

University College Dublin (UCD)

2022

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**Annual Quality Report (Institution)
Reporting Period 2020-2021**

**Annual Quality Report (Institution)
PART A: INTERNAL QA SYSTEM
Reporting Period 2020-2021**

PREFACE

The **Annual Quality Report (AQR)**; formerly AIQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Higher Education Institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

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Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and have regard to QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in November of the preceding year. Once the call for submission has been made, QQI will provide access to QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report – where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

Report Structure

Part A: Internal QA System

Part A of the AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR that all links are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the AQR is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the AQR

Part A is to be completed only if there have been **material** changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new policies or procedures, or significant amendments to existing ones.

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on specific thematic areas or may invite the institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template¹

Legislation

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(as amended\)](#)
- [Regional Technical Colleges Act 1992 \(as amended\)](#)
- [Technological Universities Act 2018](#)
- [Universities Act 1997](#)

QQI Documents

Statutory QA Guidelines (QAG)

- [Core QAG](#)
- [Sector-specific QAG for Independent/Private Providers](#)
- [Sector-specific QAG for Designated Awarding Bodies](#)
- [Sector-specific QAG for Institutes of Technology](#)
- [Topic-specific QAG for Providers of Statutory Apprenticeship Programmes](#)
- [Topic-specific QAG for Providers of Research Degree Programmes](#)
- [Topic-specific QAG for Blended Learning](#)

Other QQI Policy Documents

- [QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012](#)
- [QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#)
- [QQI Policy Restatement on Access, Transfer and Progression, 2015](#)

Other National/International References

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)
- [IHEQN Guidelines on Collaborative Provision](#)
- [National Policy Statement on Ensuring Research Integrity in Ireland](#)
- [Ireland's Framework of Good Practice for Research Degree Programmes, 2019](#)
- [HEA National Framework for Doctoral Education](#)
- [The Salzburg Principles](#)
- [The Salzburg II Recommendations](#)
- [SOLAS Code of Practice for Employers and Apprentices](#)
- [UN Sustainable Development Goals](#)

¹ These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 – Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 – Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 – QA of Research Activities and Programmes			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 – Monitoring and Periodic Review				
5.0 – Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 – Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 – Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 – Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 – Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
2.0 – Programme Delivery and Development	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 – Monitoring and Periodic Review			1.2	Design and Approval of Programmes
9.0 – Details of Arrangements with Third Parties				
2.0 – Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 – Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 – QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for **University College Dublin (UCD)** for the reporting period **1 September 2020 – 31 August 2021**.

It is to be submitted by **24 February 2022**.

The AQR has been approved by the [Academic Council Quality Enhancement Committee \(ACQEC\)](#) and is submitted by **Bronwyn Molony, UCD Director of Quality**.

The Institution

UCD traces its origins to the foundation of the Catholic University of Ireland (CUI) by John Henry Newman in 1854. UCD is a leading research-intensive university and is Ireland's largest university with over 33,000 students (including overseas operations) and more than 3,700 (FTEs) faculty and staff. UCD is Ireland's University of first choice, leading in first-preference application in Ireland year after year. Just over 10,000 awards are conferred each year. Students from over 140 countries attend UCD, and the University enrolls nearly 4,000 students based at locations outside of Ireland. 32% of the total number of undergraduate students come from under-represented cohorts. UCD plays a key role in the national system of higher education and in the wider Irish society, and is distinguished by its scale, its diversity of programmes, the quality of its graduates, its focus on research and innovation, and its global engagement. Within Irish universities UCD accounts for more than 25% of international students, 29% of all graduate students and 22% of all doctoral enrolments.

Since 2018, UCD has ranked number one in Ireland for Graduate Employability (QS Graduate Employability Rankings). UCD is ranked as the number one university in Ireland in the [US News & World Report's Best Global University Rankings](#) and was Sunday Times University of the Year 2020. UCD is globally recognised for its excellence in teaching and learning with 12 subjects ranked in the top 100 in the world ([QS World University Ranking by Subject 2021](#)).

The University's main Dublin campus at Belfield occupies an estate of 133 hectares and offers world-leading facilities. These include the [UCD O'Brien Centre for Science](#), [UCD Sutherland School of Law](#), [UCD Veterinary School](#), [UCD Lochlann Quinn School of Business](#) and [UCD Student Centre](#). UCD's [Michael Smurfit Graduate Business School](#) is located on the Blackrock campus, and the [Lyon's Research Farm](#) provides teaching and research facilities for the Schools of Agriculture and Food Science and Veterinary Medicine.

Through its national and international outreach and its links with alumni, Government, industry and society in Ireland, UCD continues to respond to the ongoing and future global challenges. UCD combines its distinctively Irish outlook with its powerful global impact. The QS World University Rankings place the University among the best higher education institutions in the world, and UCD moved up four places to 173 in the 2022 Rankings.

The University launched its [UCD Strategy 2020-2024: Rising to the Future](#) in December 2019. The strategy builds on the objectives of the previous UCD Strategy 2015-2020 and acknowledges the importance of the University's role in interacting with the world through its research, education and contribution at a national and international level. Four strategic themes have been identified that will continue to shape our research, enhance our teaching and learning, and how we function as both a community and as an institution. UCD's themes will be achieved through Creating a Sustainable Global Society; Transforming Through Digital Technology; Building a Healthy World; and Empowering Humanity and will be embedded in our core objectives and facilitated by six key enablers. These will be enabled and supported through our governance structures, policies and procedures, quality

assurance mechanisms, and our faculty, staff and students reflecting our core values of excellence, creativity, integrity, collegiality, engagement and diversity.

Further information about UCD is available at <https://www.ucd.ie>.

Process for Development and Approval of the AQR

This Report has been developed by the UCD Quality Office, following consultation with and input from relevant stakeholders from across the University. Part A: Internal QA System of the report has been updated to reflect current quality assurance policies and procedures and ensure UCD's alignment with regulatory requirements. This report is subject to review and approval by the University as part of this process.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

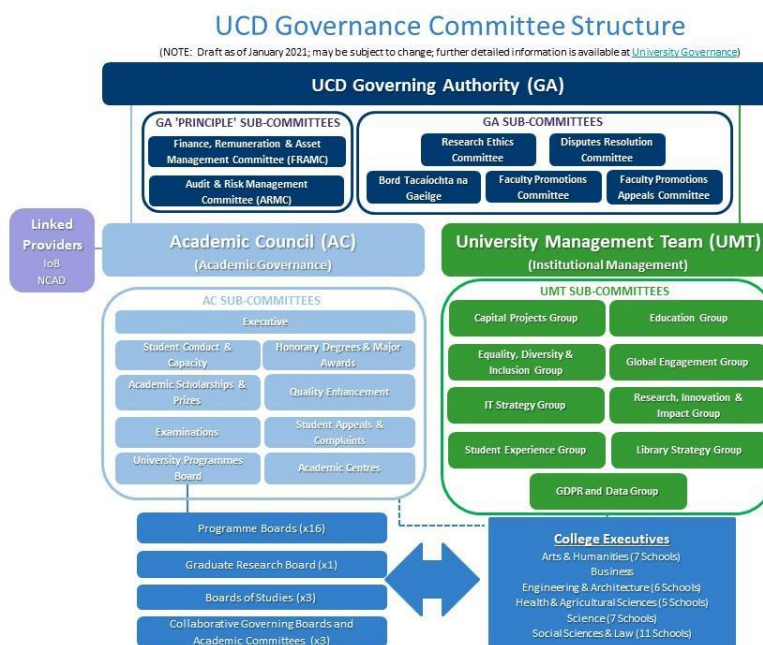
Overarching Governance and Management Structures for Quality Assurance

Within UCD there are systems in place to oversee the education and training, research and related activity of the institution to assure and enhance the quality of provision. The institutional governance arrangements ensure that operational objectives are aligned with its strategy, and that quality assurance is embedded throughout all levels of the governance infrastructure.

Governance and oversight on quality assurance activity is the responsibility of UCD Governing Authority as required under the *Universities Act 1997*, Section 35, UCD Charter and UCD Statutes. The primary function of the UCD Governing Authority is to guide the strategic direction of the University and it is the principal decision-making body in the University. Further information on the Governing Authority is available via the University Governance - Governing Authority website.

Academic Council (UCD Statute 25, Chapter 6, Section 2) has responsibility for advising Governing Authority on procedures for quality assurance aimed at improving the quality of education and related activity. Responsibility for academic oversight includes directing the educational matters of the University such as curriculum, education provision, academic policy and regulatory oversight through approval of Academic Regulations and student codes, guidelines, procedures and academic policies. Academic Council also advises and makes recommendations to the University on academic institutional and sectoral initiatives and strategic priorities such as the education strategy, Higher Education Authority (HEA) policy and other institutional and national initiatives. Academic Council oversees an academic governance framework which is made up of a number of sub-committees, and has a key role in setting the annual work programme and reporting requirements for its sub-committees and includes responsibility for quality oversight within its functions. The terms of reference are published on the Governance and Management Committees section of the UCD website and an outline of the UCD Governance Committee Structure is set-out in Figure 1 below:

Figure 1 – UCD Governance Committee Structure



The University Management Team is responsible for strategic, financial and management decision-making and there are a number of groups which support and report to UMT, including:

- Capital Projects Group
- Education Group
- Equality, Diversity and Inclusion Group
- Global Engagement Group
- IT Strategy Group
- Research, Innovation and Impact Group
- Student Experience Group
- Library Strategy Group
- GDPR and Data Group

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. 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 Equality, Diversity and Inclusion
- Vice-President for Campus Development
- Vice-President for Health Affairs
- Director of Human Resources

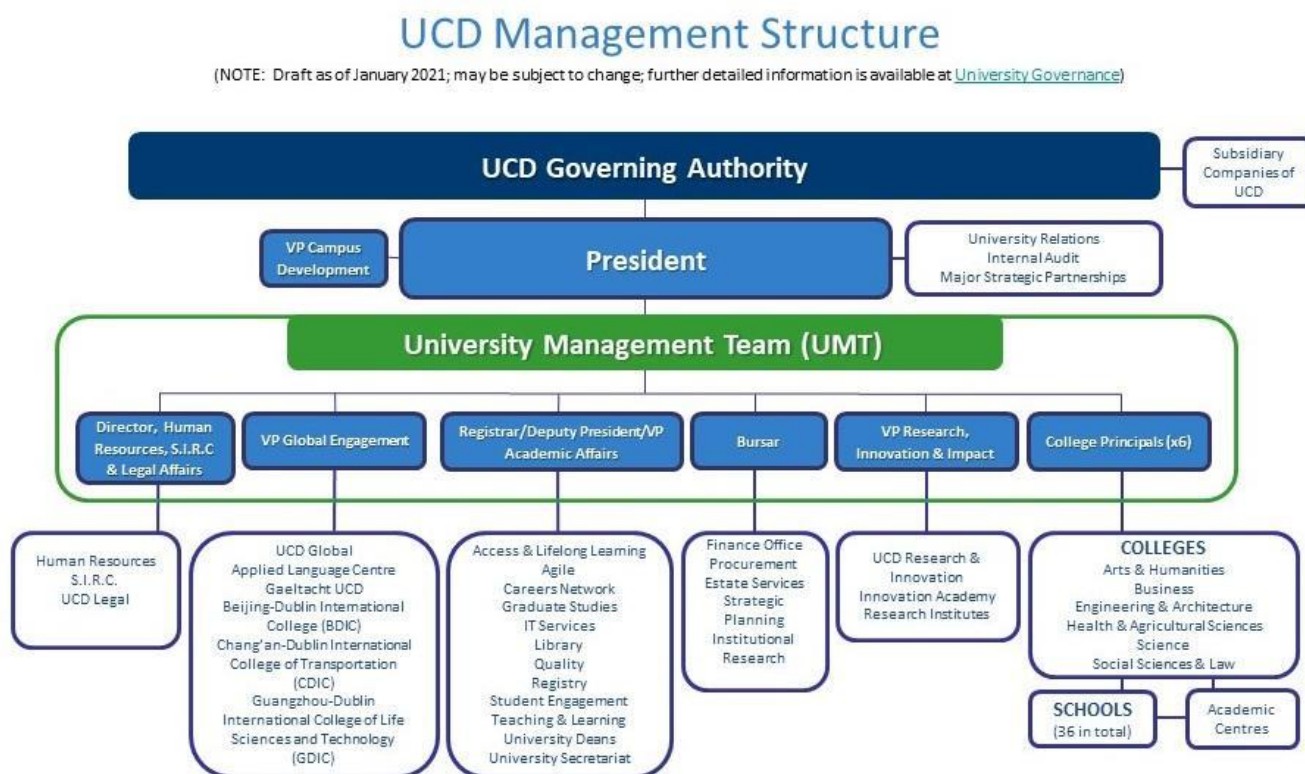
At College and School level there are a number of key roles through which oversight and management (including resourcing) of the quality of teaching, learning, research and the UCD student experience is managed, including:

- 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

Reporting to the Registrar, Deputy-President and Vice-President for Academic Affairs, the UCD Director of Quality oversees a formal quality process and 7-year cycle of reviews, and has responsibility for developing, implementing and promoting quality across the University, working with stakeholders to ensure that a culture of enhancement is embedded in all activities of the University.

