes.

Information for prospective and incoming non-EU international students is provided by UCD International, including information on:

- Why UCD?
- What Can I Study?
- Coming to Ireland Student Life
- Meet UCD

The UCD Access and Lifelong Learning is dedicated to fostering a University environment that is attractive to school leavers, regardless of socio-economic background or disability, adults beginning their higher education, those wishing to study flexibly and people who wish to continue learning and pursue intellectual enrichment and fulfilment. Aligned with this office are the following dedicated supports for students:

- Disability Access Route (DARE) and Higher Education Access Route (HEAR) schemes
- Access Courses
- UCD Open Learning
- Lifelong Learning
- Mature Years Support
- Disability Support

For graduate admissions, there is extensive information for prospective students on the UCD Graduate Studies website, including information on degree types, entry requirements, the application process, fees, funding and scholarships and information about how to order a prospectus for the following types of programmes:

- Taught Degrees (MA, MSc, LLM)
- Research Degrees (MLitt, PhD, Prof. Doctorate)

For graduate taught degree admissions, and other non-CAO applicants, from Ireland and the EU, UCD operates an online UCD Applications system. There is also information about programmes available via online and distance learning through the UCD Online Learning website. Non-EU international applicants at graduate taught apply through a dedicated website supported by UCD International for study at UCD for international students.

Once admitted to UCD, there is extensive information available to students to assist them in their transition to University life and their programme. This is available through the New Students website and it includes a broad range of advice and guidance, as well as detailed information about the Orientation Week events and schedule which is compulsory for all new students. Detailed and specialised information is provided to undergraduate students, graduate students and international students.

For *current students*, there is a dedicated UCD Current Students website. This includes information on registration, term dates, fees, exams and student services with a view to providing a 'one-stop-shop', holistic and student-centred set of resources. Included in this is the following:

- Course Search
- Assessment in UCD
- Fees
- New Students (includes orientation information, key dates, the Welcome to UCD guide and video, new students checklist, UCD Career Guide, Library information for new students)
- Registration
- Student Desk
- Student Services Directory
- UCD Term Dates

Additional policies and procedures and other guidelines which support the student lifecycle include:

- UCD Academic Regulations
- Protocol on Programme Transfer
- Policy on Recognition of Prior Learning
- Policy on Progression in Doctoral Programmes
- UCD Quality Office Practice Note on the National Framework of Qualifications (NFQ)

In relation to the framework for quality assurance and enhancement, Quality Review Reports and Quality Improvement Plans are also published on the UCD Quality Office website. UCD participates in the annual Irish Survey of Student Engagement (ISSE) and the International Student Barometer survey. The results from both independent surveys are published publicly.

The UCD University Relations office manages, *inter alia*, the external and internal communications functions of the University. Primarily concerned with building and enhancing the reputation of the University among stakeholder groups, the office manages the projection of the UCD brand, major university events, media relations, marketing

to prospective students, the production and publication of university-level online and print communications, as well as the processes around internal communications. The key areas of provision for which UCD University Relations is responsible are:

- Internal Communications
- Internet & New Media (including profiles on Facebook, Twitter, Instagram and Snapchat)
- Information Sources for Staff
- Publications Identity & Marketing
- UCD Crest Brand Guidelines

The UCD University Relations office also plays a coordination role in relation to marketing and communications across UCD's six Colleges and relevant central units.

Clear, accurate, up-to-date and accessible public information is provided by UCD, through the publication of information, policies, guidelines and other data on the UCD website, and as appropriate, hard copy and other media. UCD has a comprehensive suite of published information about its activities including programmes, admissions and assessment which is updated regularly. As part of the UCD quality assurance framework, relevant University Officers are responsible for the accuracy, clarity and currency of information relevant to their area of responsibility such as: Admissions, Assessment, Quality and Research.

To ensure the integrity and reliability of information, UCD has a number of relevant policies, for example, the UCD Information Technology Services Acceptable Use Policy. This policy also sets out the following priorities:

- To serve the curricular needs of students and academic staff on and off campus
- To support graduate research in selected areas, based upon graduate programmes
- To support fourth level graduate research (doctoral and postdoctoral)
- To support academic staff research
- To provide remote access to resources for users whenever possible

In addition to this, the UCD Library has also published the UCD Library – General Information Resources Policy. The aim of this policy is to direct and guide the provision of effective, high quality collections and appropriate electronic access to information resources for the University College Dublin academic community.

Links:
UCD Information Technology Services Acceptable Use Policy
UCD Library – General Information Resources Policy
UCD By Numbers
Study At UCD
'MyUCD' portal
UCD Current Students
UCD International - Study at UCD
UCD International - Current Students
UCD Access and Lifelong Learning
UCD Graduate Studies
UCD Applications
UCD Online Learning
UCD Open Learning
Irish Survey of Student Engagement (ISSE)
International Student Barometer
UCD University Relations

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

UCD is a **Designated Awarding Body (DAB)**. A Linked Provider is a provider that is not a DAB, but enters into an arrangement with a DAB under which the provider provides a programme of education and training that satisfies all or part of the pre-requisites for an award of the DAB. The University has initiated a process to approve the quality assurance procedures of each Linked Provider and in due course, will monitor and undertake an institutional level review of the effectiveness of the providers quality assurance procedures, in accordance with its obligations under the *Qualifications and Quality Assurance (Education and Training) Act (2012)*. This is being managed by the UCD Quality Office. The Quality Review of UCD's Linked Providers aims to:

- Safeguard academic standards
- Contribute to the enhancement of UCD's educational provision and that of its linked providers
- Promote partnership between UCD and the linked providers
- Provide information that is useful to stakeholders
- Identify, encourage and disseminate good practice
- Identify challenges and how to address these
- Provide an opportunity for linked providers to test the effectiveness of their systems and procedures for monitoring and enhancing quality and standards
- Encourage the development and enhancement of these systems, in the context of current and emerging provision
- Inform the strategic planning processes
- Meet statutory review requirements

The University has published Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures and Guidelines for Linked Provider Institutional Review, which are intended to assist with the management and oversight of the quality assurance and enhancement of the provision delivered by UCD's partner institutions, specifically by i) approving the quality assurance procedures of those partner institutions; and ii) undertaking institutional review of the effectiveness of those quality assurance procedures. The procedures also provide for the withdrawal of approval. All of these UCD procedures are informed by a number of publications including the *QQI Core Statutory Quality Assurance Guidelines (April 2016)*, the *European Standards and Guidelines (ESG) (2015)* and the *QQI Policy on Quality Assurance Guidelines (2014)*.

The initial review schedule for Linked Providers effectively combines the two aspects of a) monitoring the implementation of the quality assurance procedures; and b) reviewing the effectiveness of the quality assurance procedures – both steps are required under the 2012 Act. Post institutional review of UCD's Linked Providers, UCD will consult with the Linked Providers to develop an appropriate mechanism to monitor the implementation of the quality assurance procedures as a separate process.

Links:
UCD Quality Office
UCD Collaborative Provision and Linked Providers

14. DA Procedures for use of QQI Award Standards (IoTs only)
Links and/or text relating to the specific procedures for the approval of programmes in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI, the Sectoral Protocols for the Awarding of Research Master Degrees at NFQ Level 9 under Delegated Authority (DA)

from QQI and the Sectoral Protocols for the Delegation of Authority by QQI to the Institutes of Technology to make Joint Awards, May 2014.

Not Applicable.

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

UCD engages in a wide range of **collaborative arrangements**, including access/feeder, articulation, exchange, franchise, joint degree awards and off-campus delivery. As the nature of the collaborative partnership and scope of provision may vary between arrangements, UCD takes a flexible approach to the Periodic Quality Review of Collaborative Programme Partnerships and the Annual Monitoring of Collaborative / Transnational Taught Programme Links. Differentiated monitoring and review procedures for major/minor collaborative arrangements are under ongoing review and consideration. A number of institution-wide decision-making fora are involved in quality assurance procedures for engagement with third parties for the provision of programmes, including the University Management Team (UMT), the UMT Global Engagement Group (UMT-GEG), the University Programmes Board (UPB), and Governing Boards (College-level). The **Vice-President for Global Engagement** published the Global Engagement Strategy 2016-2020 in September 2016 which articulates UCD's strategy in this area and is aimed at ensuring and enhancing the quality of UCD's relationships with external partners. Further information is also available on the UCD Office of Global Engagement website and also from the Global Partnerships Team.

As part of the Programme Development, Approval and Review Framework (PDARF) there is a dedicated set of resources specific to collaborative provision. This includes **Useful Information Sheets** covering the following topics:

Support Information – initiation phase
The following documents are useful when engaging with the initiation phase for a proposal for a collaboration:

- Glossary of Terms
- Collaborative Award Types and Taxonomies
- Due Diligence and Risk Management
- Formal Agreements

Support Information – programme development phase
The following documents are useful when engaging with the programme development phase for a collaboration:

- Programme Structures
- Admissions
- Financial Arrangements (inc. Fees)
- Student Registration and Services
- Assessment (modules)
- Award Classification
- Transcripts/Diploma Supplements, Parchments and Conferring

Support Information – monitoring and review phase
The following documents are useful when engaging with the monitoring and review phase for a collaboration:

- Annual Monitoring and Periodic Review
- External Reporting

UCD's framework for collaborative provision is benchmarked against international best practice and comparator institutions, and also complies with relevant policies and guidelines, such as the Irish Higher Education Quality Network (IHEQN) Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision

(2013). Aggregated Annual Reports on UCD Taught Collaborative/Transnational Educational Provision are published, however the individual annual reports for each collaborative/transnational education provision arrangement are currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.

Links:
Periodic Quality Review of Collaborative Programme Partnerships
Annual Monitoring of Collaborative / Transnational Taught Programme Links
University Management Team (UMT)
UMT Global Engagement Group (UMT-GEG)
University Programmes Board (UPB)
Governing Boards (College-level)
Global Engagement Strategy 2016-2020)
UCD Office of Global Engagement
Programme Development, Approval and Review Framework (PDARF)
Curriculum Team
UCD Quality Office
UCD Quality Framework
UCD Quality Office – EHEA European Approach for Quality Assurance of Joint Programmes
UCD Quality Office – IHEQN Guidelines for the Approval, Monitoring & Review of Collaborative and Transnational Provision

16. Additional Notes
Any additional notes can be entered here.

Not Applicable.