The UCD Management Structure is set-out in Figure 2 below:

Figure 2 – UCD Management Structure



Quality Assurance Policies and Procedures within the Institution related to the Institution's Strategy

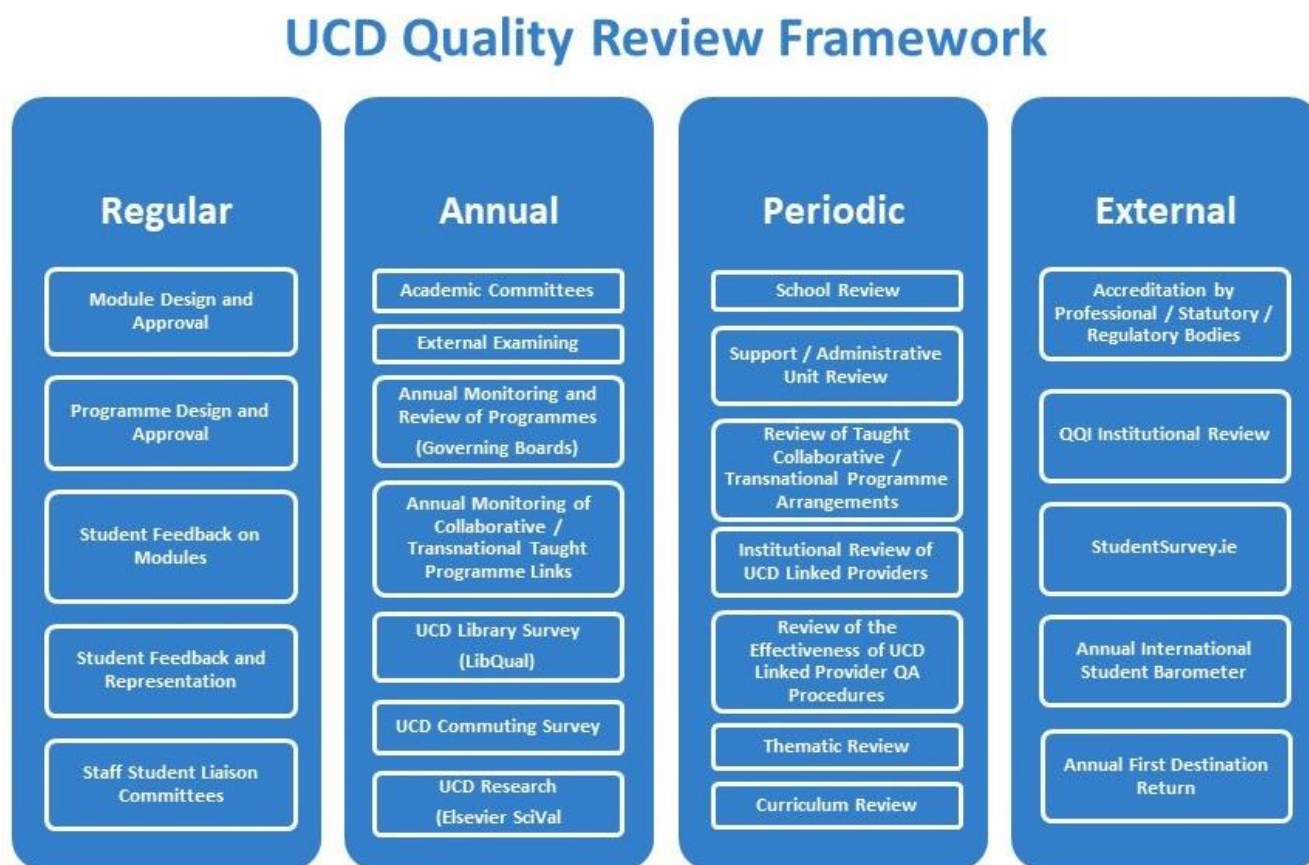
The UCD Governing Authority is comprised of a total membership of 40 members: 20 external members that include employers, Lord Mayor of Dublin, NUI representatives, Local Government representatives and nominees and alumni; 16 internal members and 4 student representatives. Further information is provided at [UCD Governing Authority](#). The UCD Governing Authority is responsible for approving the University's strategic development plan as required under Irish Statute. It also has responsibility, in consultation with Academic Council, to ensure that procedures for quality assurance are in place to improve the quality of education and related services provided by the University. The University operates an integrated system for quality assurance and enhancement which contributes to the achievement of the [UCD Strategy 2020-2024](#). This strategy follows-on from the significant progress made under the previous strategy, which is outlined at [UCD Strategy 2015-2020 – Summary of Achievements](#). The current strategy is forward looking, seeking to embrace and shape change, treating challenges as opportunities, articulating how we prepare students for their future careers. Our policies and procedures support these strategic ambitions.

The aim of the [UCD Quality Assurance and Quality Enhancement Policy](#) is to enhance the effectiveness of the institution's core activities of learning, teaching and research and their effective management. This policy also extends to UCD's collaborative and transnational arrangements, its Linked Providers (referred to as Recognised Colleges within UCD) and its support units. The policy addresses all areas of University activity taking cognisance of their contribution to, and alignment with, the University's Strategic Goals. It also recognises the University's commitment to integrating Equality, Diversity and Inclusion into its policies and decision-making structures, which helps support an environment where diversity is celebrated and everyone is fairly treated regardless of gender,

age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, or membership of the travelling community.

The UCD Quality Framework is supported by a combination of University-wide policies and procedures (University Secretariat – Document Library) and a 7-year schedule of periodic review of academic and support units, Linked Providers and transnational programmes, led by the UCD Director of Quality and supported by the UCD Quality Office. UCD's approach to quality assurance and enhancement is underpinned by, inter alia, the *Universities Act, 1997*, the *Qualifications and Quality Assurance Act (2012)*; the *European Standards and Guidelines for Quality Assurance (2015)*; and informed by the *QQI Core Statutory Quality Assurance Guidelines* as well as other QQI related guidance. UCD engages actively on an ongoing basis with QQI on policy development and other activity.

Figure 3 – UCD Quality Framework



The University places importance and value on student involvement in its processes and seeks to promote student engagement in quality activity wherever appropriate.

Overview of the System for Quality Assuring Research Activity

The system for quality assuring research activity, which includes governance, design, managing, resourcing, monitoring and review of research activities across the institution, is overseen by the Vice-President for Research, Innovation and Impact. Research, innovation and impact are central to the UCD strategy, and 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 new UCD Strategy 2020-2024: Rising to the Future sets out an objective to ‘increase the quality, quantity, and impact of our research scholarship and innovation’, and outlines four new major themes for UCD:

- Creating a sustainable global society
- Transforming through digital technology
- Building a healthy world
- Empowering humanity

To achieve this overarching objective, the Office of the UCD Vice President for Research Innovation and Impact emphasises excellence and impact in all aspects of our research and innovation, delivering both at a scale that allows us to make a difference in areas of national and global significance. This will be achieved through investing in our people and providing a culture and environment in which they are supported to deliver on their potential and ambitions.

The new UCD Strategy for Research, Innovation and Impact to 2024, Shaping the Future, was published in March 2021. The new strategy will draw on the active involvement of all units of the University. Actions will include:

- A major programme of initiatives in support of a positive research culture, promoting excellence not only in what we deliver through our research and innovation, but in how we deliver it.
- Targeted support for cross-cutting research activity at scale, where researchers come together from across disciplines to address major national and global challenges. Particular emphasis will be placed on supporting success under Horizon Europe.
- Significant expansion of our online support for research and innovation, including a new integrated system for end-to-end management of research projects. Our new research impact toolkit was also launched this week, and you can find this and other existing support through the research portal or the new research website.
- Further investment by UCD in our internal research funding schemes, including the launch next week of the next phase of the EQUIP programme. We will also continue our HEA-funded scheme of costed extensions for research graduate students and researchers whose research was interrupted by the pandemic.
- A new research leadership development programme.
- Expansion of our facilities for research and innovation, including a new AgTech Innovation Centre at Lyons Farm and a strong research presence within our major capital developments in Belfield.

The following Research Key Performance Indicators (KPIs) are used at University, College, and School levels for monitoring progress against the new UCD Strategy 2020-2024: Rising to the Future:

- Publication Volume: The number of journal publications for UCD per calendar year from the Scopus/SciVal database;
- Research Awards: Externally Funded Research Awards Value - 3 Year Average Awards Value - 3 Year Average;
- Field-Weighted Citation Impact;
- Number of co-authored Papers with International collaborators.

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

- Horizon scanning, Opportunity matching, Pipeline development
- Proposal development
- Budget optimisation
- Proposal submission
- 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:

- 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.

The internal periodic review process for schools, led by the UCD Director of Quality and managed by the UCD Quality Office, assists the University to assure itself of the quality of the research activity is incorporated in its School review process. It includes an assessment of the school's research strategy and management of research activity, research outputs, how research links with teaching activity; assessing the research performance with regard to research productivity, research income and recruiting and supporting doctoral students and research staff. '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 at all stages of the review process.

The UCD Quality Office has developed a Research Assessment process to assist schools who wish to benchmark their research quality internationally and inform their school strategic planning. The research assessment framework does not form part of the formal UCD quality assurance process but is available to schools as a resource.

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).

UCD Research and Innovation is also subject to periodic unit quality review, with the most recent review taking place in 2017. The [Review Group Report](#) and the associated [Quality Improvement Plan \(QIP\)](#) are published on the UCD Quality Office website under [Reports and Publications](#).

For more information on postgraduate and postdoctoral research training, see Section 4: QA of Research Activities and Programmes.

Representation of Learners and External Stakeholders in the Governance and Management of Quality

The Governing Authority has an external Chair and 50% of the current [Governing Authority](#) committee members are external representatives; representing a broad range of external stakeholders, including students.

The [UCD Student Charter](#) summarises the aspiration and expectations of all members of the UCD community; their roles and responsibilities. It outlines what students can expect from the University and what the University expects from its students. The University works in partnership with the [Students' Union](#) to ensure that students are represented at all levels of the University and support procedures and protocols that allow students to make positive suggestions for improvements to ensure effective governance and management of academic, administrative and social activity. Students are represented on many of the University's senior committees by [Students' Union Sabbatical Officers](#) and other elected student representatives such as the [College Officers](#). This includes the University's most senior academic and institutional governing bodies: Academic Council, Governing Authority and many of the University Management Team subcommittees. This includes three Students Union representatives who are *ex officio* members of the Academic Council Quality Enhancement Committee, a subcommittee of Academic Council. Class Reps are elected by their peers to represent different programmes, schools, and stages across the UCD student journey. There are around 270 Class Reps. Class Reps attend student council meetings, represent their classmates by acting as a conduit between schools/programmes and their class on issues/concerns/providing feedback/programme or module information.

The Widening Participation (WP) Committee (<https://www.ucd.ie/universityforall/wpcommittee/>) provides the formal mechanism to oversee, monitor and promote the University's achievement of a diverse and inclusive student community – 'A University for All'. Sponsored by the Registrar, Vice-President for Academic Affairs and Deputy President, and supported and led by the WP Committee and UCD Access and Lifelong Learning and embedded in the University Strategy (core objective 2 and 4), this initiative brings together the University community to work together to achieve a common goal of becoming a fully inclusive and diverse institution through a main-streaming approach that recognises, promotes and values diversity, fosters a spirit of inclusion, acknowledges the talent, experience and contributions of all students, and seeks to remove barriers to access, participation and success. The WP Committee is composed of 31 representatives from the University's various programme boards, policy and support units, and students.

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 supporting the development of the student experience by providing high-level oversight and co-ordination of student supports. The group leads the development and operationalization of University activities, processes and procedures related to the student experience, including, for example, the development of the [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.

Student feedback is an important mechanism for the University to understand how students feel about their experience at UCD. It helps the University to identify opportunities to improve and enhance what it does and plays

an important role in quality assurance processes. There are a variety of ways students can provide feedback to the University, including through formal survey mechanisms such as [StudentSurvey.ie](https://www.studentsurvey.ie) or University student feedback, or through liaising with student representatives, such as Class Reps, participation in staff-student committees, so that they can represent their views or concerns at relevant school or programme meetings and other staff /student fora.

Module Feedback: UCD operates an anonymous, online student feedback system to ensure that students are given a voice in the module enhancement process as part of UCD's evidence-based quality assurance of modules. The [Survey Process document](#) provides an overview of how UCD's Student Feedback on Modules system works. Other annual surveys include:

- [The Start of Term Survey](#)
- [StudentSurvey.ie](https://www.studentsurvey.ie) (national)
- [UCD Commuting Survey](#)

In relation to additional external stakeholder input in the governance and management of quality, a number of Schools and Colleges throughout the University have established Advisory Boards which are typically comprised of individuals based outside of the University and in some instances, outside of Ireland. These Advisory Boards provide input and guidance to the respective areas in relation to programme development, student recruitment and research. For example, the [UCD College of Business](#) where the [UCD Michael Smurfit Graduate Business School](#) has two Advisory Boards, the Irish Advisory Board and the North American Advisory Board. These boards provide a useful conduit to the international business community. The Boards meet twice yearly and also have an integrated meeting annually. Board members have played an integral role in supporting successful funding campaigns, including the *Extending our Edges of Excellence*.

A significant number of UCD programmes, schools and institutes are also accredited by national and/or international Professional, Statutory and Regulatory Bodies (PSRBs). This external accreditation complements the various internal quality assurance and enhancement processes, as articulated through the [UCD Quality Framework](#). The [UCD Policy for Internal Reporting on Professional, Statutory and Regulatory Body \(PSRB\) Accreditation of UCD Programmes and Units](#) ensures that the University meets its statutory obligation to have policy and procedure in relation to the provision of information about its arrangements with PSRBs.

The University recognises the many benefits associated with the professional accreditation of its programmes/schools/institutes by PSRBs, including:

- Enhancement of the student learning experience by linking theory and practice, where knowledge-generation within the University directly interacts with professional practice in the 'real world';
- Review of professional programmes by PSRBs that ensures that the programme outcomes are met, that the learning activity is current and reflective of changes and innovations within a given sector and/or academic or professional area;
- Creation of pathways for graduates seeking to access the labour market for a particular profession, and promotion of professional status and/or membership to facilitate the growth and development of such graduates;
- Provision of exemptions from professional examinations required for professional licensing or practice;
- Promotion of the University's programmes and other activities in such a way as to make them easily recognised and understood by a global audience;
- Provision of external, international and peer benchmarks against which the activity within the University can be regularly compared, with a view to promoting international best practice.

The policy enables the consideration of the outcomes of professional accreditation exercises by Governing Boards, the Academic Council Quality Enhancement Committee (ACQEC) and Periodic Quality Review Groups.