17. Internal Review Schedule

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

Year	2017/18
Areas/Units	UCD School of Languages, Cultures & Linguistics; UCD School of Chemical & Bioprocess Engineering; UCD School of Economics; UCD School of Social Policy, Social Work & Social Justice; UCD School of Earth Sciences; UCD School of Archaeology; National Institute of Business Management (Business programmes), Sri Lanka; Joint Programmes with the University of Ulster (Veterinary Public Health & Food Regulatory Affairs).
Number	8
Link(s) to Publications	Latest Review Reports can be found at UCD Quality Office – Quality Review Reports.

Year	2018/19
Areas/Units	Institute of Banking (IoB); UCD School of Irish, Celtic Studies & Folklore; UCD Human Resources; UCD School of Biomolecular and Biomedical Science; UCD College of Business; UCD School of Nursing, Midwifery & Health Systems; UCD School of Education; UCD Office of the Director of Access & Lifelong Learning; UCD Applied Language Centre; UCD School of Psychology; Beijing-Dublin International College (BDIC).
Number	11
Link(s) to Publications	Latest Review Reports can be found at UCD Quality Office – Quality Review Reports.

Year	2019/20
Areas/Units	UCD School of Music; UCD School of Sociology; UCD School of Geography; UCD School of Public Health, Physiotherapy & Sports Science; UCD Bursar's Office; UCD Teaching & Learning; UCD Registry; UCD Quality Office – *this will be part of the QQI Institutional Review of UCD*; National College of Art & Design (NCAD).
Number	9

Link(s) to Publications	Latest Review Reports can be found at UCD Quality Office – Quality Review Reports.

Year	2020/21
Areas/Units	UCD School of English, Drama & Film; UCD School of Politics & International Relations; UCD School of Agriculture & Food Science; UCD School of Biology & Environmental Science; UCD School of Chemistry; UCD School of Electrical & Electronic Engineering; Penang Medical College, Malaysia (with RCSI); Joint Programme with Fudan University (MSc Software Engineering).
Number	8
Link(s) to Publications	Latest Review Reports can be found at UCD Quality Office – Quality Review Reports.

Year	2021/22
Areas/Units	UCD School of History; UCD School of Philosophy; UCD School of Veterinary Medicine; UCD School of Mathematics & Statistics; UCD School of Mechanical & Materials Engineering; UCD Library; UCD IT Services.
Number	7
Link(s) to Publications	Latest Review Reports can be found at UCD Quality Office – Quality Review Reports.

Year	2022/23
Areas/Units	UCD School of Information & Communication Studies; UCD Sutherland School of Law; UCD School of Medicine; UCD School of Computer Science; UCD School of Architecture, Planning & Environmental Policy; UCD School of Civil Engineering; UCD Student Centre; UCD International Office.
Number	8
Link(s) to Publications	Latest Review Reports can be found at UCD Quality Office – Quality Review Reports.

Year	2023/24
Areas/Units	UCD School of Art History & Cultural Policy; UCD School of Classics; UCD School of Physics; UCD School of Biosystems & Food Engineering; UCD Career Development Centre; UCD Estate Services;

	UCD Research & Innovation; Kaplan (Business Programmes) Hong Kong & Singapore; UCD/Teagasc BAgrSc/Professional Diploma Dairy Farm Management.
Number	9
Link(s) to Publications	Latest Review Reports can be found at UCD Quality Office – Quality Review Reports.

Year	2024/25
Areas/Units	UCD School of Languages, Cultures & Linguistics; UCD School of Economics; UCD School of Social Policy, Social Work & Social Justice; UCD School of Archaeology; UCD School of Earth Sciences; UCD School of Chemical & Bioprocess Engineering; National Institute of Business Management (Business programmes), Sri Lanka; Joint Programmes with Ulster University (Veterinary Public Health & Food Regulatory Affairs).
Number	8
Link(s) to Publications	Latest Review Reports can be found at UCD Quality Office – Quality Review Reports.

Overview of internal QA governance, policies and procedures	[2019 AIQR Part 1 UCD (19Feb2019).docx](#)
PRSBs	75
Awarding Bodies	0
QA Bodies	1
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	First Set of Records
Type of Arrangement	PRSB
Name of the Body	EQUIS (EFMD - European Foundation for Management Development)
Programme Titles and Links to Publications	School of Business (unit-level accreditation); http://www.efmd.org/accreditation-main/equis
Date of last review or accreditation	01-01-2015
Next review year	2019
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Second Set of Records
Type of Arrangement	PRSB
Name of the Body	American Veterinary Medical Association (AVMA)
Programme Titles and Links to Publications	School of Veterinary Medicine - Undergraduate; MVB Veterinary Medicine (5 Yr); Graduate Entry Veterinary Medicine (4 yr); https://www.avma.org/

Date of last review or accreditation	01-01-2014
Next review year	2020
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Third Set of Records
Type of Arrangement	PRSB
Name of the Body	Engineers Ireland

Programme Titles and Links to Publications			
	BE (Hons) in Biosystems Engineering (previously titled BE (Hons) in Agricultural Food Engineering)	2005	2010
	BE (Hons) in Chemical Engineering	2005	2010
	BE (Hons) in Civil Engineering (Note 3)	2005	2020
	BE (Hons) in Electrical Engineering (Note 3)	2005	2020
	BE (Hons) in Electronic Engineering (Note 3)	2005	2020
	BE (Hons) in Mechanical Engineering (Note 3)	2005	2015
	BE in Agricultural Food Engineering	Up To	2004
	BE in Biosystems Engineering	Up To	2012
	BE in Chemical Engineering	Up To	2004
	BE in Civil Engineering	Up To	2010
	BE in Electrical Engineering	Up To	2012
	BE in Electronic Engineering	Up To	2012
	BE in Mechanical Engineering	Up To	2004
	ME in Biomedical Engineering (Note 5)	2011	2017
	ME in Civil and Environmental Engineering (Note 5)	2012	2018
	ME in Civil Engineering (Note 5)	2012	2018
	ME in Electrical Energy Engineering (Note 5)	2012	2018
	ME in Electronic and Computer Engineering (Note 5)	2012	2018
	ME in Energy Systems Engineering (Note 5)	Up To	2020
	ME in Engineering with Business (Note 5)	2011	2017
	ME in Materials Science & Engineering (Note 5)	2011	2017
	ME in Mechanical Engineering (Note 5)	2011	2017
	ME in Structural Engineering (Note 5)	2012	2018
	ME in Structural Engineering with Architecture (Note 5)	Up To	2020

https://www.engineersireland.ie/Services/Accredited-Courses/Chartered-Engineer.aspx

Next review year	2020
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fourth Set of Records
Type of Arrangement	PRSB
Name of the Body	Nursing and Midwifery Board of Ireland (NMBI)
Programme Titles and Links to Publications	University Certificate Nursing; Professional Certificate Nursing; Professional Diploma Nursing; Higher Diploma Nursing; Graduate Certificate Nursing; Graduate Diploma Nursing; MSc Nursing; https://www.nmbi.ie/Home
Next review year	2019
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fifth Set of Records
Type of Arrangement	PRSB
Name of the Body	Irish Medical Council
Programme Titles and Links to Publications	Undergraduate Entry to Medicine (UEM); Graduate Entry to Medicine (GEM); https://www.medicalcouncil.ie/
Date of last review or accreditation	01-11-2011
Next review year	2020
Joint research degrees	24
Joint/double/multiple awards	45
Collaborative programmes	65
Franchise programmes	15
Linked providers (DABs only)	3
Section: Collaborative Provision	First Set of Records
Type of arrangement:	Linked providers (DABs only)

Name of the Body (Bodies)	Institute of Banking (IoB)
Programme Titles and Links to Publications	https://www.iob.ie/
Date of last review	07-02-2011
Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Linked providers (DABs only)
Name of the Body (Bodies)	National College of Art and Design (NCAD)
Programme Titles and Links to Publications	https://www.ncad.ie/
Date of last review	13-03-2017
Section: Collaborative Provision	Third Set of Records
Type of arrangement:	Joint research degrees Linked providers (DABs only)
Name of the Body (Bodies)	Institute of Public Administration (IPA) (NOTE: the National University of Ireland (NUI) took over responsibility as the DAB for the IPA in September 2018)
Programme Titles and Links to Publications	https://www.ipa.ie/
Date of last review	05-10-2017
Section: Collaborative Provision	Fourth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Kaplan Higher Education - Hong Kong
Programme Titles and Links to Publications	Bachelor of Business Studies (HRM); Bachelor of Business Studies (Management); Bachelor of Business Studies (Finance); Bachelor of Business Studies (Marketing); Master of Science (Digital Marketing); Master of Science (Human Resource Management); Master of Science (Management); http://www.ucd.ie/quinn/aboutus/internationalbusinesscampus/hongkong/

Date of last review	27-02-2017
Section: Collaborative Provision	Fifth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Kaplan Higher Education - Singapore
Programme Titles and Links to Publications	Bachelor of Business Studies (Honours) in: ○ Banking and Wealth Management ○ Business with Law ○ Digital Business ○ Finance ○ Human Resource Management ○ Logistics and Supply Chain Management ○ Management ○ Marketing ○ Project Management Master of Science (MSc) in: ○ Finance ○ Human Resource Management ○ Information Technology ○ Logistics and Supply Chain Management ○ Management ○ Marketing ○ Project Management http://www.ucd.ie/quinn/aboutus/internationalbusinesscampus/singapore/
Date of last review	27-02-2017
Section: Collaborative Provision	Sixth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	National School of Business Management - Sri Lanka
Programme Titles and Links to Publications	Bachelor of Science (Sri Lanka) in: ○ Human Resource Management ○ Management Information Systems ○ Management http://www.ucd.ie/quinn/aboutus/internationalbusinesscampus/srilanka/
Date of last review	23-04-2018