The policy enables the provision of support in relation to the preparation for professional accreditation reviews and periodic quality unit reviews.

Links to Relevant Governance Policies and Procedures/Regulations

- [Quality Assurance and Quality Enhancement Policy](#)
- [Periodic Quality Review Process](#)
- [UCD Academic Regulations](#)
- [UCD Academic Regulations Version History](#)
- [Programme Development, Approval and Review Framework \(PDARF\)](#)
- [Admissions Policy](#)
- [Academic Progression Policy](#)
- [Adult Education Policy](#)
- [Assessment Code of Practice](#)
- [Assessment Appeals Policy](#)
- [Code of Responsible Conduct of Research](#)
- [Continuation and Readmission Policy and Procedures](#)
- [Continuing Professional Development: Governance Framework and Procedure](#)
- [Dignity and Respect Policy](#)
- [Equality, Diversity & Inclusion Policy](#)
- [Gender Identity & Expression Policy](#)
- [Grievance Procedure Policy](#)
- [Internships/Work Practice Experience: Guidelines and Good Practice](#)
- [Leadership Development Policy](#)
- [Performance for Growth Policy](#)
- [Policy Management Framework](#)
- [Professional, Statutory and Regulatory Body \(PSRB\) accreditation](#)
- [Recognition of Prior and Concurrent Learning Policy](#)
- [Special Extern Examiners \(Research Degrees\)](#)
- [Subject Extern Examiners \(Subject Areas\)](#)
- [Statement on Academic Freedom](#)
- [UCD Gender Balance on Committees Policy](#)
- [UCD Governing Authority Code of Conduct](#)
- [UCD Student Code of Conduct](#)
- [UCD Student Mental Health and Wellbeing Policy](#)

A full list of the University's policies, procedures and guidelines is available on the [University Secretariat – Document Library](#).

1.2 Linked Providers, Collaborative and Transnational Provision

Collaborative 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, and these are subject to the relevant quality assurance policies and procedures for the development, approval, implementation, monitoring and review of University programmes. 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), UMT Global Engagement Group, University Programmes Board (UPB), Academic Council and its relevant sub-committees.

The University has a Programme Development, Approval and Review Framework (PDARF) which provides guidance on establishing new programmes and changes to programmes. Further information is provided under Section 2.0 Programme Development and Delivery. A dedicated set of resources are in place that are specific to collaborative provision. These includes guidance on various topics from initiating a new programme, development of the programme, its implementation, monitoring and review phases. 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).

Transnational Delivery of Programmes

The Vice-President for Global Engagement is responsible for the development and implementation of UCD's Global Engagement Strategy. The previous strategy – UCD Global Engagement Strategy 2016-2020 – included further expansion and enhancement of UCD's portfolio of international partners and associated collaborative and transnational programmes. The new strategy – UCD Global Engagement Strategy 2021-2024 – was launched in May 2021 and will continue to build on our collective achievements. It will focus on delivering two key objectives, firstly to achieve *A Global Experience for All* and secondly to showcase *UCD's Global Impact*, drawing on our strong national heritage of Storytelling.

The UCD Office of Global Engagement comprises UCD Global, UCD Applied Language Centre, UCD Irish Institute for Chinese Studies, UCD Confucius Institute and Gaeltacht UCD. Led by the Vice-President for Global Engagement, it supports UCD's aim to bring the best of the world to Ireland and the best of Ireland, including its distinct cultures, to the world. Within UCD Global, the UCD Global Partnerships Team provides guidance and support to University staff on the development and management of global partnerships, the UCD Global Partnerships Team is responsible for:

- Providing guidance to other teams looking to develop an academic partnership with another institution.
- Ensuring successful and effective management of high-level incoming delegations to UCD from our global partners and global public bodies and ensuring successful outbound missions for the UCD President and Vice-President for Global Engagement.
- Management of global partnership submissions to the college Global Engagement Group (UMT GEG) chaired by the Vice-President for Global Engagement.
- Management of the recording of all UCD's Global Engagement initiatives via our online partnership database (Rowan).
- Supporting Global Engagement strategic projects related to the UCD Global Engagement Strategy.
- Developing and championing policy frameworks in support of global relations, and collating and analyzing information on the University's international partnerships and its global reach.

- Coordinating visits to the University by a wide range of formal delegations, and making arrangements for high-level overseas missions by senior UCD staff.

The UMT Global Engagement Group (UMT-GEG) is responsible for scrutinizing and making recommendations to the University Management Team (UMT) regarding the strategic case for new international partnerships and reviewing existing memorandums of agreement. Following UMT approval, the University Programmes Board (UPB) separately considers the programme elements. Typically, new partnership proposals are initiated at a Governance Board or School level and are subject to a due diligence assessment. A Memorandum of Agreement setting out partner responsibilities is in place for each collaborative taught programme arrangement.

Quality Assurance arrangements for major collaborative taught programme partnerships are subject to the same processes that apply at UCD, including analysis of student progression, student evaluation of modules, student consultative forums, programme monitoring, and external examiner feedback. UCD also recognises the challenge and potential risks associated with transnational provision. Major collaborative arrangements that deliver UCD taught programmes are, therefore, required to undergo Periodic Quality Review of Collaborative Programme Partnerships and are subject to annual programme review Annual Monitoring of UCD Taught Collaborative/Transnational Educational Provision, overseen by the Academic Council Quality Enhancement Committee (ACQEC) and published by the UCD Quality Office. These reports identify positive practice as well as proposed enhancements for the next year and set out what progress has been made regarding any proposed enhancements identified in the previous year. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.

Periodic quality review of these arrangements are undertaken within a seven-year cycle and provide another key quality assurance mechanism by which UCD assures itself of the quality of its awards delivered through the collaborative partnerships. An evaluation of the student experience is undertaken as part of this programme review. A similar scaffolding approach is undertaken to the internal UCD periodic review process of Schools and units i.e. Self-Assessment Report, on-site visit by a peer Review Group; Review Group Report and recommendations for enhancement; a Quality Improvement Plan, and a progress report that monitors progress implementation of the QIP.

Linked Providers

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. This requires the Linked Provider to outline the quality assurance framework in place within their institution, its governance, policies and procedures, and its quality monitoring and review mechanisms. These are reviewed by the University as required under its statutory requirements as a Designated Awarding Body (*Qualifications and Quality Assurance (Education and Training) Act 2012*) by i) approving the quality assurance procedures of those partner institutions; and ii) undertaking an institutional review of the effectiveness of those quality assurance procedures. The procedures include provision for the withdrawal of approval.

UCD has two Linked Providers: National College of Art and Design (NCAD) and the Institute of Banking (IoB). UCD has formal agreements with each Linked Provider, and each Linked Provider is separately reviewed prior to the renewal of the partnership, typically every five years. The UCD Governing Authority is required to approve the establishment of a new Linked Provider, and UCD has clear governance arrangements for Linked Providers that are aligned with the wider University structures. For example, Linked Providers are represented on the University Programmes Board (UPB) and the Governing Authority. UCD, in its role as Designated Awarding Body (DAB) has approved the quality assurance procedures for NCAD and IoB and also undertakes periodic review of the effectiveness of their quality procedures.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

The roles and responsibilities of Academic Council are defined by University Statute which requires it to oversee the University's academic activity. This includes an advisory role on the University's education strategy and academic initiatives, academic regulatory oversight on academic policies, regulations, student code and maintaining the integrity of the curriculum including programme development and approval. It also oversees the academic governance framework which is made up of a number of subcommittees, and has a key role in setting the annual work programme and reporting requirements for its subcommittees.

Under the delegated authority of Academic Council, the Governing Boards are responsible for overseeing the development of a Programme Specification, which is a statement that sets out the purpose and structure of each programme, which is approved by the relevant Governing Board in accordance with the policies and procedures established by Academic Council or its relevant committee. In accordance with the University's regulations, a Governing Board's responsibilities in relation to the programmes it governs, and the students registered to these programmes include the following:

- Ensuring the implementation of University strategy, policies, and procedures;
- Design, development, regulation, delivery, and quality assurance and enhancement;
- Assuring outcomes-based emphasis in programme design and assessment;
- Ensuring that assessment strategy is appropriate and measures achievement of programme outcomes;
- Approving the structure and content of the programme and any special regulations relating to the programme;
- Oversight of the admission of students;
- Oversight of internships;
- Oversight of study abroad opportunities;
- Adjudication on student applications for leave of absence and transfer between programmes;
- Academic welfare of the students registered to the programmes and identifying students whose academic welfare is of concern;
- Consideration of extenuating circumstances and approval of appropriate actions;
- Progression of students within the programme;
- Where a student's academic performance is deemed to be unacceptable by the Governing Board, the Governing Board will follow policies and procedures approved by Academic Council;
- Overseeing and enhancing the academic quality of programmes and the student learning experience; and
- Where applicable, ensuring appropriate supervisory arrangements are in place for research students.

Governing Boards appoint a member of faculty as Programme Director, reporting to the Chair of the Governing Board, for each taught programme it governs. The Programme Director's responsibilities are set out in the Academic Regulations and include:

- Day to day management of the programme;
- Consulting with faculty and staff involved in the delivery of the programme;
- Monitoring the assessment and feedback strategies of the programme;
- Monitoring student satisfaction and engagement with the programme and constituent modules;
- Identifying students whose academic welfare is of concern and reporting concerns to the Governing Board; and
- Making recommendations in relation to quality assurance and programme enhancement to the Governing Board.

The University Programmes Board (UPB) reviews, approves and monitors the design, delivery, assessment and quality of the educational programmes within its remit and provides University level oversight for all programmes

governed by Taught Programme Boards, the Graduate Research Board, Joint Academic Programme Boards and Boards of Studies established by the University. Furthermore, the responsibilities of UPB are to:

- 1) Oversee the development, approval, review, and delivery of programmes by governing boards to assure compliance with Academic Regulations and the effectiveness and quality of programmes.
- 2) Establish frameworks for the development, approval, and review of programmes that delegates to Governing Boards or reserves to UPB decision-making as appropriate.
- 3) Ensure procedures are in place to monitor trends and audit decision-making with respect to –
 - Admission
 - Progression
 - Continuation
 - Completion
 - Recognition of prior or concurrent learning
 - Internationalisation of programmes
 - Internships and employability initiatives
 - Other aspects of programme design or governance identified by UPB or Academic Council
- 4) Develop policies, procedures, guidelines, and initiatives as appropriate to promote effectiveness, excellence, and fairness in the delivery and governance of programmes.
- 5) Adjudicate on applications for derogation from the Academic Regulations submitted by schools or governing boards.
- 6) Review the Academic Regulations at suitable intervals and where amendment is deemed advisable, propose amendments to Academic Council.
- 7) Recommend policies, and approve and oversee procedures and frameworks as appropriate, for the development, approval, review, and delivery of the following educational activities, to assure the effectiveness and quality of such offerings:
 - Internship and employability initiatives
 - Study abroad opportunities
 - CPD offerings by schools
- 8) In consultation with the Academic Council Quality Enhancement Committee, approve and oversee policies, procedures, and frameworks as appropriate for the governance and continuous monitoring and auditing of programme quality.
- 9) Request, receive, and review reports pertinent to monitoring and auditing the quality of programmes.
- 10) Highlight existing and emerging good practice examples and promote dissemination of such practices.
- 11) Consider such matters as Academic Council may refer.

The University Management Team – Education Group (UMT-EG) provides high-level oversight and coordination of the development and implementation of the University’s education strategy. It reports to UMT with progress updates and advises on oversight and review of existing education activity and proposals for new education activity within UCD. The key functions of UMT-EG are:

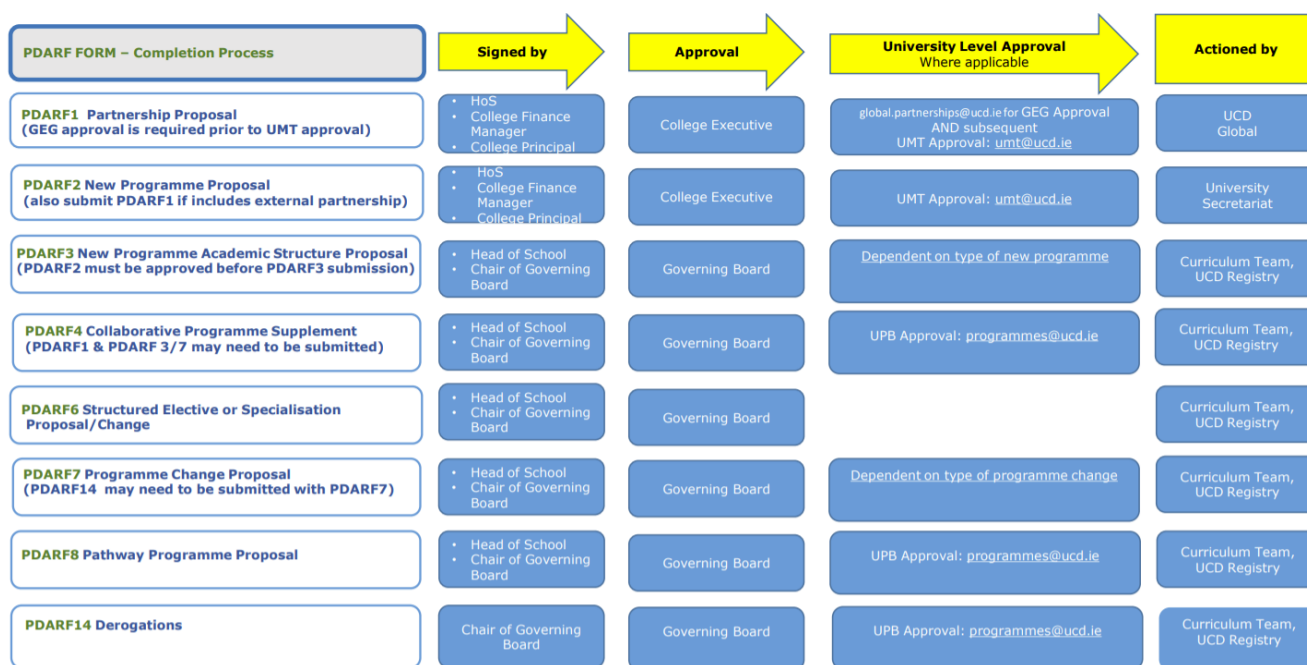
- To assist in the development of the Education Theme of the UCD Strategy, develop an implementation plan for this theme, and monitor review and evaluate the progress of the UCD Strategy in achieving the University’s educational objectives.
- To report to UMT, on an annual basis, progress updates against the University’s Education Strategy Implementation Plan
- To advise UMT on oversight and review of existing, and proposals for new, educational activity within UCD, as it relates to:
 - Supporting the education providers through training and development
 - Enhancement through learning from student feedback
 - Infrastructure and resources for teaching and learning
- To promote the development and exchange of good practice, and establish mechanisms for recognition of teaching excellence, across UCD’s Colleges, Schools and Units including Recognised Colleges and
- To consider and respond to issues referred to the Group by the University Management Team relating to the University’s educational activities.

The new UCD Strategy for Education and Student Success Strategy for 2020-2024 was developed under the leadership of the Registrar, Vice-President for Academic Affairs and Deputy President. The purpose of the Education and Student Success Strategy is to consolidate and strengthen the excellent education and experience that UCD offers to its students, and it sets out our ambitious priorities across four themes to structure how we will deliver through robust institution-wide, educationally enriching actions. These four themes are: A Student-Centred Educational Experience; Student Engagement, Diversity and Wellbeing; Education that Connects, Inspires and Transforms; and Technology Enhanced Learning. To implement this strategy, specific actions and initiatives that contribute to each area of action will be identified and tracked. Students, faculty, and staff will collaborate together in partnership to identify and identify these actions and initiatives and determine how their effectiveness should be assessed.

The procedures and requirements relating to programme design are contained in the UCD Academic Regulations, which is a high level, overarching framework 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 trimesterised 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. All of the degree award programmes offered by UCD are mapped to the National Framework of Qualifications (NFQ) and Irish Register of Qualifications through articulation of learning outcomes and their alignment with the relevant NFQ level.

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, including Academic Council and its relevant sub-committees. The following flowchart (Figure 4) sets out the approval steps for new programme proposals and changes to programmes.

Figure 4 – PDARF Flowchart



PDARF is reviewed on an annual basis – with enhancements based on ongoing operational practice, and benchmarking against international and comparator institutions. The strategic case for a new programme of study must be signed by the Head of School, College Finance Manager and College Principal and then approved by the relevant College Executive and the University Management Team (UMT). The academic aspects of a new

programme must be signed by the Head of School and Chair of the Governing Board and then approved by the relevant Governing Board and/or the University Programmes Board (UPB) depending on the type of programme proposal. Programmes are not considered approved and may not be advertised until both UMT and Governing Board or UPB approval has been granted. In addition to governing boards having responsibility for quality, certain faculty roles have a quality dimension in relation to educational programmes, including: Registrar, College Principals, Dean of Undergraduate Studies, Dean of Graduate Studies, VPs for Teaching and Learning, School Heads of Teaching and Learning, Programme Deans and Module Coordinators. 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) provides support and advice to staff and faculty across 37 schools/units on curriculum management and programme approval. The team is responsible for the management of the Curriculum Management System that is used by staff and faculty to record and manage curricular information at module, major and programme level. In addition to this the team manages the Course Search that publishes current undergraduate and archive curriculum information to students and graduates. The team is also responsible for the creation of programmes and majors on foot of formal approval processes (outlined in figure 4); the assignment of module codes on behalf of Schools and the set-up of new registration terms-. The remit of the team includes support for the implementation of Academic Regulations as they relate to programmes, majors and modules, and for the University's Programme Development, Approval and Review Framework (PDARF) process. The Curriculum Team responsibilities are carried out through ongoing liaison with staff and faculty in Schools and Colleges.

Extensive support for programme and module design and enhancement is available through UCD Teaching and Learning, including accredited 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, support 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
- Module Design Institutional Framework on Programme Assessment and Feedback
- Blended and Online Learning Design
- Curriculum Review and Enhancement Project Guide

Professional or experiential learning has been an integral component of a number of programmes at UCD. In relation to apprenticeship/work-based learning programmes, UCD has established procedures to ensure appropriate quality assurance of such arrangements, including the Policy on Internships/Work Practice Experience: Guidelines and Good Practice. This policy outlines a set of guidelines to support current activities and facilitate the development of future internship activities at University College Dublin where learning takes place outside the University in an experiential setting. This activity can refer to professional clinical practice placements, work experience/internships based in companies/industry and other professional fieldwork experiences. The policy is concerned with arrangements made for such internship learning that constitutes a planned and intended part of an academic programme, is assessed by that programme and for which credit is awarded. The policy ensures parity of practice across the University. Oversight of all programmes, including those with apprenticeship/work-based learning components, is the responsibility of the relevant Governing Board.

2.2 Admission, Progression, Recognition & Certification

Recruitment, Pre-Entry and Admission

As a Designated Awarding Body UCD admits students to programmes from NFQ level 6 to level 10 and at various stages within these programmes. The [Admissions Policy](#) outlines the University's framework on how it admits students, who has responsibility to do so, the overarching general principles for admission, and the policies and procedures related to the Admissions policy. The Admissions Policy does not apply to UCD's Linked Providers.

UCD Registry - Admissions has overall responsibility, acting under delegated authority from Academic Council, for the admission of students to the University and for ensuring compliance with published entry criteria and enrolment plans. Admissions audits application decisions based on established and published entry criteria and manages the verification of incoming students' academic records. UCD Admissions provides comprehensive information and advice to prospective, current and other stakeholders on the admissions process.

Specific programme requirements are published on the [UCD Admissions](#), [UCD Student Recruitment](#) and [UCD Global](#) websites. Prospectuses for undergraduate and graduate programmes are also published.

The University has systematically enhanced and mainstreamed supplemental entry routes to all programmes, including, HEAR, DARE; QQI-FET, Mature, University Access, and Open Learning. Each is now clearly defined and transparent: 25% of first year places in each undergraduate programme, is reserved for students using these access routes. Unassigned places on any programme are reallocated within the access quota, making the 25% quota a real and sustained access initiative. Under-represented groups are targeted through UCD's outreach programme, through 18 linked DEIS schools, Further Education Colleges, and community groups.

Codependent related policies and procedures are in place to align with the Admissions policy and include [UCD Academic Regulations](#), Admissions Privacy Statement, Applicant Appeals, Asylum seekers and Refugees, Recognition of Prior Learning, Relevant Offence Risk Assessment Policy. Student (Garda) Vetting, Student Fitness to Practice Policy, Transfer Policy, UCD's Child Protection Policy and Guidelines.

For undergraduate admissions, the [MyUCD portal](#) provides extensive information on the admissions process, CAO application, summer schools, open evenings and career fairs, UCD Open Day, the UCD prospectus, UCD Horizons (the modular and credit-based structure for taught degrees at UCD), the UCD Peer to Peer chat platform, the UCD Schools Liaison and Campus Tour Programme, dedicated resources for Guidance Counsellors & Parents, information on Campus life and a virtual Campus Tour.

Information is provided for a wide variety of types of applicants that includes Irish Leaving Certificate Applicants, QQI-FET applicants, Mature Applicants, EU Applicants, Non-EU Applicants (including progressions from Study Group programme), Transfer Applicants, A-Level/GCSE Applicants, and Graduate Entry applicants.

Alternate pathways are also available to students of all ages and backgrounds to pursue their studies at UCD including students with disabilities, mature students, part-time learners, and students from communities experiencing socio-economic disadvantage. Seven entry pathway are available:

- [University Access Courses](#)
- [DARE \(Disability Access Route to Education\)](#)
- [HEAR \(Higher Education Access Route\)](#)
- [Lifelong Learning](#)
- [Open Learning](#)
- [Mature Years](#)

- QQI-FET

As part of the University's commitment to widen student participation, ensure equitable access to education, and to create a diverse and inclusive community on campus, the 'University for All' initiative is a whole-institution, evidence-based approach to mainstreaming inclusion in UCD, ensuring that all students feel welcome, belong and are valued. Developed in response to the *National Policy for Equity of Access To Higher Education* to "integrate the principle of equity of access more fully into the everyday life of the HEIs so that it permeates all faculties and departments, and is not marginalised as the responsibility of the designated access office" (HEA, 2015, p. 25) .

University for All is a sustainable model that ensures institutional transformation through the promotion of a system change necessary to create an inclusive culture. The University for All approach has the potential to transform higher education institutions and move from a siloed approach that 'others' some students, to one where all the learning experience is universally designed and configured to meet the needs and aspirations of all students.

UCD has put in place a range of financial supports and scholarships, offering the largest scholarship programme in Ireland - 428 Cothrom na Féinne scholars are currently studying in UCD, at undergraduate and postgraduate levels. These awards are named after UCD's commitment and historical connection with justice and equality, or in common parlance - level the playing field. The Cothrom na Féinne scholarships awards are made to students who experience significant financial, social and educational barriers.

UCD has been accredited as a University of Sanctuary since 2018. The Sanctuary Programmes is offered to students who are asylum seekers/refugees and has enrolled 69 to date. In 2020/2021, 40 sanctuary students who are not eligible for State support were awarded Cothrom na Féinne scholarships.

Under delegated authority, UCD Global manages non-EU admissions to UCD's undergraduate programmes and selected graduate programmes, with UCD Registry - Admissions retaining an oversight and audit function. For international students, there is also a dedicated website supported by UCD Global for study at UCD for international students that provides information on pre-entry and the UCD student experience.

For graduate admissions, there is extensive information for prospective students on the UCD Graduate Studies website. This includes:

- Graduate Options
- Graduate Taught Programmes - links to the dedicated website for Graduate Taught programmes UCD Graduate Admissions (targeted at domestic students).
- A Course Search Function listing all programme options
- Graduate Research Programmes
- Graduate Prospectus
- Reasons to Choose UCD for Graduate Study
- Graduate Programme search tool
- Application FAQ
- Campus Life (including a Virtual Campus Tour, Open Days & Events, International Students, Accommodation)
- Global Connections
- Student Testimonials
- Future Careers

For graduate admissions UCD operates an online application system accessed through UCD Registry website and through UCD Graduate Admissions. There is also information about programmes available via online and distance learning through the UCD Online Learning website. Under delegated authority from the University, UCD Global manages non-EU admissions to selected graduate programmes and UCD Schools manage their relevant EU admissions for graduate taught and graduate research programmes.

Progression

Following admission to UCD, there is extensive information and support 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 peer mentoring, [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](#)

A peer mentoring system [Peer Mentors at UCD](#) is in place to support new students transition to University. Additional supports are provided by Student Advisors, College Programme Offices and Schools' offices

Additional policies and procedures and other guidelines which support student access, transfer and progression include:

- [UCD Academic Regulations](#)
- [Alternative Entry Routes](#)
- [Access Progression Routes](#)
- [Taught Programme Transfer and Re-Admission Policy](#)
- [Transfer and Re-Admission Applicant Information](#)
- [Policy on Recognition of Prior Learning](#)
- [Policy on Progression in Doctoral Programmes](#)

The [UCD Widening Participation \(UWP\) Committee](#) provides the formal mechanism to oversee, monitor and promote the University's achievement of a diverse and inclusive scholarly student community, characterised as a 'University for All'. UCD's Widening Participation Committee plays a key role in supporting the University to recognise, promote and value diversity, foster the spirit of inclusion, appreciate the breadth of talent, experience and contribution of all students, and strive to remove the barriers to access, participation and success. The Committee reports to the [UMT Education Group \(UMT-EG\)](#). Membership is drawn from all Academic Programme Boards, Policy and Support Services, in addition to Student Access Leaders and the UCD Student Union. The Committee is provided with policy advice, expertise and operational support by [UCD Access & Lifelong Learning](#) and the Committee has a three-year term with meetings taking place five times per year. The Committee also publishes annual reports, the most recent of which is available at [UCD Widening Participation Committee – Annual Report 2018-19](#).

Recognition

UCD's academic awards are linked to the [National Framework of Qualifications \(NFQ\)](#), and on the Irish Registrar of Qualifications (IRQ) which in turn is matched to the [European Qualifications Framework \(EQF\)](#). Each NFQ level

is based on nationally agreed standards of knowledge, skill and competence. This enables clarity on the qualifications held or on the current programme of study, provides confidence that NFQ qualifications are quality assured, and enables a comparison of Irish qualifications with national and overseas qualifications. It supports student and graduate mobility, a recognition of prior learning, both formal and informal. The list of UCD awards are aligned to an NFQ level and their ECTS credit values are included in the [UCD Academic Regulations](#) (and Figure 5 below).