Section: Collaborative Provision	Seventh Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	RCSI & UCD Malaysia Campus (RUMC) (formerly Penang Medical College)
Programme Titles and Links to Publications	Medicine (MB BCh BAO); http://www.rcsiucd.edu.my/
Date of last review	02-05-2014
Section: Collaborative Provision	Eighth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Beijing-Dublin International College (BDIC) - China (with the Beijing University of Technology (BJUT))
Programme Titles and Links to Publications	BComm Finance; BE Internet of Things Engineering; BSc Software Engineering; BE Electronic & Information Engineering; http://www.ucd.ie/bdic/study/
Next review year	2019
Section: Collaborative Provision	Ninth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	University Pantheon-Assas (Paris II) & University Toulouse 1 Capitole
Programme Titles and Links to Publications	BCL/Maitrise; https://www.myucd.ie/courses/law/law-dual-degree-bclmaitrise/
Date of last review	19-12-2018
Next review year	2019
Section: Collaborative Provision	Tenth Set of Records
Type of arrangement:	Joint/double/multiple awards

Name of the Body (Bodies)	Justus Liebig University (JLU) Giessen - Germany
Programme Titles and Links to Publications	MSc Global Change: Ecosystem Science & Policy; https://sisweb.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=PROG&MAJR=F038
Date of last review	19-12-2018
Next review year	2019
Articulation Agreements	3
Section: 1 Articulation Agreements	First Set of Records
Name of the Body	Wuhan University
Name of the Programme and Links to Publications	4+2 Engineering and Architecture
Section: Articulation Agreements	Second Set of Records
Name of the Body	Tunku Abdul Rahman University College
Name of the Programme and Links to Publications	Joint Programme Science
Section: Articulation Agreements	Third Set of Records
Name of the Body	South China Agricultural University
Name of the Programme and Links to Publications	2+2 Horticulture
Do you wish to make a final submission?	Yes, this is my final submission
On behalf of the President/Provost/CEO I confirm that the information submitted in this AIQR is accurate and correct.	Confirmed
Overview of internal governance, policies and procedures (Word Template).	Confirmed
Arrangements with PRSBs, Awarding Bodies, QA Bodies.	Confirmed
Collaborative Provision.	Confirmed

Articulation Agreements.	Confirmed
Date of Final Submission	19-02-2019

Parts 2-6

Institution-led QA – Annual Information

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

Part 2: Institution-led QA – Annual

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

Section 1: Quality Assurance and Enhancement System Developments

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

University College Dublin is a dynamic community of students, scholars and staff committed to performing at the highest standards. The University's aim is to provide a stimulating and innovative environment for teaching, learning and research. The University wishes to assure quality teaching, learning, research and service delivery through a regular review and improvement process. Its approach to quality assurance and quality enhancement is to learn from best practice, locally and internationally, and benchmark against leading research universities. Quality enhancement is the process of continuous improvement. A sample of particular enhancements which highlight the evolution of quality assurance and enhancement systems in UCD that support the institutional strategic objectives – which are outlined in the UCD Strategy 2015-2020 – is as follows:

- Ongoing promotion of, and developments in relation to, the UCD Education Strategy 2015-2020, UCD Strategy for Research, Innovation and Impact 2015-2020, UCD Human Resources Strategy 2016-2020 – Growing Through People, UCD Library Strategy 2016-2020, IT Strategy 2020, UCD Strategic Campus Development Plan 2016-2021-2026 and the Global Engagement Strategy 2016-2020.

- In the 2015-16 and 2016-17 reporting periods, and aligned to the UCD Education Strategy 2015-2020, a major project for Curriculum Review and Enhancement was undertaken. The project was completed in April 2017, and since that time and throughout the current 2017-18 reporting period, a number of related enhancements and activities which were inspired and informed by that project have been launched, including publication in the Curriculum Management System of the Programme Vision and Values and Programme Outcomes, initiation of a Student & Academic Services Review, roll-out and implementation of the new UCD Future Virtual Learning Environment (VLE) called Brightspace, and a wide variety of Teaching and Learning projects and activities.

- **UCD Student and Academic Services Review** – part of the UCD vision, as outlined in both the UCD Strategy 2015-2020 and the UCD Education Strategy 2015-2020, is to deliver excellent programme supports to students, faculty and staff, harnessing the best of its resources and expertise. In support of this goal, UCD has embarked upon a phased programme of review of some key support activities and

how they are delivered. The Student and Academic Services Review Steering Group was established under the University Management Team to develop this project, and has been working and engaging with colleagues across the University to capture current practice and the supports which enable it, to ensure that UCD delivers excellent programme supports to students, faculty and staff, that it does this with the best use of its resources and experience, and that the institution can enable sustainable growth as a consequence. The project definition document for the Student and Academic Services Review was approved by the University Management Team (UMT) on 19 December 2017. Recommendations from the review will be implemented for the 2019-20 academic year, followed by an incremental implementation of additional recommendations.

- **UCD Future Virtual Learning Environment (VLE) Brightspace** – UCD enjoys a world-class technologically enabled campus, facilitating the evolution of blended learning and the use of new and varied teaching technologies. As leaders in the area of Teaching and Learning, and as part of the objectives outlined in the UCD Education Strategy 2015-2020, UCD must ensure that the virtual learning environment meets and exceeds the emerging expectations of current and prospective students. The scope of this project has been to establish UCD's requirements for a virtual learning environment involving University wide consultation with all users (staff and students), stakeholder groups, systems specialists, and teaching and learning experts; selection of a new Virtual Learning Environment provider (Brightspace, announced in January 2018); and establishment of a VLE Transition Team to build and configure the new virtual learning platform, inform customisation and design as well as test processes such as content transfer to ensure that the transition to the new system will be as straightforward as possible. The Transition Team has been working closely with College Vice Principals for Teaching and Learning and have identified 100 'Early Adopter Modules' that will run with Brightspace from September 2018, with the majority of modules and programmes to be transitioned to the new system in a first cohort in January 2019 and a second cohort in September 2019.

- **UCD Teaching and Learning** – this unit within the University plays a key role in relation to the implementation of the UCD Education Strategy 2015-2020. It has been responsible for managing a number of projects and events within the reporting period which aligned to the University's strategic objectives, including Google+ community drop-in sessions, seminars and training events on embedding digital skills in the undergraduate curriculum, technology enhanced learning, research-teaching linkages, reflection on MCQ exams, group work challenges and solutions, learning from student feedback, assessment of complex knowledge, programme assessment and feedback enhancement, inclusive module design, and tutor and demonstrator induction session. In particular, in January 2018, a new project to develop an Assessment Enhancement Implementation Framework (AEIF) was launched. This project aims to:

    - Review available data, resources and recent literature with reference to the four enhancement themes (Integrated and coherent programme assessment; Variety of assessment methods, across the programme; Effective assessment and creating space for deeper learning; and Opportunities for feedback including technology enabled feedback);
    - Develop an initial framework, underpinned by key principles, that informs our approach to working with school/programme teams seeking to implement assessment enhancements;
    - Engage in dialogue throughout the project to gather the views and perspectives of different stakeholder groups, e.g. VPTLs, College T&L Committees, Deans/Assoc Deans Forum, students, Assessment Unit, etc.;
    - Develop a suite of resources (templates, case studies, guidelines) that could be adapted/customised for use by different programme/school teams;
    - Offer workshops/consultations to programme/school teams interested in implementing assessment enhancement; Implement and monitor changes to programme / school assessment approaches;
    - Update T&L website to reflect (i) assessment enhancement framework; (ii) a service-led

consultation process for programme/school teams to engage with T&L to implement enhancements;

- Inform other projects and units concerned with the capture and reporting of assessment data to ensure that the university's systems support best practice in this domain.

- **UCD Human Resources Strategy 2016-2020 – Growing Through People** – UCD Human Resources published its Delivery 2017 report which outlines the progress made in relation to the four strands of the *Growing through people* strategy: 1) Transforming Service & Partnership; 2) Enhancing a Performance Culture; 3) Developing Our Talent; and 4) Becoming an Employer & University of Choice. Key developments and completed projects include:

  - A new HR system functionality enhancing customer experience;
  - A new HR Helpdesk was launched as a primary point of contact for all HR queries;
  - Introduction of a tiered HR service delivery model (Tier 1 - Helpdesk; Tier 2 - Operations; Tier 3 - Advisory);
  - A new resourcing model with resourcing consultants supporting all Colleges/Units;
  - A new online Post Authorisation Form (PAF) for hiring;
  - Implementation of the Leadership & People Manager Development Programme;
  - Launch of the first UCD Culture & Engagement Survey.

- **UCD Future Campus** – in March 2018 the UCD Future Campus architectural design competition was launched. This international competition solicited submissions covering a 24-hectare area of the campus and including an emblematic 8,000 sqm Centre for Creative Design. UCD's objective is to create an urban design that foregrounds a highly visible and welcoming entrance precinct with an iconic centrepiece that reflects the University's vision. UCD and Malcolm Reading Consultants announced on 7 August 2018 that the team led by acclaimed New York and Beijing-based studio Steven Holl Architects has won the *Future Campus – University College Dublin International Design Competition*. The winning submission can be viewed here.

- **New UCD Student Residences** – as outlined in the **UCD Strategic Campus Development Plan 2016-2021-2026**, the provision of additional quality student residences on the campus is a significant ambition of the University. A student residences masterplan has been developed which proposes to increase existing accommodation from 3,170 to 6,000 bedrooms. The creation of a dedicated residential character area that facilitates the development of a sense of community, delivers quality public spaces, commuting, social, recreational, shopping and other facilities will significantly enhance the experience of students living on campus. The increase in student accommodation on campus will create the basis for a constant vibrant presence on the campus adding to the levels of activity and security. The area will contain a "village centre" and local hubs which will contain a small supermarket, catering, dining, laundrettes and other facilities. The development of the residential character area will further the sustainable development goals of the University, reducing the demand for rental accommodation in the vicinity of UCD and reduce the numbers of students commuting to the campus. The density of future residential buildings has been considered carefully to address sustainable land-use, the site specific location, boundary sensitivities, and the need to promote wayfinding and the creation of a greater sense of place. Access to various transport modes for residents will include quality cycle parking, set-down and pick-up areas, and strategically located surface and structured car parking. This dedicated residential area will reinforce the healthy campus ethos, promoting the well-being of its inhabitants, and providing a safe and secure living environment through design elements such as legibility, external lighting and modern security technologies. Planning permission has been granted for the first two phases of the masterplan and work on phase 1 commenced in the summer of 2018.