Figure 5 – UCD Academic Regulation 2.5, University Awards Table – Taught Programmes

	Award Type	Credit Range	Minimum UCD Level Requirements	GPA Award Classification
NFQ Level 6				
Certificate of Continuing Education	Special Purpose	5-15		Greater than or equal to 3.68 <i>Distinction</i>
Diploma of Continuing Education	Special Purpose	20-30		
NFQ Level 7				
Certificate of Continuing Education	Special Purpose	5-15		Greater than or equal to 2.48 and less than 3.68 <i>Merit</i>
Diploma of Continuing Education	Special Purpose	20-30		
Professional Certificate	Special Purpose	5-15		
Professional Diploma	Special Purpose	20-30		
University Certificate	Minor Award	20-40	20 credits at UCD Level 1 or above	Greater than or equal to 2.00 and less than 2.48 <i>Pass</i>
University Diploma	Minor Award	60-120	45 credits at UCD Level 1 or above	
NFQ Level 8				
Professional Certificate	Special Purpose	5-15		Greater than or equal to 3.68 <i>First class honours</i>
Professional Diploma	Special Purpose	20-30		
University Certificate	Minor Award	20-40	20 credits at UCD Level 3 or above	
Diploma of Continuing Education	Special Purpose	20-30		Greater than or equal to 3.08 and less than 3.68
Higher Diploma	Major Award	60-120	30 credits at UCD Level 3 or above	<i>Second class honours, Grade I</i>
Honours Bachelor's Degree	Major Award	180-360	40 credits at Level 3 or above	Greater than or equal to 2.48 and less than 3.08 <i>Second class honours, Grade II</i> Greater than or equal to 2.00 and less than 2.48 <i>Pass</i>
NFQ Level 9				
Certificate of Continuing Professional Development	Supplemental	5-10		<i>Distinction</i> <i>Merit</i> <i>Pass</i> As above
Professional Certificate	Special Purpose	5-15		Greater than or equal to 3.68 <i>First class honours</i> Greater than or equal to 3.08 and less than 3.68 <i>Second class honours, Grade I</i> Greater than or equal to 2.48 and less than 3.08 <i>Second class honours, Grade II</i> Greater than or equal to 2.00 and less than 2.48 <i>Pass</i>
Professional Diploma	Special Purpose	20-30		
Graduate Certificate	Minor Award	30-40	20 credits at Level 4 or above	Greater than or equal to 3.68 <i>First class honours</i> Greater than or equal to 3.08 and less than 3.68 <i>Second class honours, Grade I</i> Greater than or equal to 2.48 and less than 3.08 <i>Second class honours, Grade II</i> Greater than or equal to 2.00 and less than 2.48 <i>Pass</i>
Graduate Diploma	Major Award	60-80	45 credits at Level 4 or above	
Master's Degree / Professional Master's Degree	Major Award	90 - 180	70 credits at Level 4 or above	

In the case of most of the University's major degree programmes; Honours Bachelor Degree, Masters Degree and Doctoral Degree, the associated levels are applicable regardless of date of award. During the process of mapping UCD awards to the NFQ, Higher Diploma programmes were reviewed and a number were re-designated as Graduate Diplomas (NFQ level 9). Within the context of the NFQ, awards that the University no longer offer are referred to as 'historical awards'. Awards that were offered by the University prior to the establishment of the NFQ are referred to as legacy awards.

UCD encourages lifelong learning and provides the opportunity for prior learning to be recognised. Students can apply to have prior learning recognised for the purposes of admission into a UCD programme of study, or credit applied towards a UCD programme of study (for example to replace elective credits in a Stage), or transfer into or between UCD programmes. The [Recognition of Prior Learning Policy](#), and all supporting documentation, applies to all UCD programmes at undergraduate and graduate levels. With the recognition of prior and concurrent learning the University promotes the principles of lifelong learning and widening participation in education.

Certification

[UCD Academic Regulations](#) outline the awards made by the University. Programme award levels are informed by the Irish National Framework of Qualifications, the European Qualifications framework, the European Higher Education Area 'Bologna Framework', Quality and Qualifications Ireland, and the requirements of professional, statutory or regulatory bodies associated with a specific programme of study, including those which grant a license to practice.

The University confers major awards, minor awards, special purpose awards and supplemental awards. All learning achievements are measured and described in terms of acquiring knowledge, skills and competencies. Each award requires an accumulation of credits as per the above diagram. Awards are classified based on an award Grade Point Average (GPA), with the exception of grade neutral awards. The award GPA is determined by the Programme Examination Board applying one of the four Award GPA Rules articulated in the [Academic Regulations](#).

Following completion of a UCD programme of study, the [UCD Conferring Unit](#) manages the University process for awarding degrees including the graduation ceremony. A meeting of the University to confer degrees takes place at the conferring ceremony designated for the degree immediately after passing the degree examinations.

The [Student Desk](#) in UCD also provides an integrated service for online provision of all [official documents](#) required by students, namely:

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

2.3 Procedures for Making Awards

All programmes leading to awards in the University are overseen by a Taught Programme Board, Graduate Research Board, Board of Studies, or Joint Academic Programme Board (collectively referred to as Governing Boards), which are responsible for monitoring the overall performance and progression of students registered to their programmes and ensuring their academic welfare. Governing Boards are established by [Academic Council](#).

The quality of the learning experience at UCD is monitored on an on-going basis, primarily by the Governing Boards on delegated authority from Academic Council. The Governing Board prepares annual academic operational programme plans in consultation with the Head of School, College Principal and College Executive. Agreed plans will be subject to review/approval at the University level for their alignment to the programme and University strategic plans. The Governing Board will also be required to prepare strategic academic programme plans, at such intervals as the University may require. The Governing Board shall also, within the resources made available by the University and the relevant College, ensure that appropriate supports are in place to meet the welfare, pastoral and academic administrative needs of students registered to the programmes.

For each programme within its remit, the Governing Board shall:

- Promote excellence in education by articulating the aims and outcomes of each programme and agree a strategy and academic plan for the programme;
- Approve proposals regarding the structure and content of the programme and any special regulations relating to the programme, seeking University-level endorsement as appropriate and reporting annually to Academic Council or its relevant committee on such approvals;
- Ensure that the modules contributing to the programme support the academic coherence of the programme and the quality of the graduate output;
- Oversee and enhance the academic quality of the programme and the student learning experience;
- Establish, where appropriate and subject to the University's regulations and policies, programme-wide norms and guidelines regarding teaching and learning approaches, student workloads and assessment and grading practice;
- Admit students to the programme in accordance with the University's regulations and policies;
- Adjudicate on student applications for leave of absence and transfer between programmes, in accordance with the University's regulations and policies;
- Make decisions in line with the University's approved policies and procedures in relation to Continuation and Readmission, Fitness to Continue in Study and Student Fitness to Practice.
- Receive, consider, and act upon or respond to, recommendations from the Teaching and Learning Committee of the College;
- Establish in accordance with University policy, mechanisms to assure and enhance the quality of educational and related activities and participate fully in the quality assurance/quality enhancement processes of the University;
- Ensure implementation of University strategy, policies and procedures in teaching, learning, assessment and widening participation;
- Monitor progression and completion rates of students

The Governing Board shall support the development of strategic and operational plans for education within the College. These plans shall be prepared within the overall planning framework for the University, Colleges and Schools.

The University policy on the [Role of the Head of Subject](#) outlines the role of Subject Head in supporting the Head of School by providing academic leadership in the relevant Subject area. The Head of Subject is, for the duration of their appointment, *primus inter pares*, the academic leader for the subject within the University. The role is normally held by a senior member of academic staff from within the relevant School. The principal duties of the Head of Subject are:

- Provide academic leadership for the development of the Subject within and outside the University.
- Provide leadership with School management in the development and delivery of the Subject's curriculum, teaching and assessment methods.
- Oversee the content, outcomes and quality of modules offered in the Subject.
- Support the Head of School and School Head of Teaching & Learning (where relevant) in developing, maintaining and managing the highest standards in the delivery of teaching and learning at graduate and undergraduate level in the School.
- Support the Head of School and Programme Deans in the provision of the modules necessary to ensure the quality of the programmes that include the subject.
- Subject to delegation of authority by the Head of School, assist the Head of the School (or nominee) in the allocation of the teaching activities of School, assigning teaching and related duties to members of staff.
- Stimulate and support the development of research and scholarship within the Subject.
- Support the Head of School (or nominee) in mentoring and developing the staff associated with the Subject.
- Support the development of a stimulating, creative and collegial working environment within the School.
- Undertake such other duties as may be assigned by the Head of School (or nominee).

The policies and procedures 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 trimesterised 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. 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 and on the IRQ.

Extensive support for programme and module design and enhancement is available through [UCD Teaching and Learning](#), including accredited 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
- Module Design
- Institutional Framework on Programme Assessment and Feedback
- Blended and Online Learning Design
- Curriculum Review and Enhancement Project Guide

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** for all taught programmes. The tool can also facilitate programme teams to undertake a curriculum mapping exercise to: examine alignment of individual modules to programme outcomes; understand the nature and amount of assessment across a programme stage; ensure coherence within and between programme stages. The tool provides visual maps to aid programme teams to review and enhance an aspect of their programme or the entire programme on a periodic basis. Guidelines, including discussion prompts and resources, are provided by UCD Teaching and Learning to support programme teams to undertake a curriculum mapping and enhancement process.

The measurement and assurance of the achievement of learning outcomes by learners is principally mediated through the system of assessment in UCD. Section 4 of the [Academic Regulations](#) outlines the regulations with reference to assessment, grading, and feedback. Colleges, Schools and UCD Registry ensure that information for students on all aspects of their assessment is explicit, transparent, targeted towards students, up-to-date,

readily available, and emphasised at the outset of a module to guide student learning. The principles that underpin assessment in UCD aim to promote consistency across the University, and parity in student experience of assessment; and act as an important reference point for setting and maintaining UCD's academic standards. These academic standards are also assured through input from Extern Examiners, student surveys including The Start of Term Survey, StudentSurvey.ie (national) and student Module Feedback surveys. The Review Group Reports for each School within the University as part of the Periodic Quality Review Process also include a dedicated section on the Quality of Programmes and the Student Learning Experience, which ensures that School approaches to ensuring that learners acquire the relevant standard of knowledge, skill and competence are reviewed and evaluated externally.

2.4 Teaching, Learning and Assessment

The mission of UCD Teaching and Learning is to foster a culture of continuous enhancement of teaching and learning - supporting staff to deliver inclusive, innovative and research-informed teaching that leads to engaging and meaningful learning experiences for all UCD students. The Unit has six high-level objectives:

- Lead and contribute to strategic educational initiatives in response to current institutional needs and priorities.
- Provide a suite of professional development offerings for those who teach and support student learning.
- Recognise and reward those who demonstrate excellence in teaching and supporting student learning.
- Promote, learn from and extend the reach of exemplary and innovative teaching practices.
- Support evidence-based approaches to the enhancement of teaching and learning through research and scholarship.
- Expand and maintain networks of leaders and enthusiasts of teaching and learning to extend and shape practice across the university community.

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. The [T&L team](#) adopts an evidence-based approach to all aspects of its work. [UCD Teaching and Learning](#) is also subject to periodic quality review, with the most recent review taking place in October 2020. The [Review Group Report](#) and the associated [Quality Improvement Plan \(QIP\)](#) are published on the UCD Quality Office website under [Reports and Publications](#).

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), Associate Deans and School Heads of Teaching and Programme Directors. UCD Teaching and Learning provides an extensive number of online [resources](#) and also facilitates the sharing of knowledge and expertise across the institution through a virtual [T & L Community](#). The T&L Community (hosted in Google Currents) 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 fora 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 fosters a University culture that is inclusive and responsive to all including 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.

In relation to Student Feedback on Modules, UCD operates an anonymous, online student feedback system to ensure that students are given a voice in the module enhancement process as part of UCD's evidence-based quality assurance of modules. See Figure 6 below for information on the Student Feedback on Modules Survey Process.

Figure 6 – Student Feedback on Modules Survey Process

#	Steps in the Process	Action	Stage in Semester
1	Survey Setup	<p>Module coordinator selects questions for inclusion in their online module feedback survey via InfoHub. The module survey has:</p> <ul style="list-style-type: none"> 7 core questions asked of all modules Up to 6 additional questions may be added by the module coordinator <p>For queries on the setup or administration of the InfoHub survey contact modulefeedback@ucd.ie</p>	Week 8/9
2	Student Survey Open	<p>Students are invited to complete their survey at www.ucd.ie/survey. A survey launch email and reminder emails are issued centrally and individual module coordinators are encouraged to remind students to engage in the feedback process.</p> <p>Module Coordinator and Head of School monitor survey response rates via InfoHub. Targeted local efforts to maximise student engagement may result as necessary.</p>	Four weeks commencing in week 11
3	Results Available	<p>Results are available via InfoHub</p> <ul style="list-style-type: none"> Module Coordinator views detailed results for their own modules, including completion rates, a mean (Likert) score for questions and all qualitative responses. Head of School views completion rates and mean (Likert) score for questions 1-5 for each module in their school. Qualitative responses are not included in the Head of School Report. An overall mean (Likert) score for core questions 1 to 5 for all modules surveyed in their school will also be include in the Head of School report. 	Results will be available after Gradebook closes
4	Interpreting & Responding to Feedback	<p>Module Coordinator and Head of School use feedback to enhance and further develop modules. School and subject level discussions around themes emerging from feedback take place. Teaching resources such as Student Feedback: Responding Constructively may support this process. Faculty are also encouraged to contact UCD Teaching and Learning for support with any aspect of their teaching practice. For queries on the administration of the InfoHub survey contact modulefeedback@ucd.ie</p>	Ongoing

The principles that underpin assessment in UCD are:

- **Clear and high standards are communicated** through assessment tasks that address learning outcomes and motivate students, and address learning outcomes. Assignments should be challenging, but achievable, and reflect appropriate work and effort. Assessment requirements should be clearly understood. Summative assessment load should be the minimum required to sample the students' learning.
- **Assessment is central to curriculum design and learning** where assessment guides and encourages effective approaches to learning; where assessment is valid and reliably measures expected programme outcomes and where grading defines and protects academic standards.
- **Alignment between expected programme outcomes and assessment** where each school has a clear policy that guides assessment and where module assessment is integrated into programme assessment.
- **Equality, Diversity and Inclusion:** All students shall have equal opportunity to effectively demonstrate their learning and be assessed by different, appropriate and applicable methods across their programme, subject or major. UCD upholds the principle of Equality, Diversity and Inclusion in Assessment ensuring that assessment does not bear more heavily against any group and no bias, either conscious or unconscious impacts upon the assessment process.
- **Variety of assessment approaches:** A variety of methods should be used so that there is not over reliance on specific methods of assessment, tasks assess generic skills as well as subject specific knowledge and there is a clear progression in the complexity and demands of assessment requirements over the sequential levels of modules and stage programme outcomes. A variety of assessment approaches will mitigate against inherent biases that may disadvantage particular student groups.
- **A comprehensive assessment design framework** which operates at programme level; takes into account student and staff workloads when scheduling and designing assessment tasks and provides students with defined periods for examination remediation opportunities and the resubmission of assignments; where assessment tasks are balanced between formative, summative and self-assessment approaches; and where grades are calculated and reported on the basis of clearly articulated programme outcomes and criteria for levels of achievement.