- **New UCD Mobile app** – the new version of the UCD Mobile app was launched in August 2018 and is

available to download free for students and staff.   New features include student orientation information and schedules, registration information and video guides for all students, and it is now possible for users to add events to their personal calendar and view buildings and other locations on the campus map. Students and lecturers can access their Virtual Learning Environment (VLE) via the app content and announcements as well as a library catalogue search function, information on student supports, news updates, an events calendar, sports fixtures and much more – users can even book gym classes and tickets for the on-campus cinema. This initiative follows a review with stakeholders across the University and the aim is to deliver an evolving service which is driven by student demand and focuses on student wellbeing, community and engagement.

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

UCD keeps operational practice and procedures under continuous review. Examples of enhancements to the quality assurance system in the reporting period include:

- Publication of the UCD Annual Institutional Report on Quality 2016/17 (November 2017).

- Publication of the Annual Report on UCD Collaborative and Transnational Taught Programmes 2016-2017 (Fifth Cycle – January 2018).

- New **UCD Dignity and Respect Policy** – UCD has six core values driving our culture: Excellence; Integrity; Collegiality; Engagement; Diversity and Creativity. In line with these values, our University is committed to providing an environment in which all members of our community should expect to be able to thrive and to be respected and valued for their unique perspectives and contributions so that they can achieve their fullest potential. Moreover, we are committed to the promotion of a culture for work and study which upholds the dignity and respect of the individual and which supports the individual's right to study and/or work in an environment which is free from discrimination. This includes any form of bullying, sexual harassment or other forms of harassment. All members of the University Community are expected to work to develop and maintain a high degree of respect and to participate in creating a positive environment.

- New **UCD Equality, Diversity and Inclusion Policy** – the UCD community is made up of a wide range of people with diverse backgrounds and circumstances, which we value and regard as a great asset. As part of our continued commitment to equality, diversity and inclusion, we strive to create an environment in which all members of our community should expect to be able to thrive, be respected and have a real opportunity to participate in and contribute to University activities so that they can achieve their fullest potential. Having a commitment to equality, diversity and inclusion, supported by the University strategy, brings many benefits including: attracting, retaining and developing students and employees leading to better performance, a sense of commitment, engagement and wellbeing, and the achievement of excellence. Within the reporting period, the University Management Team Sub-Group on Equality, Diversity and Inclusion (EDI) has also been developing a **UCD Equality, Diversity and Inclusion (EDI) Strategy and Action Plan 2017-2020**.

- New **UCD Policy for Internal Reporting on Professional, Statutory and Regulatory Body (PSRB) Accreditation of UCD Programmes and Units** – the University has a number of programmes, schools and institutes which are accredited by a wide range of Professional, Statutory and Regulatory Bodies

(PSRBs). The purpose of this policy is to i) demonstrate the University's support for the achievement of accreditation where possible; ii) ensure that the University can provide current and prospective students with accurate information about the accreditation status of its programmes/schools/institutes; iii) ensure that the University meets its statutory obligation to have policy and associated procedure in relation to the provision of information about its arrangements with PSRBs, as the University is required to provide an annual report to Quality and Qualifications Ireland (QQI) on a range of quality-related activity including details of its relationships with PSRBs; and iv) ensure that accreditation exercises align, where possible, with the Periodic Quality Review process which operates in the University. This new policy was approved by the Academic Council Executive Committee (ACEC) on 22 May 2018 and as part of its implementation, a 'PSRB List' has been published which includes information about the 75 PSRBs which accredit UCD programmes, schools or institutes.

- New **UCD Performance for Growth Policy** – the Performance for Growth is UCD's framework for facilitating every employee of the University to contribute fully to UCD's mission and vision and to achieve their full potential. The framework contains elements of individual and career development and performance management. The Performance for Growth (P4G) policy describes the context for the P4G framework in UCD, how this framework supports the development of individuals and the University Strategy, the key elements of the process and the roles and responsibilities of all parties. This policy was approved by the University Management Team (UMT) on 29 May 2018.

New Appointments – the General Data Protection Regulation (GDPR) took effect on 25 May 2018, replacing the earlier data protection framework under the EU Data Protection Directive. UCD updated its Data Protection Policy in May 2018 to reflect the new requirements and obligations relating to GDPR. UCD also appointed a new **Data Protection Officer (DPO)** in August 2018 and the University has provided, through a dedicated GDPR website, a wide range of dedicated resources and training tools to assist all members of the UCD community to become familiar with the obligations and requirement of the GDPR.

Preparation for **UCD Institutional Review 2019**, as part of the QQI CINNTE Review Cycle for Irish Higher Education, commenced in October 2017 with an initial briefing for the Academic Council Quality Enhancement Committee (ACQEC). Further briefings were provided to the Academic Council Executive Committee (ACEC) and the University Management Team (UMT) in February and March 2018, and a Steering Group and a Drafting Group were formally established to lead on the development of the UCD Institutional Self-Evaluation Report (ISER) which would be drafted in the 2018-19 academic session. The Review Group Site Visit to UCD is due to take place in October 2019.

Changes to Part One of the Annual Institutional Quality Review (AIQR) – a summary of these is as follows:

- Updates to weblinks pursuant to a review and re-launch of the UCD Quality Office website (September 2018), including reference to new Linked Providers, PSRBs, UCD Institutional Review 2019 and UCD Programme Monitoring & Review pages on the new Quality Office website.
- Updates to references to the UCD Virtual Learning Environment (VLE) to reflect transition to new Brightspace system.
- Change of reference to 'Research Supervisor Induction Session' as this has now changed from being optional to being compulsory.
- Inclusion of reference to new policy on Professional, Statutory and Regulatory Bodies (PSRBs).
- Inclusion of new policies, including the Performance for Growth Policy, Equality, Diversity and Inclusion Policy and the Gender Identity and Expression Policy and provision of information regarding developments and completed projects in relation to the UCD Human Resources Strategy 2016-2020 – Growing Through People, including, in particular, Performance for Growth (P4G), UCD Development Framework for Faculty, Leadership and People Management Programme and the People Management Programme, and the Associate Professor Development Pilot Programme.
- UCD Bursar's Office – changes to office and management structure, and relevant website links.

- [UCD Research Analytics and Impact Team](#) – title change to replace 'Reporting' with 'Impact'.
- Updates to section 11 (Engagement with Other Bodies) to include additional, important national and international networks which UCD is part of.
- Updates to section 17 (Internal Review Schedule) to include planned reviews up to and including 2024-2025.
- Substantial updates to Teaching and Learning information based on current projects, and other recent developments and initiatives – this includes provision of information relating to a six-stage [curriculum design process](#) and the initiation of an [Assessment Enhancement Implementation Framework (AEIF)](#) project which addresses a number of outputs from the [Curriculum Review and Enhancement](#) process.
- Updates to 'Engagement with Third Parties' section with latest information.
- Updates to the [UCD Governance and Management Structures](#).

1.3 The schedule of QA governance meetings.

The schedule of meetings of the University governance committees which have primary responsibility for the quality assurance system in the reporting period (2017-18) is as follows:

- **Governing Authority (GA)** – 3 October 2017, 13 December 2017, 16 January 2018, 20 February 2018, 27 March 2018, 30 April 2018, 19 June 2018

- **Academic Council (AC)** – 28 November 2017, 26 April 2018

- **Academic Council Executive Committee (ACEC)** – 19 September 2017, 1 November 2017, 7 February 2018, 13 March 2018, 22 May 2018

- **Academic Council Quality Enhancement Committee (ACQEC)** – 25 October 2017, 14 February 2018, 16 May 2018

- **Academic Council Committee on Examinations (ACCE)** – 21 September 2017, 19 October 2017, 16 November 2017, 14 December 2017, 1 February 2018, 1 March 2018, 30 March 2018, 27 April 2018, 24 May 2018, 21 June 2018

- **University Programmes Board (UPB)** – 5 October 2017, 23 November 2017, 15 February 2018, 29 March 2018

- **University Management Team (UMT)** – 12 September 2017, 26 September 2017, 10 October 2017, 24 October 2017, 7 November 2017, 21 November 2017, 5 December 2017, 19 December 2017, 23 January 2018, 6 February 2018, 21 February 2018, 6 March 2018, 20 March 2018, 3 April 2018, 17 April 2018, 1 May 2018, 15 May 2018, 29 May 2018, 12 June 2018, 26 June 2018

Section 2: Reviews in the reporting period

> **2.1** Internal reviews that were completed in the reporting period.

Periodic Quality Review completed in the 2017-18 reporting period are as follows:

- UCD School of Languages, Cultures & Linguistics
- UCD School of Chemical & Bioprocess Engineering
- UCD School of Economics
- UCD School of Social Policy, Social Work and Social Justice
- UCD School of Earth Sciences
- UCD School of Archaeology
- National Institute of Business Managment, Sri Lanka (Business Programmes)
- Joint Programmes with the University of Ulster (Veterinary Public Health & Food Regulatory Affairs)

Periodic Quality Review reports for the 2017-18 period can be found at:
http://www.ucd.ie/quality/ucdqualityframework/reportspublications/

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

Number of new **Programme Validations/Programme Approvals** completed in the reporting year	**20**
Number of **Programme Reviews** completed in the reporting year	**4**
Number of **Research Reviews** completed in the reporting year	**0**
Number of **School/Department/Faculty Reviews** completed in the reporting year	**6**
Number of **Service Unit Reviews** completed in the reporting year	**0**
Number of **Reviews of Arrangements with partner organisations** completed in the reporting year	**3**

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

Composition of Panels	%
Internal	42%
National	3%
UK	42%
EU	5%
Student	0%
Other	8%

Chair Profile	%
Internal	89%
Similar Institution	100%
Different Institution	0%
International	11%

Section 3: Other Implementation Factors

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

UCD uses a wide spectrum of data sets to inform decision making and to support quality assurance and the management of the student learning experience. This includes:

- **Key Performance Indicators** – the **UCD Strategy 2015-2020** sets out ten Strategic Objectives which have been agreed as the basis upon which the University will achieve its vision over this period. A total of 32 Key Performance Indicators (KPIs) have thus far been identified to measure progress against the ten Strategic Objectives, and a process has been undertaken to define and agree targets for each KPI. This process has involved the analysis of the institution's own data, identification of appropriate benchmark universities (both national and international) and the setting of appropriate targets to measure success against the ten Strategic Objectives.