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.

Subject Extern Examiners provide an important consultative and advisory function in supporting the development of the subjects that contribute to UCD programmes as well as the enhancement of teaching, learning and assessment practices. Subject Extern Examiners play a vital role in assisting the University in fulfilling its obligations to assure the academic standards and integrity of its awards and form part of the University's broader system of quality assurance and enhancement. Subject Extern Examiners are appointed to subjects at undergraduate or graduate level, as appropriate. Each subject on the University's Subject Register shall have an Extern Examiner. Some subjects may require more than one Subject Examiner while some Subject Extern Examiners may be given responsibility for more than one subject. The key principles that underpin the role of the Subject Extern Examiner are:

- Academic Expertise
- Quality
- Equity
- Enhancement
- Objectivity
- Equality, Diversity and Inclusion

UCD Assessment also publishes online information and guidance for staff and information for Special Extern Examiners (Research Degrees) and Subject Extern Examiners (Subject Areas).

Academic Integrity and Freedom Among Staff and Students

With respect to academic integrity at UCD, according to UCD's Student Plagiarism Policy, "*Academic Integrity is one of the core values of the UCD Education Strategy and includes adherence to the highest ethical and academic standards. Students, researchers and staff achieve academic integrity through sound academic writing, avoiding plagiarism, and use of appropriate referencing and citation*". This policy was updated reflect the legislative changes brought in by the *Amendment Act 2019 to the Qualifications and Quality Assurance (Education and Training) Act 2012*. The University has also published A Briefing for Students on Academic Integrity and Plagiarism and the UCD Library has also published a Library Guide on Academic Integrity – Referencing, Citation & Avoiding Plagiarism. Furthermore, UCD Teaching and Learning has also produced guidelines on How Do I Support My Students' Academic Integrity? as well as Guidance on Academic Integrity in Online and At-Distance Assessments.

The Brightspace Virtual Learning Environment (VLE) is used to provide e-learning services to staff and students. Urkund is UCD's originality/similarity checking or plagiarism prevention tool in Brightspace. Urkund means manuscript or document in Swedish. It is called originality checking as Urkund compares text in student assignments with the text in documents in its archives to see if there are any matches. It is up to the lecturer to determine whether any such matches constitute plagiarism. The Urkund archive includes all UCD submissions (including those imported from SafeAssign), student submissions from other participating universities, material publicly available on the world wide web and a wide range of academic databases and journals.

Regarding academic freedom at UCD, a Statement on Academic Freedom was developed through an Academic Council Task Force which was given responsibility to consider the matter. One of the major purposes of a university, outlined in the *Universities Act (1997)* is the advancement of knowledge. Academic freedom is essential

for such advancement. It protects and nurtures the freedom of thinking and expression in teaching, learning and research that is at the very core mission of a university. It is a defining characteristic of universities both historically and globally.

The principle and ethos of academic freedom have been endorsed by both the Academic Council and Governing Authority of UCD. This freedom, within the law, to put forward new ideas and controversial or unpopular opinions is enshrined in Statute 25 (Chapter 1) of the University. This statute decrees that:

5. In the performance of its functions the University shall have the right and responsibility to preserve and promote the traditional principles of academic freedom and be entitled to regulate its affairs in accordance with its independent ethos and traditions and the traditional principles of academic freedom.

6. The academic staff shall have the freedom, within the law, in their teaching, research and any other activities either in or outside the University to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions without being disadvantaged, or subject to less favourable treatment by the University.

Furthermore, the employment contracts for academic staff members include the following standard provision in relation to academic freedom:

“A member of the academic staff of the University shall have the freedom, within the law, in his or her teaching, research and any other activities either in or outside the University, to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions and shall not be disadvantaged, or subject to less favourable treatment by the University, for the exercise of that freedom.”

In 2020, the recommendations of Academic Council Executive Committee (ACEC) working group) to review the UCD Statement on Academic Freedom were implemented. This group considered the impact, if any, of the substantial growth in UCD’s international engagement and commitments to ensure that the existing statement continues to work in the context of international engagement in jurisdictions where different legislative frameworks apply and environments where different traditions and cultures of scholarly enquiry are established.

3.0 Learner Resources and Support

Library, Student Social and Study Facilities

UCD Library supports overall University strategy in the areas of student experience, education, research, innovation, and promulgation of Irish cultural heritage. It provides access to thousands of information resources that are critical to both student and faculty academic success and a range of innovative services and advanced technologies that support both student learning and leading-edge research activities. The mission of UCD Library is to be a leader in enriching the student experience, to empower global engagement, and to act as an intellectual centre for the UCD community.

UCD Library's vision is to be the library of the future, connected to and part of a global information infrastructure; connecting communities by providing an inspiring and inclusive environment for learning, collaboration and knowledge creation; engaged as partners in education and research; engaging as leaders in library service development and the curation and preservation of our shared heritage.

UCD Library provides services from five sites on two campuses. Across these sites and online, the Library provides access to collections, services and facilities that support a wide range of campus stakeholders. These include study spaces, social learning hubs, laptop loans, group study facilities, an extensive e-book collection and a wide range of online journals and databases. The James Joyce Library, located on the Belfield campus, is the main library for UCD. There are three specialised libraries: the Health Sciences Library, a modern Library forming part of the Health Sciences building; the Veterinary Library, a modern library within the Veterinary Sciences Centre; and the Richview Library, housed partly in an older Victorian building, serves the Schools in the Richview area of the campus that focus on the built environment. The fifth library, the Blackrock Library is housed on the Blackrock Campus and serves the UCD Michael Smurfit Graduate Business School.

Space available and usage across the various UCD Library sites are identified in Figure 7 below:

Figure 7 – UCD Library space and facilities

Building	Sq Metres
James Joyce Library	13,594.7
Health Sciences Library	2,102.4
Blackrock Library	900.0
Veterinary Library	559.0
Richview Library	375.3
	94.6 (Earth Institute)
Total	18,201.9

Libraries and their overall size

Library	Individual study spaces	Group study rooms	Social study Space	Dedicated bookable postgraduate spaces
James Joyce	2269	6	Hub on Level1	35 PCs & 4 laptop spaces
				38 individual study rooms
Health Sciences	244	6		
Veterinary Medicine	125	1		
Richview	81	1		
Blackrock	117	2		

Study space provision

	Black & White	Colour	Scanning
James Joyce	9	2	2
Health Sciences	2	1	1
Veterinary Medicine	1	1	1
Richview	2	1	2
Blackrock	1	0	0

Photocopying and printing services in UCD libraries

Space	Capacity	Location	Available for
Problem-Based Learning Rooms x6	10	Health Sciences	Academics
Information Skills Room	15	James Joyce	Library Staff
Information Skills Room	35	Health Sciences	Library Staff
Library Link	35	James Joyce	Library Staff; University staff; open study

Teaching Space provision in UCD libraries

Library storage	% full
James Joyce Library general store	Full
James Joyce Library basement store	Full
Special Collections store (over various spaces)	Full
"Tunnel space"- extra storage rooms	Full
Newstead building 466.4 sq metres storage space	c. 75% Full

Closed access storage facilities

The Library Hub is a social learning space that enables students to engage in interactive learning activities, and it includes the UCD Maths Support Centre and UCD Writing Centre.

The UCD Library has also published a set of online [Guides](#) to help students, teachers and researchers access the information that they need. This includes the following dedicated resources:

- [I am a Student](#) (quick links, subject guides, online tutorials, who to contact)
- [I am Involved in Teaching](#) (ordering books, teaching supports, contacts, guides and tutorials)
- [I am a Researcher](#) (quick links, key services for researchers, guides, contacts)
- [Guides A-Z](#) (complete listing of Library guides, tutorials and videos)

In addition, there is a [UCD Library Guide to Remote Access](#), which was setup to specifically address the challenges arising due to the COVID-19 pandemic.

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. [College Liaison Librarians](#) also act as primary contacts for teaching and learning support and they help teachers with developing the information and research skills of their students, work with teachers to support their module and programme learning objectives, and they provide classroom and online supports.

The UCD Library publishes an annual statistics report on [Key Facts](#) such as resources, collection development, services, skills provision, and Heritage collections. It also engages in a broad range of Community Engagement activities, such as schools outreach, community training, participatory heritage, events, exhibitions, partnerships, community engagement marketing plans.

The UCD Library is also subject to periodic quality review and will be reviewed in 2021/22. The [Review Group Report](#) and the associated [Quality Improvement Plan \(QIP\)](#) from its last review in 2015 are published on the UCD Quality Office website under [Reports and Publications](#). The Library also supports academic schools undergoing quality review through the provision of subject data and reports.

In relation to social activity, the [UCD Student Centre](#) 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 People and Organisation 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.

IT Infrastructure for Students

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 Brightspace Virtual learning environment (VLE), expertise in developing various types of visual content, and e-Portfolios. Guidance is provided via the [Educational Technologies in UCD](#) website which is supported by [UCD IT Services](#) and the [Student IT Guide](#) is designed to introduce students to the key IT services available at UCD.

The Student IT Guide is designed to introduce the key IT services available at UCD. Before students arrive on campus they are encouraged to download the free [UCD Mobile app](#) where they will find useful information about orientation. They will also find an interactive UCD map, access to the virtual learning environment Brightspace and library services, an events calendar, catering options and much more. The UCD Mobile app is available for Apple and Android devices.

New students are encouraged to check-out the Discover IT section in the 'Introduction to UCD' module when they first log into Brightspace, the UCD Virtual Learning Environment (VLE). This is designed to help students get started using IT@UCD. Students can also follow UCD IT Services on Twitter [@ucditservices](#) for the latest news and service announcements. The Student IT Guide also provides information about:

- UCD Connect – the gateway to IT Services
- Student Accounts at UCD
- Email at UCD
- Software
- Help and Advice
- IT Facilities
- Office 365, Google Drive and Special Deals
- Virtual Learning at UCD
- Keeping Students and their Devices Safe Online

- Wireless Services

Regular communication with students via Brightspace and their UCD Connect email account provides programme and University information from College/School Offices, Dean of Students and Registrar.

UCD Connect provides access to all the central applications available such as Google Mail, Brightspace, SISWeb, Calendar/Timetable and Google Drive together with software applications and other services such as Office 365, library account, online file storage, UCD noticeboard and news. UCD Connect is available 24/7.

Google Workspace enables users to log in with their UCD Connect details to communicate and collaborate through an integrated range of apps, accessible across multiple devices. As well as accessing UCD email (through Gmail), calendar and Google Drive as normal, students can also use Google Chat, Google Currents and Google Keep.

Zoom has been fully integrated with Brightspace and is the Virtual Classroom service for teaching. A Zoom account is provided for all students allowing them to attend online lectures and collaborate with peers.

Wireless access to the UCD network is available campus wide in all the main buildings and in the student residences.

Student Supports/Welfare

The University makes available an extensive range of support for learners from pre-entry through to graduation and beyond. UCD recognises that studying at university can be challenging at times for students, and there is a strong support network for students at UCD. From health services to specific programme advisers, student welfare and support is at the heart of what the University does. The UCD Current Students website 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.

UCD Dean of Students

The Dean of Students has responsibility for the student experience in UCD, and is committed to the continued enhancement of UCD's programmes and educational environment so that every student may be fully supported in reaching their potential. The Dean of Students also acts as the University Child Protection Officer.

College/School Offices

The College/School Office is typically the main point of contact for most of the academic services students require during their studies. Programmes have a dedicated Programme Manager available to assist and support students throughout their time at UCD. Among the range of support provided by the College/School Office are assistance with general queries, module registration, timetable queries, advice on extenuating circumstances, leave of absence and withdrawals, visa queries and collection of visa letters, out-of-hours access forms, and official form signing and stamping.

Student Desk

The Student Desk in UCD helps students with any questions that they might have, whether they are a student (current, former, or prospective), parent, third party or staff member and are typically the main contact for students for most administrative services. Assistance may include information on admissions, registration, fees, funding, grants, official documents, form stamping, thesis submission, examinations and assessment. Students can contact the Student Desk by email, phone or in person.

UCD Global

UCD Global offers a range of support for students, such as Student Advisers, the Student Health and Counselling Service, the Chaplaincy, and Disability Services offered through the Access and Lifelong Learning Centre. The UCD Global Experience Team provides information, guidance and support on the international elements of the student experience. This could include support with complex immigration queries, cross-cultural advice, assistance during a crisis, dealing with culture shock or settling into life in Ireland. Students are encouraged to

engage with other international students through the [UCD Global Facebook group](#) and [Virtual Global Lounge Events](#). Students may also submit a query via the [UCD Global Student Connector](#).

Peer Mentoring at UCD

Peer Mentors help make coming to UCD a more welcoming, less daunting experience for students. As well as arranging meetings and social events for their mentees, mentors are also available to assist with any queries or concerns which their mentees may have. In turn, mentors will be supported by their Student Adviser or Student Progression Manager. The UCD Peer Mentoring Programme aims to help new students make friends and settle into their course; encourage new students to get involved in social activities; prepare new students for first year by encouraging them to develop specific study skills; reassure new students when it comes to concerns they may have about starting college; support new students in solving problems which at the start of their studies can seem very difficult but which, with the right help, can be easily addressed; provide a space where new students can ask questions, no matter how big or small they may seem; assist new students in navigating the various academic and personal supports that are available to them in UCD; enhance the overall quality of the first year experience; and equip Peer Mentors with organisational, communication and leadership skills

Student Advisers

UCD has a Student Adviser support structure whereby all students have a Student Adviser attached to their programme or with responsibility for specific cohorts such as Mature Student and Postgraduate Research Students, who is an easily identifiable and approachable source of support and information on personal, financial and social matters. The Student Advisers are trained student support professionals who offer comprehensive and embedded support in the buildings where students are located making them an accessible and friendly source of assistance and advice.

Student Financial Difficulties

Students can experience financial problems during their time in UCD for various reasons. Many students (and their parents) find it difficult to make ends meet due to on-going low income and/or other financial commitments. Similarly, financial worries may be the result of unforeseen events like a family bereavement, accident, or illness. For others there is the added consideration of childcare costs which significantly impacts on their finances while studying. UCD provides some financial support to students undergoing temporary difficulties and those with ongoing low income.

Student Health Service

The Student Health Service offers a range of healthcare service to support our students in their journey through their programme of study and University life through the provision of on-campus medical, student counselling and mental health supports.

Alumni Buddy Programme

The UCD Alumni Buddy Programme links incoming international, graduate students with local UCD Alumni. The programme provides friendly support to students, especially just after they arrive in Dublin.

Students' Union

All UCD students are members of the Students' Union (UCDSU) and supports all UCD students during their education by providing a voice and space for them to enhance their college experience as well as welfare support. The UCDSU consists of six sabbatical officers working full-time for the union (President, Entertainments Officer, Campaigns and Engagement Officer, Graduate Officer, Welfare Officer and Education Officer) and nine elected College Officers.

Chaplains & Prayer Rooms

The University chaplains provide pastoral care, emotional support and spiritual accompaniment as well as acting as student advisers to students from all denominations. Dedicated prayer rooms are also provided for students of different faiths..

Uniquely in Irish Higher Education, UCD is pioneering University for All – an institution-wide systemic change initiative to embed access and inclusion ensuring an inclusive educational experience for all students. [UCD](#)

Access and Lifelong Learning's primary function is to be the bridge to inclusion; offering connections, engagement and building relationships between communities that are distant from higher education and the University community. This is achieved by:

- Developing and implementing a range of responses to widen access and ensure participation by diverse student cohorts, including students with disabilities, mature students, part-time learners, and students from communities experiencing socio-economic disadvantage.
- Supporting and enabling the University to integrate and embed the principles of equity of access and universal design throughout the institution.

Once admitted to UCD, there is extensive information and support 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.

The **Maths Support Centre (MSC)** 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. Students receive one-to-one or small-group maths tuition during drop-in service hours. Students can attend during these hours to use the MSC as a maths study space, where they can work at their own pace with a tutor on-hand if they have any questions. Outside of these hours, the MSC is open as a group study space for mathematics (and other students) during library opening hours. The MSC aims to enhance students' knowledge of mathematics and guide them to becoming more self-directed learners. Most importantly, the MSC is staffed by dedicated and experienced tutors who can offer individual support in Mathematics, Statistics, Applied and Computational Maths (ACM), or any other numerate subject such as Architecture, Economics, Engineering or Nursing where problems can arise due to a lack of mathematical understanding. The MSC 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 mission of the **Writing Centre** is to offer free, high-quality tuition in writing to all undergraduate and postgraduate students interested in improving their writing skills. It offers one-to-one tuition and a range of workshops/seminars. Writing tutors are friendly and non-judgemental, and the sessions are student-centred and inquiry driven. The Centre strives 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. Students can drop-in without an appointment or they can book 50-minute or 30-minute sessions.

Following completion of a UCD programme of study and conferring, student interaction with the institution is 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. In particular, UCD engages with its alumni through the annual UCD Festival, which draws alumni back on to campus for a wide range of activities and links UCD with the surrounding community.

Supports for International Learners

For international students, there is a dedicated website supported by UCD Global for study at UCD for international students. UCD offers a range of supports for students, such as a network of Student Advisers, the Student Health and Counselling Service, the Chaplaincy, and disability services offered through the Access and Lifelong Learning Centre. The UCD Global Experience Team provides information, guidance and support on the international elements of the student experience. This could include support with complex immigration queries, cross-cultural advice, assistance during a crisis, dealing with culture shock or settling into life in Ireland. Students are encouraged to engage with other international students through the UCD Global Students Facebook group and Virtual Global Lounge Events. Students can also submit any query they may have via the UCD Global Student Connector. Further support and information is also provided in the following areas:

- Campus Support
- Student Advice
- Academic Support
- Campus Life
- UCD Global Lounge
- Global Guides
- Visas and Immigration
- Working in Ireland
- Orientation

Supporting Student Engagement

UCD Online offers prospective students a flexible way to study for a globally recognised quality university qualification.

UCD Online courses are delivered through the Brightspace virtual learning environment (VLE) similar to onsite campus delivery. UCD academics and personal tutors make module content available to students, enabling them to access and download content from wherever they are. Some modules are delivered on demand, meaning that students can study at times that suit them. Many modules use continuous assessment providing flexibility and ongoing feedback, which help to reassure and motivate students while studying independently. Lecture material may be presented in a variety of formats including audio/visual lectures, interactive learning materials, podcasts, videos etc. UCD Online also encourages and facilitates students to form study groups.

The Ally accessibility tool has been integrated with Brightspace. It is a content accessibility tool that helps build a more inclusive learning environment and improve the student experience by helping students take clear control of course content with usability, accessibility, and quality in mind. Ally will assist both with the University's objective of University for All and the Universal Design principles for Teaching & Learning, providing the student population with alternative options to receive their learning materials.

UCD Teaching and Learning has developed extensive resources and support for staff and students to facilitate and enable blended and online teaching and learning. Technology Enhanced Learning (TEL) has become the norm in higher education. The term TEL is used to describe learning that is enhanced, supported, mediated or assessed by the use of educational technologies. In UCD the term Technology Enhanced Learning (TEL) is used as an inclusive term which supports a spectrum of learning delivery modes; from face-to-face/web-enhanced to learning that is delivered as part of a blended/hybrid approach to that which is delivered fully online.

UCD Teaching and Learning also provides guidance on Blended and Online Learning Design. There is no 'one-size fits all' approach to the design and development of blended/online learning, rather it is highly dependent on the learning context and is nuanced to enhance the student learning experience. While development requires a holistic approach, the approach can vary considerably according to factors such as; discipline, year/level, student cohorts' characteristics and needs, module/programme learning outcomes in addition to the faculty members' teaching approaches and experience. Resources, courses and practical supports are available to faculty and staff to:

- Review and align existing blended and online learning; and
- Guide the development of new blended and online learning

UCD Teaching and Learning also provides expert support and guidance on core UCD Educational Technologies which is focused on the pedagogical application of educational technologies, demonstrating how they can be effectively used to support learning in face-to-face, blended or online teaching and learning contexts. This includes:

- Virtual Learning Environment (Brightspace)
- Virtual Classroom Tool

- G-Suite for Education
- Student Response Systems (Poll Everywhere)
- Pre-recorded Lectures and Screencasts
- Peer-review / assessment

In addition, UCD Teaching and Learning set-up a [Teaching Continuity Measures](#) page in response to the COVID-19 pandemic to highlight key resources on designing for blended and online learning and upcoming training/development opportunities for faculty and staff with teaching responsibilities. This includes extensive resources for staff, including in particular recorded webinars on the following topics:

- Re-designing your module for blended/online learning
- Designing online assessment
- Supporting online learners and group work
- Teaching online and supporting online learners
- Online feedback to students
- Online group work and peer learning
- 'TEL All' Conversation Series – exploring how UCD faculty experienced teaching and assessment during the emergency pivot to online learning

UCD IT Services has also published a [Remote IT Study Guide for Students](#). This includes information relating to Home Broadband Advice, Online Teaching and Learning Services, Virtual Collaboration, Data and File Access, Applications, Device and IT Security and Virtual Private Networks for Research Students.

The [IT Support Hub](#) supports students via its IT Helpdesk and to access IT support. This self-service portal enables users to log support incidents, communicate with IT Services and request services. It also provides a searchable knowledge base of user-friendly articles.

- Get help
- Request something
- Knowledge base

IT Services provide face to face support for all UCD staff and students through our IT Centre service. Remote support sessions are also available and can be arranged by contacting the IT Helpdesk.

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.

4.0 QA of Research Activities and Programmes

This section is focused on UCD's research programmes; section 1.1 above addresses the University's research activities.

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) published 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 UCD 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 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 will appoint a Research Studies Panel (RSP) for each research student early in their first year. The purpose of the Research 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, each student, supported by the RSP must document their educational, training and personal and professional development needs which along with the proposed programmes of research generates a [Research and Professional Development Plan \(RPDP\)](#). Review of a student's RPDP is an essential part of the student's Stage Transfer Assessment.

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 about any School-specific 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 UCD Graduate Studies.

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](#)
- [Policy for Supervision of Research Degree Students](#)

- [Policy for Conflict Resolution for Supervisors and Research Degree Students](#)

UCD is No. 1 in Ireland for graduate employability and is unique in Ireland in having a dedicated consultant for graduate research students. The [research student career and skills consultant](#) in UCD Careers Network supports students to explore & plan their career options beyond the PhD programme. This includes:

- 1-1 individual (60 minute) coaching and guidance sessions
- Group and Individual Career Planning to find a 'best fit' in terms of future roles
- Bespoke class delivery of workshops and seminars to increase the employability of Graduate Researchers
- Up-to-date labour market trends and employer networking opportunities
- Applications, CVs and mock interview support
- Regular news bulletins focusing on job vacancies

The [UCD Student Advisory Service](#) acts as a point of contact, support and referral for all UCD students throughout their studies. Every academic programme in UCD has a dedicated Student Adviser who offers students time and space to explore issues of concern to them. UCD has a dedicated Student Adviser for graduate research students. Student Advisers work closely with academic and administrative staff as well as with the other student support staff to ensure that each student's experience at UCD is as fulfilling and enjoyable as possible.

The [UCD Writing Centre](#) supports graduate research students to communicate their knowledge and ideas in a written format, training them how their writing should be structured, developed, presented, and phrased. This will aid the research student in preparing papers for publication in periodical journals and for the writing up of their research in the thesis. The Writing Centre offers workshops on different topics as well as individual writing sessions.

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 Professional Development](#). UCD Research Skills and Professional 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 & Transferable Skills](#)

All Post-Doctoral Fellows are encouraged to engage with the [Research Skills and Professional 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:

- [4 x Postdoc Orientation sessions a year](#)
- [60 workshops/training sessions specifically for Postdocs](#)
- [Access to Research Careers Manager and Researcher Development Specialist for one to one appointments](#)
- [Specially produced handbook online and hardcopy](#)
- ["Where are they now" publication on Postdoc Alumni Career paths](#)

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:

- Welcome Letter to Postdocs from Prof Orla Feely
- New, updated website launched in June 2021 with specific section for “New Starters”
- Access to Psychometric testing and feedback
- Access to “Career Development Portal” on the UCD infohub system
- Ability to download a training certificate at the end of contract
- Online events calendar
- Alumni round table sessions
- Employer engagement opportunities
- Specific Funder sessions

In relation to Principal Investigator/Mentor development, UCD Research Skills and Professional Development works in conjunction with UCD People and Organisation Development to provide support and training.

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) operates as an independent not-for-profit centre based in UCD. 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:

- 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.
- 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.

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. This allows the Review Group to assess the quality of the taught and research student experience.

5.0 Staff Recruitment, Development and Support

UCD Human Resources Strategy

The UCD Human Resources Strategy 2016-2020 – Growing Through People 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. *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 has a pivotal role to support local leadership teams in Schools, 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. The development of the new Human Resources strategy is well underway and it is being carefully aligned in support to the overall objectives of UCD's new Rising to the Future Strategy 2020-2024. It will encompass the same strategic period and is expected to be published in 2021. It will feature many of the core strategic foundations within the 2016-2020 strategy as many of these are still very pertinent and proving to yield good returns for UCD, but it will also be reflective of the rapidly evolving nature of the workplace.

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 University's Equality, Diversity and Inclusion (EDI) Strategy and Action Plan 2018-2020-2025 is central to UCD's ability to delivery on this objective alongside the Public Sector Duty, Athena Swan Gender Equality Action Plan 2020-2024, the Dignity and Respect Review Report 2021 and the HEI Framework for Promoting Consent and Preventing Sexual Violence.

The EDI Strategy and Action Plan 2018-2020-2025 has six key strategic objectives:

1. To support the University in its mission and vision to continue to be an equitable, diverse and inclusive community;
2. To enhance the student and employee experience to attract and support those from all backgrounds to excel at study and work, and to become the University of choice for all including those from under-represented groups;
3. To promote a culture of dignity, respect and wellbeing for all, and eliminate all forms of discrimination;
4. To develop a framework to capture robust and reliable equality and diversity data for students and employees across the University's 10 grounds in order to monitor progress in areas of under-representation;
5. To raise awareness amongst the University community by promoting greater understanding and engagement with EDI issues across the University;
6. To collaborate with external bodies on EDI related matters with a view to becoming the leading third level Institution in Ireland to advance equality, diversity and inclusion.

The University is currently undertaking an interim review of the EDI Strategy 2018-2020-2025 to ensure alignment with the UCD Rising to the Future Strategy. A facilitated workshop with the EDI Group took place earlier this year to identify how the EDI Strategy can contribute to the achievement of the UCD strategy and to identify actions to

address any gaps. The outputs from employee consultation through the EDI Survey will also feed into the revised EDI strategy.

UCD successfully secured funding from the Irish Human Rights and Equality Commission to undertake a project to support the implementation of the 'Public Sector Equality and Human Rights Duty' in UCD and the university sector more broadly. The purpose of the project was to enable a co-ordinated approach by the university sector to meet the requirements of the Public Sector Duty, to identify clear practical steps that the sector can take to meet those requirements, and to learn from experts nationally and internationally around how best to achieve this.