- **UCD Institutional Research** – provides data support for University planning and management activities directed toward fulfilling the goals and objectives of the University. The Director of Institutional Research supplies statistical data and information for use in the quality review process ('School Profiles') which includes information on applications, student registrations, graduations, and retention rates. This suite of statistics gives each unit under review a consistent and reliable source of information to begin their self-assessment process.

- **Research Statement Report** – provided by the UCD Research Analytics and Impact Team, provides Heads of Schools and their nominees with a report on activity at University, College, School and Institute level, showing information and metrics on research funding, staff and publications, using a combination of the university business systems and Bibliometrics data.

- **UCD Bursar's Office** – provides extensive resources and support for University, College, School and other unit planning and management processes, through its Financial Management Reporting system, the objectives of which are to i) provide financial management reports; ii) empower Colleges and Schools by allowing the running of reports within these units. This allows for real time financial information for all Colleges and Schools; iii) meet end-user reporting needs by getting feedback from end-users; and iv) provide training to College and School administrators.

- **Integrated Assistance Network (IAN)** – provided by UCD Registry, IAN is UCD's student engagement dashboard which allows staff in Programme and School areas to pro-actively identify students who may be struggling or potentially heading for difficulty so that timely, targeted and, most importantly, successful interventions and supports can be offered. It is available by Programme (Student Engagement by Programme), by School (Student Engagement by School) or users can view individual students (Engagement - Student Quick Search). IAN is a dashboard which compiles approximately 15,000 pieces of data per student into five simple flags which, when taken together, may be indicators that a student is in difficulty. It shows all students in a given programme/major and stage, which flags are raised for them and their total flags. These five flags are i) **Engagement**: This shows a student's Blackboard activity relative to their peers. If a student's Blackboard activity is less than 30% of their peer average, the flag is raised; ii) **Performance**: This shows a student's most recent GPA. If the student is failing (ie if their GPA is less than 2.0, the flag is raised); iii) **Extenuating Circumstances**: This flag is raised if the student has submitted an Extenuating Circumstances application online; iv) **Fee**

Compliance: This flag is raised if a student has not met their minimum payment for the term (ie if they have an 'Active' status); and v) **Workload**: This shows a student's total credits in the current year. If they are registered to more than the normal credits workload (normally 60 credits) for their Programme and stage, the flag is raised.

- **InfoHub, UCD Connect** – for internal reporting and information management purposes, and accessed via UCD Connect, the InfoHub online reporting system delivers fast access to information in UCD's business systems e.g. student information, HR reports and Finance reports. It provides high-level summaries and graphs and enables quick and easy drilling to detailed information. Key institutional data is considered as part of the periodic quality review of Schools and support units. UCD HR Learning and Development also provide training on the use of the Infohub system.

- **UCD Student Feedback on Modules Survey** – this all-university, anonymous, online student feedback mechanism is used to ensure that students are given a voice in the module enhancement process, part of UCD's evidence-based quality assurance of its educational offerings. Module enhancement allows for the regular and incremental updating of the educational design of modules for future offerings to ensure that they continue to provide an appropriate academic challenge for students. The process helps to keep modules current and relevant to students' learning needs and the goals of the discipline or subject.

- **Irish Survey of Student Engagement (ISSE)** – UCD receives the outputs from this annual nationwide survey, and these outputs are evaluated at institutional, College, School and programme level, ensuring there is direct feedback of students feeding into the quality assurance and enhancement of UCD's programmes and the student experience as a whole.

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

It is commonly the case that Quality Review Reports produced in this, and other, reporting periods highlight the impact of the continuing reduction in funding for universities. While it is not unusual to occasionally see resource issues and associated impacts mentioned in peer review reports, the number and nature of references across these reports was notable. However, it is also clear from the reports that, in spite of ongoing challenges, UCD is not complacent, and has risen to the challenges by diversifying and generating income from non-exchequer sources. To compete effectively in the global higher education market, UCD needs to continue to offer a teaching and learning environment with related resources, that are attractive and fit-for-purpose, in a highly competitive and 'rankings' driven market. What is commendable and important to draw from the quality reports is the ongoing emphasis by UCD on enhancing the student learning experience and the continued commitment of faculty and staff to rationalise, innovate and minimise the impact of reduced resources on students.

In September 2017, QQI's first review cycle for higher education institutions, named the CINNTE review cycle, was announced. 23 institutions (universities, institutes of technology and the RCSI) will be reviewed over the coming seven years. The reviews are organised by QQI, and each review will be carried out by an independent team of international experts. As well as reviewing the quality of education, training and research, the CINNTE reviews will also look at how well each institution's internal quality assurance procedures are working and identify areas for improvements. As the CINNTE Review process is based on transparency and accountability, the findings from each institutional review will published in a CINNTE Review Report on the QQI website.

Further information is available on the QQI CINNTE Review website. Institutional Review of UCD is due to take place in 2019, with the final report due in early 2020.   Preparations for this review commenced within the 2017-18 reporting period.

The General Data Protection Regulation (GDPR) took effect on 25 May 2018. UCD updated its Data Protection Policy in May 2018 to reflect the new requirements and obligations relating to GDPR. UCD also appointed a new Data Protection Officer (DPO) in August 2018 and the University has provided, through a dedicated GDPR website, a wide range of dedicated resources and training tools to assist all members of the UCD community to become familiar with the obligations and requirement of the GDPR.

3.3 A description of other implementation issues.

In the context of periodic quality review of schools and support units, an important aspect of the UCD quality assurance and enhancement process is the engagement with the recommendations for improvement that have been generated by the Review Group, and the development of the **Quality Improvement Plan (QIP)**, to address those recommendations. Each Review Group Report is considered by the University Management Team (UMT) and is discussed with the Chair of the Review Group, prior to the report being considered by the UCD Governing Authority. The University also monitors the implementation and progress of the planned actions, approximately 12 months from the initial production of the QIP.

A key benefit of utilising peer review reports is that they provide a largely external, independent overview of UCD provision, the evidence of which is, in part, drawn from an academic and support unit's self-evaluation documents as well as international benchmarking data, which is explored and tested through a series of scheduled meetings with staff and students with the expert review panel. The Periodic Quality Review process is a means of continuous improvement across UCD, including teaching and learning, research and infrastructure and enhancing the student experience.

The credibility of the Periodic Quality Review process depends in large measure upon the currency of the knowledge and experience of review groups. The UCD Academic Council Quality Enhancement Committee (ACQEC) acknowledges the significant contribution that Review Group members (both UCD reviewers and externs) make to the Periodic Quality Review process.

The participation of senior international faculty and staff in Review Groups helps to benchmark UCD's provision against leading world institutions and also serves to promote UCD's profile globally. External members of the Review Groups are generally drawn from within the top 1% of global higher education institutions (and/or subject rankings). In 2017-18 external reviewers were from Monash University (Australia), University of Melbourne (Australia), Rowan University (USA), University of Leeds (UK), Sheffield University (UK), University of Oxford (UK), University of Essex (UK), University of Leicester (UK), Imperial College London (UK), University of Birmingham (UK), University College London (UK), University of Liverpool (UK), Newcastle University (UK), University of Ulster (UK), Bangor University (UK), Spanish National Research Council (Spain), Stockholm University (Sweden), Dublin City University (Ireland).

Part 3: Effectiveness and Impact

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

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

The effectiveness of UCD's approach to quality assurance, including its policies and procedures, is evaluated on a periodic basis through a cyclical independent external review process, conducted by Quality and Qualifications Ireland (QQI). The effectiveness of quality assurance processes and their impact in different academic schools and support services across the University are evaluated through Periodic Quality Reviews co-ordinated by the UCD Quality Office – typically on a seven year cycle.

The scope of the Periodic Quality Reviews of academic and support units within UCD is comprehensive and covers for example: organization and management; staff and facilities; resources; teaching and learning; research; programmes; external relations. Particular emphasis is placed on the student experience, and students are key stakeholders who meet with each Review Group. The focus of Periodic Quality Reviews of support services is on the quality and effectiveness of the services provided, the processes and systems that monitor and support those services, and the overall contribution to the strategic development and effective operation of the University. All Periodic Quality Reviews are informed by key metrics aligned with the UCD Strategy 2015-2020 and are benchmarked against comparable institutional data, where it is available.

UCD reflects, on a continuous basis, on its quality assurance and enhancement policies and procedures. This continuous process of reflection, and the planned actions for improvement and enhancement that emerge from it, demonstrate the effectiveness of quality assurance policies and procedures. Examples of recent enhancements include:

- Substantial revision of the UCD Quality Office website with the 2017-18 reporting period, with a launch of the new site in September 2018, with implementation of Google Analytics in order to measure the impact and effectiveness of the new site.
- Implementation of the new UCD Dignity and Respect Policy, the new UCD Equality, Diversity and Inclusion Policy and development by the University Management Team Sub-Group on Equality, Diversity and Inclusion (EDI) of a UCD Equality, Diversity and Inclusion (EDI) Strategy and Action Plan 2017-2020.
- Revision and enhancement of the UCD Quality Assurance and Enhancement Policy – within the reporting period revisions to this policy were made in December 2017, and pursuant to the introduction of a new Policy Management Framework for the University, further additional enhancements to this policy have been developed within the 2017-18 reporting period.
- Publication of the UCD Annual Institutional Report on Quality 2016/17 by the UCD Academic Council Quality Enhancement Committee (ACQEC) for the University Management Team (UMT) and the Governing Authority.
- Publication of the Annual Report on UCD Taught Collaborative/Transnational Education Provision 2016-17.
- Publication of the Periodic Quality Review reports for the 2017-18 reporting period.
- Updates to the 'working draft' of the Guidelines for Linked Provider Institutional Review (September

2017).

The Academic Council Quality Enhancement Committee (ACQEC), via the UCD Quality Office, regularly seeks both formal and informal feedback from members of Review Groups about the UCD periodic quality review processes and procedures. This is conducted in order to review, update, refine and continuously improve the University's procedures for quality review of UCD units, and to evaluate the effectiveness of quality assurance policies and procedures. A short survey is sent to all reviewers, both internal and external to UCD, who participated in quality reviews completed during the preceding period. A total of 23 surveys were circulated, from which there were a full 23 responses (100% response), with equal engagement from external reviewers as internal reviewers.

Overall reviewer feedback was positive, with over 96% of all respondents indicating that the overall review process at UCD was excellent or good (this is an 11% increase from the previous year). In evaluating the preparation of the unit under review, whilst feedback was largely positive (83% excellent or good), a small number of reviewers (17%) indicated that these arrangements were 'satisfactory'. Feedback on travel arrangements and accommodation was only sought from external reviewers, and 89% of respondents reported their experiences as 'excellent', with the remainder reporting a 'good' experience.

Feedback from Review Groups is a key mechanism for determining the effectiveness of the quality assurance framework at UCD. General comments from Review Group members on the process for Periodic Quality Review of Academic and Support Units included:

- Perhaps, the unit's SAR and documentation could have been made available with more time prior to the visit.
- Independent rapporteur would be a useful addition.
- Not maximizing the potential to link/build on professional accreditation processes.
- Need a defined timeframe for chair to complete and finalise the report.
- Sometimes we (in the unit) experienced delays in getting answers to our queries from the UCD Quality Office.
- The guidance provided by the staff from the UCD Quality Office was excellent.
- Overall, this was a positive exercise which prompted new initiatives. Communication needs to be improved in the latter stages such as after the submission of the first QIP draft. In this case it was submitted in October 2017 and there was no response until April 2018.
- A lot depends on individuals.
- I think the Quality Office has these reviews down to a fine art. The process runs well and considering the numbers of people involved, the logistics of rooms, people, meetings, etc. everything appears to be where it is supposed to be when it is supposed to be.
- I found UCD's processes and procedures to be excellent and highly professional in every regard. The academic rigour of the review was very rewarding and I am sure that the Institution in question would have appreciated the thoroughness of the exercise and I am sure that the review would have led to valuable enhancements.
- It was a thorough review, guided by thoroughly professional staff at UCD. An excellent experience.
- An excellent experience.
- I found this to be a very illuminating and productive professional experience.
- Excellent review, great courses, very well organised. A pleasure.

In relation to oversight and quality assurance of UCD's Taught Collaborative/Transnational Educational Provision, the Annual Report published in the reporting period includes sample examples of positive practice, sample recommendations for improvement and sample examples of planned enhancements. This demonstrates the effectiveness of the monitoring process for these programmes by ensuring appropriate reflection on practice is undertaken and required enhancements are identified and relevant actions planned.

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

The impact of implementing the quality assurance framework within UCD tends to be reflected in continuous incremental enhancements rather than fundamental shifts in policy and/or procedures year-on-year. For example, changes to a module's assessment profile, further enhancing the reporting template for annual reporting on collaborative provision, or the redevelopment of a School's workload model.

In the context of the Periodic Quality Review of academic and support units, the most important aspect of the quality assurance and enhancement process is the unit's engagement with the recommendations for improvement that have been generated by the Review Group and the development of a **Quality Improvement Plan (QIP)** to address those recommendations. *Each Review Group Report is considered by the University Management Team (UMT) and is discussed with the Chair of the Review Group.* The UMT prepares a commentary on the findings of the Review Group, and both this commentary and the Review Group Report are considered by the Governing Authority. The UMT also meets with the unit head to discuss the QIP. The University also monitors the implementation and progress of the planned actions approximately 12 months from the initial production of the QIP. This formal stage requires the relevant unit to draft a **QIP Progress Report** and a meeting involving the Registrar and Deputy President, the Chair of the Review Group, and representatives of the relevant unit is convened to review and discuss progress. This process provides an example of the impact of the UCD Periodic Quality Review process.

As part of the internal reflection of the outputs of the Quality Review Reports, an Annual Institutional Report on Quality in the preceding year is provided to the Governing Authority, Academic Council and the University Management Team, which incorporates an analysis of key issues or themes arising from the Review Group Report recommendations for improvement. Examples of these Quality Improvement Plans and annual reports are available at UCD Quality Office – Reports and Publications.

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

Review Group Report findings can be grouped under five key themes:

Teaching and Learning

Assessment	Student Feedback
Curriculum Development	Diversification of Pedagogical Approaches

The Student Experience

Student Learning Experience	Student Engagement
Graduate Profile and Career Path	The First Year Experience

Quality

Alignment of QA policies with ESG 2015 & QQI Statutory QA Guidelines	Research Quality

Institutional Strategy

Resources (staffing, space, facilities)	Internationalisation & International Links
Staff Development	Alignment of School/Unit/University Strategies

Research-led

Support for PhD students	Research Mentoring
Research Strategies	External Funding

Follow-up is an integral part of the process. The individual Review Group Report recommendations are being considered and actioned as appropriate, at School/Unit and/or institutional level. The decisions on improvement, which are made in the follow-up to self-assessment and review, provides a framework within which each unit can continue to work towards the goal of developing and fostering a quality culture in the University.

Further information relating to the key themes arising within the implementation of quality assurance and enhancement policies and procedures, including commendations and recommendations arising from Review Group reports, Quality Improvement Plans (QIPs) and annual reports, is available via the UCD Quality Office. This includes:

- Quality Review Reports
- Thematic Review Reports
- Institutional Review Reports
- Collaborative/Transnational Provision Reports

Part 4: Quality Enhancement

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

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

In the **UCD Strategy 2015-2020**, there are ten Strategic Objectives and six Strategic Initiatives. There has been a significant number of quality assurance and enhancement initiatives which have been activated during the 2016-17 period; examples of enhancements impacting on quality assurance within UCD during the reporting period have been referenced in earlier sections of this report. For convenience, some of these earlier examples are given again below:

- Ongoing promotion of, and developments in relation to, the UCD Education Strategy 2015-2020, UCD Strategy for Research, Innovation and Impact 2015-2020, UCD Human Resources Strategy 2016-2020 – Growing Through People, UCD Library Strategy 2016-2020, IT Strategy 2020, UCD Strategic Campus Development Plan 2016-2021-2026 and the Global Engagement Strategy 2016-2020.

- In the 2015-16 and 2016-17 reporting periods, and aligned to the UCD Education Strategy 2015-2020, a major project for Curriculum Review and Enhancement was undertaken. The project was completed in April 2017, and since that time and throughout the current 2017-18 reporting period, a number of related enhancements and activities which were inspired and informed by that project have been launched, including publication in the Curriculum Management System of the Programme Vision and Values and Programme Outcomes, initiation of a Student and Academic Services Review, roll-out and implementation of the new UCD Future Virtual Learning Environment (VLE) called Brightspace, and a wide variety of Teaching and Learning projects and activities.

- **UCD Student and Academic Services Review** – part of the UCD vision, as outlined in both the UCD Strategy 2015-2020 and the UCD Education Strategy 2015-2020, is to deliver excellent programme supports to students, faculty and staff, harnessing the best of its resources and expertise. In support of this goal, UCD has embarked upon a phased programme of review of some key support activities and how they are delivered. The Student and Academic Services Review Steering Group was established under the University Management Team to develop this project, and has been working and engaging with colleagues across the University to capture current practice and the supports which enable it, to ensure that UCD delivers excellent programme supports to students, faculty and staff, that it does this with the best use of its resources and experience, and that the institution can enable sustainable growth as a consequence. The project definition document for the Student and Academic Services Review was approved by the University Management Team (UMT) on 19 December 2017. Recommendations from the review will be implemented for the 2019-20 academic year, followed by an incremental implementation of additional recommendations.

- **UCD Future Virtual Learning Environment (VLE) Brightspace** – UCD enjoys a world-class technologically enabled campus, facilitating the evolution of blended learning and the use of new and varied teaching technologies. As leaders in the area of Teaching and Learning, and as part of the objectives outlined in the UCD Education Strategy 2015-2020, UCD must ensure that the virtual learning environment meets and exceeds the emerging expectations of current and prospective students. The scope of this project has been to establish UCD's requirements for a virtual learning environment involving University wide consultation with all users (staff and students), stakeholder groups, systems specialists, and teaching and learning experts; selection of a new Virtual Learning Environment provider (Brightspace, announced in January 2018); and establishment of a VLE Transition Team to build and configure the new virtual learning platform, inform customisation and design as well as test processes such as content transfer to ensure that the transition to the new system will be as straightforward as possible. The Transition Team has been working closely with College Vice Principals for Teaching and Learning and have identified 100 'Early Adopter Modules' that will run with Brightspace from September 2018, with the majority of modules and programmes to be transitioned to the new system in a first cohort in January 2019 and a second cohort in September 2019.

- **UCD Teaching and Learning** – this unit within the University plays a key role in relation to the implementation of the UCD Education Strategy 2015-2020. It has been responsible for managing a number of projects and events within the reporting period which aligned to the University's strategic objectives, including Google+ community drop-in sessions, seminars and training events on embedding digital skills in the undergraduate curriculum, technology enhanced learning, research-teaching linkages, reflection on MCQ exams, group work challenges and solutions, learning from student feedback, assessment of complex knowledge, programme assessment and feedback enhancement, inclusive module design, and tutor and demonstrator induction session. In particular, in January 2018, a new project to develop an Assessment Enhancement Implementation Framework (AEIF) was launched. This project aims to:

    - Review available data, resources and recent literature with reference to the four enhancement themes (Integrated and coherent programme assessment; Variety of assessment methods, across the programme; Effective assessment and creating space for deeper   learning; and Opportunities for feedback including technology enabled feedback);
    - Develop an initial framework, underpinned by key principles, that informs our approach to working with school/programme teams seeking to implement assessment enhancements;
    - Engage in dialogue throughout the project to gather the views and perspectives of different stakeholder groups, e.g. VPTLs, College T&L Committees, Deans/Assoc Deans Forum, students, Assessment Unit, etc.;
    - Develop a suite of resources (templates, case studies, guidelines) that could be adapted/customised for use by different programme/school teams;
    - Offer workshops/consultations to programme/school teams interested in implementing assessment enhancement; Implement and monitor changes to programme / school assessment approaches;
    - Update T&L website to reflect (i) assessment enhancement framework; (ii) a service-led consultation process for programme/school teams to engage with T&L to implement enhancements;
    - Inform other projects and units concerned with the capture and reporting of assessment data to ensure that the University's systems support best practice in this domain.

- **UCD Human Resources Strategy 2016-2020 – Growing Through People** – UCD Human Resources published its Delivery 2017 report which outlines the progress made in relation to the four strands of the *Growing through people* strategy: 1) Transforming Service & Partnership; 2) Enhancing a Performance Culture; 3) Developing Our Talent; and 4) Becoming an Employer & University of Choice. Key developments and completed projects include:

- A new HR system functionality enhancing customer experience;
- A new HR Helpdesk was launched as a primary point of contact for all HR queries;
- Introduction of a tiered HR service delivery model (Tier 1 - Helpdesk; Tier 2 - Operations; Tier 3 - Advisory);
- A new resourcing model with resourcing consultants supporting all Colleges/Units;
- A new online Post Authorisation Form (PAF) for hiring;
- Implementation of the Leadership & People Manager Development Programme;
- Launch of the first UCD Culture & Engagement Survey;
- New UCD Dignity and Respect Policy;
- New UCD Performance for Growth Policy.

- New **UCD Dignity and Respect Policy** – UCD has six core values driving our culture: Excellence; Integrity; Collegiality; Engagement; Diversity and Creativity. In line with these values, our University is committed to providing an environment in which all members of our community should expect to be able to thrive and to be respected and valued for their unique perspectives and contributions so that they can achieve their fullest potential. Moreover, we are committed to the promotion of a culture for work and study which upholds the dignity and respect of the individual and which supports the individual's right to study and/or work in an environment which is free from discrimination. This includes any form of bullying, sexual harassment or other forms of harassment. All members of the University Community are expected to work to develop and maintain a high degree of respect and to participate in creating a positive environment.

- New **UCD Performance for Growth Policy** – the Performance for Growth is UCD's framework for facilitating every employee of the University to contribute fully to UCD's mission and vision and to achieve their full potential. The framework contains elements of individual and career development and performance management. The Performance for Growth (P4G) policy describes the context for the P4G framework in UCD, how this framework supports the development of individuals and the University Strategy, the key elements of the process and the roles and responsibilities of all parties. This policy was approved by the University Management Team (UMT) on 29 May 2018.

- New **UCD Equality, Diversity and Inclusion Policy** – the UCD community is made up of a wide range of people with diverse backgrounds and circumstances, which we value and regard as a great asset. As part of our continued commitment to equality, diversity and inclusion, we strive to create an environment in which all members of our community should expect to be able to thrive, be respected and have a real opportunity to participate in and contribute to University activities so that they can achieve their fullest potential. Having a commitment to equality, diversity and inclusion, supported by the University strategy, brings many benefits including: attracting, retaining and developing students and employees leading to better performance, a sense of commitment, engagement and wellbeing, and the achievement of excellence. Within the reporting period, the University Management Team Sub-Group on Equality, Diversity and Inclusion (EDI) has also been developing a **UCD Equality, Diversity and Inclusion (EDI) Strategy and Action Plan 2017-2020**.

- New **UCD Policy for Internal Reporting on Professional, Statutory and Regulatory Body (PSRB) Accreditation of UCD Programmes and Units** – the University has a number of programmes, schools and institutes which are accredited by a wide range of Professional, Statutory and Regulatory Bodies (PSRBs). The purpose of this policy is to i) demonstrate the University's support for the achievement of accreditation where possible; ii) ensure that the University can provide current and prospective students with accurate information about the accreditation status of its programmes/schools/institutes; iii) ensure that the University meets its statutory obligation to have policy and associated procedure in relation to the provision of information about its arrangements with PSRBs, as the University is required to provide an annual report to Quality and Qualifications Ireland

(QQI) on a range of quality-related activity including details of its relationships with PSRBs; and iv) ensure that accreditation exercises align, where possible, with the Periodic Quality Review process which operates in the University. This new policy was approved by the Academic Council Executive Committee (ACEC) on 22 May 2018 and as part of its implementation, a 'PSRB List' has been published which includes information about the 75 PSRBs which accredit UCD programmes, schools or institutes.

- **UCD Future Campus** – in March 2018 the UCD Future Campus architectural design competition was launched. This international competition solicited submissions covering a 24-hectare area of the campus and including an emblematic 8,000 sqm Centre for Creative Design. UCD's objective is to create an urban design that foregrounds a highly visible and welcoming entrance precinct with an iconic centrepiece that reflects the University's vision. UCD and Malcolm Reading Consultants announced on 7 August 2018 that the team led by acclaimed New York and Beijing-based studio Steven Holl Architects has won the *Future Campus – University College Dublin International Design Competition*. The winning submission can be viewed here.

- **New UCD Student Residences** – as outlined in the **UCD Strategic Campus Development Plan 2016-2021-2026**, the provision of additional quality student residences on the campus is a significant ambition of the University. A student residences masterplan has been developed which proposes to increase existing accommodation from 3,170 to 6,000 bedrooms. The creation of a dedicated residential character area that facilitates the development of a sense of community, delivers quality public spaces, commuting, social, recreational, shopping and other facilities will significantly enhance the experience of students living on campus. The increase in student accommodation on campus will create the basis for a constant vibrant presence on the campus adding to the levels of activity and security. The area will contain a "village centre" and local hubs which will contain a small supermarket, catering, dining, laundrettes and other facilities. The development of the residential character area will further the sustainable development goals of the University, reducing the demand for rental accommodation in the vicinity of UCD and reduce the numbers of students commuting to the campus. The density of future residential buildings has been considered carefully to address sustainable land-use, the site specific location, boundary sensitivities, and the need to promote wayfinding and the creation of a greater sense of place. Access to various transport modes for residents will include quality cycle parking, set-down and pick-up areas, and strategically located surface and structured car parking. This dedicated residential area will reinforce the healthy campus ethos, promoting the well-being of its inhabitants, and providing a safe and secure living environment through design elements such as legibility, external lighting and modern security technologies. Planning permission has been granted for the first two phases of the masterplan and work on phase 1 commenced in the summer of 2018.

- **New UCD Mobile app** – the new version of the UCD Mobile app was launched in August 2018 and is available to download free for students and staff. New features include student orientation information and schedules, registration information and video guides for all students, and it is now possible for users to add events to their personal calendar and view buildings and other locations on the campus map. Students and lecturers can access their Virtual Learning Environment (VLE) via the app content and announcements as well as a library catalogue search function, information on student supports, news updates, an events calendar, sports fixtures and much more – users can even book gym classes and tickets for the on-campus cinema. This initiative follows a review with stakeholders across the University and the aim is to deliver an evolving service which is driven by student demand and focuses on student wellbeing, community and engagement.

- Appointment of a new **Data Protection Officer (DPO)** to ensure compliance with the GDPR – the GDPR took effect on 25 May 2018, replacing the earlier data protection framework under the EU Data Protection Directive. UCD updated its Data Protection Policy in May 2018 to reflect the new requirements and obligations relating to GDPR. UCD also appointed a new Data Protection Officer (DPO) in August 2018 and the University has provided, through a dedicated GDPR website, a wide range

of dedicated resources and training tools to assist all members of the UCD community to become familiar with the obligations and requirement of the GDPR.

- Publication of the UCD Annual Institutional Report on Quality 2016/17 (November 2017).

- Publication of the Annual Report on UCD Collaborative and Transnational Taught Programmes 2016-2017 (Fifth Cycle – January 2018).

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

See above section on 'Improvements and Enhancements for the Reporting Period'.

Part 5: Objectives for the coming year

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

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

Examples of quality assurance system plans for the 2018-19 period, which include projects already underway, are:

- Ongoing projects and initiatives in relation to the pursuit of the objectives set-out in the various strategic plans, including: UCD Strategy 2015-2020, UCD Education Strategy 2015-2020, UCD Strategy for Research, Innovation and Impact 2015-2020, UCD Human Resources Strategy 2016-2020 – Growing Through People, UCD Library Strategy 2016-2020, IT Strategy 2020, UCD Strategic Campus Development Plan 2016-2021-2026 and the Global Engagement Strategy 2016-2020.

- Ongoing development of **Key Performance Indicators (KPIs)** to measure progress against the objectives and initiatives articulated in the UCD Strategy 2015-2020, including identification of targets and appropriate peer institutions against which UCD practice and performance may be benchmarked.

- Launch of the new and improved UCD Quality Office website (September 2018).

- Revision and enhancement of the UCD Quality Assurance and Enhancement Policy – pursuant to the introduction of a new Policy Management Framework for the University, and the introduction of the new UCD Equality, Diversity and Enhancement Policy, further additional enhancements to this policy have been developed within the 2017-18 reporting period and are due for approval in the 2018-19 reporting period.

- Aligned with the UCD Strategic Campus Development Plan 2016-2021-2026, ongoing building work associated with the **UCD Future Campus** project and the new **UCD Student Residences** project will continue in the 2018-19 reporting period.

- Aligned with the UCD Human Resources Strategy 2016-2020 – Growing Through People, a number of key initiatives and developments will be rolled-out in 2018-19, including:

    - **Staff Progression Pathway**: UCD HR continues to press the Department of Education for approval for the UCD Job Evaluation/Regrading Scheme. This is over a year in discussion and a concluding meeting is scheduled for 10 September 2018;
    - **New Employee Awards Schemes**: Details of the UCD VIAs (Values in Action) and Long-Service Award Schemes are due to be announced in 2018-19. The VIAs will recognise colleagues who bring the University's six Values to life through their daily interactions with the community. The award is being rolled out by Culture & Engagement and the Employee Engagement Network. The UCD Employee Long-Service Awards Scheme will recognise the milestones of 10, 25 and 40 years'

service to the University;

- **UCD Values Descriptors**: Following sign-off of the UCD Values Descriptors by the University Management Team, UCD HR has developed a representation of them, with the full descriptions, to be published in 2018-19 by University Relations. This will support the VIA awards. In addition, values are referenced through the UCD HR development programmes, and for Schools/Units wanting to look at how to bring values to life in their area, UCD HR can also offer bespoke workshops to help achieve this;

- **UCD HR Quality Review Process – Community Engagement & Feedback (2018 Q4 – 2019 Q1)**: with the excellent support of colleagues from the UCD Quality Office, UCD HR has commenced preparations for their Quality Review (QR). The review will provide opportunities for reflection and consultation, ensuring alignment with the strategic requirements of the University. The UCD HR Working Group will be reaching out to colleagues from across the University community to request evidence-based feedback;

- **Engage@UCD – Save the Date**: The second UCD Employee Engagement Day will be held in O'Reilly Hall on 6 November 2018. The day will celebrate the many benefits that staff may or may not be aware of, from working in the University. There will be a wide range of stands and interactive seminars throughout the day. The HR Team will be there on the day to answer any queries relating to working at UCD;

- **UCD 100/500 Faculty Hiring Drive**: The Fifth Governing Authority approved a plan for UCD to hire a significant number of additional academics across the University over the next five years. This scheme – to be called the UCD Ad Astra Fellows – will aim to recruit high potential early career academics and the first set of advertisements is due to take place in early 2019;

- **Culture & Engagement Survey**: The 2018 Culture & Engagement Survey will be launched on 25 September 2018. The survey is a follow up to the 2016 baseline survey and since then significant work has taken place in developing and delivering action plans at a University, College, School and Unit level.

- **Establishment of Sixth Governing Authority** – the Governing Authority of University College Dublin, National University of Ireland, Dublin was established under the *Universities Act, 1997* and is the direct successor of the Governing Body established under the founding Charter of University College Dublin (1908). The primary responsibility of the Governing Authority is to guide the strategic direction of the University, with particular emphasis on overseeing policy, monitoring the performance of top management and working with the President to set UCD's strategic aims. Elections to the Sixth Governing Authority – the term of which shall be 1 February 2019 to 31 January 2024 – took place on 20 November 2018.

- Continued preparation for the External Review of UCD, 2019 – UCD is preparing for its next Periodic Institutional Review. An external Review Team will visit UCD between 14 and 18 October 2019, as part of the QQI CINNTE Review Cycle for Irish Higher Education. UCD first engaged with periodic Institutional Review in 2005, in co-operation with the European University Association (EUA). Following this, the Irish Universities Quality Board (IUQB) undertook a review of UCD in 2011, in the context of its Institutional Review of Irish Universities (IRIU) process.

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

Periodic Quality Reviews planned for 2018-19 are as follows:

Academic Unit Reviews:
- UCD School of Irish, Celtic Studies & Folklore
- UCD School of Biomolecular and Biomedical Science
- UCD College of Business
- UCD School of Nursing, Midwifery & Health Systems
- UCD School of Education
- UCD School of Psychology

Support Unit Reviews:
- UCD Human Resources
- UCD Office of the Director of Access & Lifelong Learning
- UCD Applied Language Centre

Linked Provider Reviews:
- Institute of Bankers (IoB)

Collaborative Taught Provision Reviews:
- Beijing Dublin International College (BDIC)

5.3 Other Plans

The key focus in relation to quality assurance and enhancement at UCD in the next reporting period is the preparation for **UCD Institutional Review 2019**, as part of the QQI CINNTE Review Cycle for Irish Higher Education.

Part 6: Periodic Review

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

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

Institutional Review of UCD was undertaken in 2005 by the European Universities Association (EUA) and in 2011 by the Irish Universities Quality Board (IUQB). Following the latter review, two Follow-Up Reports were drafted (in February 2012 and January 2013) which outlined the recommendations made in the 2011 review, and the status, responsibility and timelines associated with the implementation of each specific recommendation. Several recent and current projects relate directly to these recommendations, a sample selection of which includes:

- Recommendation 2.5: Ensure University processes and structures are described clearly and comprehensively – see **UCD Governance and Management** diagrams.
- Recommendation 4.6: Implement the cross-University student module feedback system – see **UCD Student Feedback on Modules Survey**.
- Recommendation 6.13 and 6.15: Address the discrepancies in student support across the colleges and study cycles; Ensure the integration of the various student services – the **Student & Academic Services Review** was launched in the 2017-18 academic session.
- Recommendation 6.14: Minimise the diversity of rules and regulations across the schools and place all academic and administrative regulations on the web – see **UCD Document Library**.

Preparation for **UCD Institutional Review 2019**, as part of the QQI CINNTE Review Cycle for Irish Higher Education, commenced in October 2017 with an initial briefing for the Academic Council Quality Enhancement Committee (ACQEC). Further briefings were provided to the Academic Council Executive Committee (ACEC) and the University Management Team (UMT) in February and March 2018, and a Steering Group and a Drafting Group were formally established to lead on the development of the **UCD Institutional Self-Evaluation Report (ISER)** which would be drafted in the 2018-19 academic session. The draft ISER is due to be considered by a broad selection of key University stakeholders in the early part of 2019, prior to submission to QQI. The Review Group Site Visit to UCD is due to take place in October 2019.

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

UCD's approach to quality assurance is embedded within the operational culture of the institution and many aspects of this are operationalised through ongoing routine quality review processes. The University reviews the key **UCD Governance and Management** structures periodically to ensure they remain appropriate and effective. The underpinning aim of these reviews is to ensure that we have in place, appropriate governance, management and budgetary structures which strike a balance between devolved decision-making and empowerment and appropriate central oversight and strategic direction.

A key strength of the University is that it has a comprehensive range of documented policies and procedures for assuring and enhancing the academic standards of awards and the quality of its educational provision. UCD's policies and procedures are kept under regular review to ensure that they remain fit-for purpose. All University policies have now been consolidated in the University Secretariat Document Library. The Document Library is an access point to the official versions of all university governance and management documents including Statutes, Regulations, Policies and other key documents applicable to the University. Documents in the Library apply to the entire University.

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

UCD continues to pursue the various objectives and initiatives as detailed in the UCD Strategy 2015-2020 and also in various, complementary strategies, including the UCD Education Strategy 2015-2020, UCD Strategy for Research, Innovation and Impact 2015-2020, UCD Human Resources Strategy 2016-2020 – Growing Through People, UCD Library Strategy 2016-2020, IT Strategy 2020, UCD Strategic Campus Development Plan 2016-2021-2026 and the Global Engagement Strategy 2016-2020.

In pursuit of the objectives in the UCD Strategy 2015-2020, the University has undertaken six major strategic initiatives. These initiatives are managed and overseen by the University Management Team and its subgroups, working in partnership with the Academic Council and the Governing Authority. The six major strategic initiatives are:

1. Tackling global challenges
2. Defining educational excellence
3. Reimagining our campus
4. Engaging globally
5. Building partnerships
6. Increasing agility and effectiveness

In relation to **Strategic Initiative 2: Defining educational excellence**, in April 2015, a working group was tasked with developing an approach to the successful articulation of programme outcomes across the taught

programme portfolio, as governed by the University Programmes Board (UPB). The working group developed a framework for an institutional **Curriculum Review and Enhancement (CRE)** process. The CRE focused on the taught programme portfolio (approximately 600 programmes in total overseen by the various Governing Boards). A number of programme enhancement themes, identified by the University Management Team (UMT) informed the CRE, namely:

- Embedding research in the undergraduate experience
- The development of discipline-specific as well as a wider set of attributes and capabilities
- Effective and efficient definition and assessment of outcomes
- An expansion of the use of technology to enhance learning

The work programme in support of the **Curriculum Review and Enhancement (CRE)** process was organised around six themes, as follows:

1. Outcomes-led curriculum review and enhancement
2. Defining and enabling the UCD degree
3. Expanding learning outside the classroom
4. Providing excellence in student academic advice;
5. Supporting the providers of the UCD education experience
6. The measurement and demonstration of educational excellence

The CRE placed a strong emphasis on gaining a programme-level focus aimed at enhancing programme coherence and sequencing, and addressing some of the less positive effects of modularisation (a project which commenced in 2006 and rolled out over several years). Through the CRE, programme vision and values statements and programme outcomes have been articulated for approximately 600 taught programmes. A curriculum mapping exercise was subsequently undertaken whereby contributing modules were mapped to the programme outcomes. Programme Review Teams finally drew together their mapping analysis and key programme information to discuss and agree opportunities for programme development and change. Following the review discussions, Programme Action and Implementation Plans were developed, detailing the proposed programme enhancements, and the timeline, milestones and deliverables for implementation of the planned changes. As a final deliverable to the CRE, reports were submitted providing a high-level summary of the proposed actions for the suite of taught programmes associated with each of the university's Governing Boards. Further information is available on the UCD Teaching and Learning – Curriculum Review and Enhancement website.

The CRE was completed in April 2017, and since that time a number of related enhancements and activities which were inspired and informed by that project have been launched, including publication in the Curriculum Management System of the **Programme Vision and Values** and **Programme Outcomes**, initiation of a **Student & Academic Services Review**, roll-out and implementation of the new **UCD Future Virtual Learning Environment (VLE)** called **Brightspace**, and a wide variety of Teaching and Learning projects and activities.

The **Curriculum Review and Enhancement (CRE)** process therefore provides an ideal example of the link between University strategy and projects and initiatives which arise from the pursuit of that strategy which are orientated around the key theme of defining educational excellence, an objective which has as its focus the interests of students and staff, the key stakeholders within the University. UCD Programme Monitoring and Review is a key developmental theme, and an initial index of activities and initiatives which relate to this are available at: UCD Programme Monitoring & Review.