The University received its second Athena SWAN Bronze institutional award in 2020 in recognition of the work towards gender equality. To achieve this accreditation, an institution must demonstrate that it has undertaken a thorough self-assessment of gender equality challenges and has developed a detailed action plan to tackle them. The implementation of the 2020-2024 Plan is underway, and includes mechanisms to track progress on each of the actions. Alongside the Institutional award, Five UCD Schools across the campus were awarded with Athena SWAN bronze awards from the April 2021 round. The total number of School awards to 13, one combined College award covering 6 Schools, and the School of Physics achieved an equivalent gender equality award -Juno. 54% of Schools in UCD are now implementing gender equality action plans. Examples of actions being taken across Schools include:

- An Inclusive Teaching Pilot Study
- Promotions workshops tailored to academic grade
- Grant writing workshops for female academics
- Comprehensive local induction including buddy system for new staff
- Equality, Diversity & Inclusion Objective introduced into Performance for Growth conversations
- Gender review of module descriptors
- School Equality, Diversity & Inclusion webpages

As UCD is now mid-way through the implementation of the first schools achieving awards, the Gender Equality Action Group agreed on the 24th March 2021 to establish a working group to review UCD's internal School Athena SWAN application programme. This review is led by a subgroup of the Gender Equality Action Group to ensure a sustainable and scalable model to support UCD Schools:

- Achieve Athena SWAN awards;
- Successfully renew applications /apply for Silver status (if impact achieved);
- Re-submit applications in the event of unsuccessful submissions.

The University Management Team and Governing Authority both endorsed the Dignity and Respect Review Report (May 2021) demonstrating their commitment to building a culture in UCD where bullying, harassment and sexual misconduct (including sexual violence and sexual assault) are not tolerated. This Report was the result of researching good practice nationally and internationally alongside significant consultation and feedback from members of the University Community (made available to all employees, students, Heads of School/Unit, individuals who previously experienced D&R issues, EDI groups, the trade unions, internal academic experts and others) and external experts (Dublin Rape Crisis Centre, National Women's Council National Advisory Committee, Men's Aid, an independent external investigator and external legal advice).

The Report set out recommendations under nine main themes; two new policies (Bullying & Harassment, Sexual Misconduct); a revised formal procedure and support and guidance documents. These new policies are the first of their kind in the sector and the University has committed to keeping them under constant review. The implementation of the recommendations of the report is well underway and is being managed under six workstreams:

1. Establish and embed a Dignity and Respect Oversight Group;
2. Recruit and embed a new Dignity and Respect Support Service;

3. Design and deliver a three tiered training programme. Tier 1 will online and aimed at all members of the University Community (up to 40,000 people); tier 2 will be face to face for those that come in contact with people raising issues and tier 3 is for specialists working in the area;
4. Communications and awareness raising;
5. Working with external specialist agencies;
6. Developing and implementing reporting and monitoring tools.

The UCD Consent Framework Action Plan was also submitted to the HEA which outlines actions the University will take to address sexual harassment and sexual violence issues within UCD. An update of this for 2021 will be submitted shortly.

Recruitment

The Resourcing Team is responsible for the recruitment and selection of all faculty and staff at UCD. The university seeks to attract, retain, and develop an excellent and diverse cohort of faculty and staff who share UCD's ambition and values: excellence, creativity, collegiality, engagement, integrity, and diversity. Our recruitment practices have been developed in support of these objectives.

UCD created the Central Pool Academic Appointments initiative which has helped to grow the university community and supports our goal of increasing the quality, quantity and impact of our research, scholarship, and innovation. The UCD Ad Astra Fellows programme is part of this initiative and the resourcing team have developed creative recruitment strategies over the past three years which have produced a strong pool of diverse, high potential early-stage academics interested in joining UCD.

It is our belief that diversity in the workplace begins with inclusivity in our recruitment practices. The [Policy on Equality, Diversity and Inclusion](#) sets out UCD's mission to be a leader and role model in equality and diversity in the higher education sector and this informs our recruitment practices. In partnership with EDI, the resourcing team have completed a number of actions from our Gender Equality Action Plan including updating our Job Descriptions, promoting the use of the Gender Decoder Tool, promoting the use of the Inclusive Recruitment Practices Guidelines, and enhancing our communications with applicants and new employees. These actions further support the quality and diversity of our applicant pools.

UCD is committed to the principle of appointment on merit and our [Recruitment and Selection Policy](#) sets out a fair, rigorous and transparent process which is applied consistently, ensuring the best candidate for the job is selected. All decisions relating to recruitment and selection must be consistent with the criteria advertised for the post and the Resourcing Team works closely with Hiring Managers to ensure these standards are maintained. The team developed a set of questions for Interview Boards which reflect the Core Competencies under Job Families along with questions on EDI which is now a mandatory criterion for all posts. These standardised questions have delivered greater efficiency for Boards of Assessment and ensure consistency for candidates. The Covid-19 pandemic created a particular set of challenges for the resourcing team with the move from in person interviews to remote interviews at short notice. The team developed a new process at short notice which allowed the core activity of recruitment to continue but also met the standards required in terms of fairness and transparency. This new process will continue to evolve and will provide more options and greater flexibility to Hiring Managers in the future after we return to in person interviews.

The Resourcing Team works closely with colleagues in Staff Development to provide training for university staff engaged in the recruitment process, presenting annually to groups such as new Heads of School and Researchers, and delivering Interview Skills Training throughout the year. This year we enhanced the Interview Skills Training Course to offer a second module focused on the practical aspects of recruitment in UCD such as creating a Job Description or using the Online Hiring Form system.

The Resourcing Team fosters a culture of continuous improvement. Resourcing has worked closely with HRIS to introduce a number of enhancements to our recruitment system which has increased the functionality available to

users and improved the experience of both candidates and Boards of Assessment. Automated communications have replaced several manual tasks and in doing so have reduced risks around GDPR and increased efficiency. The team has had a number of audits this year in addition to the standard C&AG audit. Internal Audit noted a number of good practices were in place and that the recruitment and selection process is online and user-friendly and policies, procedures, and relevant forms are easily accessed on the UCD HR webpage. The HRB SFI Audit of Research Funded Recruitment found no issues with the design or operational effectiveness of the Resourcing process.

Our goal is to ensure the recruitment and selection process is a positive experience for candidates. We have developed the [Work at UCD website](#) which provides candidates with all the relevant information on the recruitment process along with an overview of staff benefits in one location. The website also provides information on living and working in Ireland to assist candidates moving from overseas. A dedicated onboarding page has been developed which brings all the key information together for new staff joining UCD as well as useful checklists for managers. A welcome email is sent from HR to the new staff member providing a link to the webpage.

The role of [Resourcing Consultant](#) continues to provide a single point of contact for candidates and hiring managers and the team offers support and guidance on any aspect of the recruitment process. Further information is available at [UCD HR \(Resourcing\)](#) or via the HR Helpdesk at hrhelpdesk@ucd.ie.

Staff Management

UCD has an extensive policy framework for assuring, and enhancing, the quality of its 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:

- Ad Astra Assessment Support Policy
- Competitive Retention Policy
- Conference Allowance Policy
- Employee Orientation Policy
- Faculty Induction Programme
- 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
- Mentoring for Faculty
- 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 Careers Framework
- 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

No one in UCD has been untouched by the effects of the Covid-19 pandemic and we have worked collaboratively as a University community, with the other higher education institutions and the Higher Education Authority to identify the ways in which the pandemic has a disproportionately large effect on those amongst both employees and students who already experience inequalities. This work has included recognition of the impacts of closure of schools and childcare facilities on those with caring responsibilities, working in a remote or hybrid environment, promoting availability of facilities and equipment for those with poor access to technologies for studying and working from home, measures addressing the potential isolation of working and study from home to promote a sense of inclusion and engagement, including many staff network virtual coffee mornings, webinars, a new Equality, Diversity and Inclusion (EDI) Blog, and new support structures, for example with the Mental Health First Aid Peer Support scheme and the new Parent Buddy Panel. An inclusive and flexible approach has enabled our schools and units to support students and employees during this time and this commitment and flexibility will continue to be required over coming months and years to address risks that the pandemic will make inequalities worse. UCD published guidance on the pandemic [Equality, Diversity and Inclusion at UCD during the Covid-19 Pandemic](#). UCD HR have also published detailed guidelines that are updated regularly relating to remote and hybrid working - <https://www.ucd.ie/hr/a-z/covid-19/hybridworking/>

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, and as part of the work of this group a dedicated website for [Equality, Diversity and Inclusion](#) has been created, which includes the University's new [UCD Dignity and Respect Policy \(& related framework\)](#) and additional supplementary procedures to ensure UCD meets and exceed its obligations in this respect which is being activated in 2021.

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 Brightspace learning environment, expertise in developing various types of visual content, and e-Portfolios. Guidance is provided via the [Educational Technologies in UCD](#) website which is supported by [UCD IT Services](#).

Staff Development

UCD values excellence and understands that excellent performance requires excellent people working in a supportive environment. 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 they can:

- Review achievements and challenges from the previous year
- Agree performance objectives for the year ahead
- Agree a development plan for the year ahead

An Elearning P4G Reviewee module is available to staff in scope for P4G. 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 Programmes** which have been in place since 2017. Furthermore, in accordance with the terms under the formal P4G UCD and Trade Union Agreement (2018), a comprehensive review of the P4G framework is at an advanced stage, this review has been conducted by HR People and Organisation Development in consultation with key stakeholders across the UCD Community. The objective of the review is to complete a comprehensive and systematic evaluation of P4G, to assess its implementation and delivery with regard to the intended benefits to individuals and the institution and to surface any positive enhancements that could be included in future cycles.

Acknowledging that due to Covid a protracted timeframe has had an impact on the planned trajectory of embedding P4G in UCD, expectations with regard to the maturity of the model should be cognisant of the context and landscape within which it is operating. The draft outputs and associated actions from the review are expected to be realised over the coming 3 years with the breadth of the Action Plan including technical improvements and enhanced training and materials, it also features policy revision, and alignment with current and planned University processes, programmes, and initiatives.

Performance for Growth (P4G) and the creation of individual development plans (including for teaching staff), the People Development Programme will continue to evolve from an analysis of the needs of staff to develop and deliver relevant training on an ongoing basis.

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. UCD has focused on building capability through its Leadership and People Management Programme (LPMP & PMP), cognisant of the findings from UCD's Culture and Engagement surveys, which have previously indicated that performance management, staff development and reward and recognition were areas for the University to improve upon. The LPMP and PMP programmes in place since 2017, are currently being revised and the tendering process is at an advanced stage to deliver a new programme of leadership and management skills development which will commence from February 2022.

This new programme will enhance the development of our leadership cohort within the University by supporting them through skills, knowledge, and behavioural development to re-focus our efforts in a way that reflects the impact the global pandemic has had on society and our UCD community as both an unprecedented opportunity and challenge, this reflects the ambitions of Theme 04 of the UCD Strategy which endeavours that we develop the interpersonal and intrapersonal skills needed to live and work successfully in a world which is transforming

and increasingly global. Furthermore, aligned with Enabler 5, the programme aims to increase the 'agility required of managers and leaders to operate in an increasingly turbulent world' and 'to recognize explicitly the personal attributes which a VUCA (Volatility, Uncertainty, Complexity and Ambiguity) world implies and proactively encourage the development of these.'

To support our new faculty, the **Assistant Professor Development Pilot Programme** is now an integral part of the suite of offerings to newly appointed faculty to UCD. The pilot was championed by the College Principals of Science and Social Science and Law, and since 2020 this has been mainstreamed as one of the supports for early career faculty in UCD and also encompasses the Assistant Prof Ad Astra Fellow population.

A key mechanism through which UCD offers and promotes opportunities for the professional training and development of all members of staff is through UCD HR People and Organisation Development. 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.

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

- People Management Development
- Leadership Skills Development
- Competency Development aligned with the UCD Development Frameworks
- Project Management skills (QQI certification)
- Research Ethics for Faculty Supervisors
- Mentoring at UCD
- Retirement Planning
- Coaching
- Dealing with Distressed Students

Running concurrently with existing development support for staff, the University launched the UCD LinkedIn Learning Platform for employees in October 2021. LinkedIn Learning enables access to an online eLearning package of over 16,000 courses and importantly as part of our inclusive and global agenda, courses are offered in 7 languages. The availability of this resource continues our roadmap towards a blended development experience for staff combining classroom learning with online learning in which learners can, in part, control the time, pace, and place of their learning. During the first year of LinkedIn Learning in UCD, 1,700 colleagues (46%) have activated their LinkedIn Learning license, over 50,500 LinkedIn Learning videos have been viewed and 1,235 courses have been completed across UCD totaling 2,087 hours of engaged learning via this platform.

Driven by the external environment, the way in which we learn has changed to an online model of 'live virtual', self-directed eLearning and related online materials. Our planned focus of making development accessible through online offerings continues to be relevant and will enable the delivery of content in a workplace where we expect there to be a larger cohort working from home on a regular basis post-Covid-19. Equally we have learned that the delivery of certain training works better in a virtual environment and will continue to review the format and mode of delivery as an integral part of decision making relating to training course selection in future. This will also continue our offering of development options for staff working in locations outside of the main Belfield campus and faculty in transnational education.

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 trimester. 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. 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 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

6.0 Information and Data Management

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, and to meet the aims and objectives set-out in its strategy. UCD has also developed a set of Key Performance Indicators (KPIs) which are embedded against each of the themes in its strategic plan and are directed towards the set of designated objectives.

Benchmarking is embedded in various quality assurance and enhancement activities throughout the University. UCD is regularly benchmarked as an institution and subject area level through its participation and inclusion in the various ranking agencies, for example the [QS World University Ranking](#). To support [UCD Strategy 2020-2024: Rising to the Future](#) enabler of Creating a Sustainable Global Society, UCD makes annual submissions for the [Times Higher Education Impact Rankings](#). This ranking assesses universities against the 17 UN Sustainable Development Goals (SDGs) and enables UCD to benchmark its activities against other comparable institutions in this important area. UCD benchmarks and monitors the implementation of its Strategic Plan against an agreed set of KPIs ([UCD KPIs](#)). In addition, the University's [Periodic Quality Review](#) process – which involves external, independent evaluation of all Schools and support units – and the [Subject Extern Examiner system](#) supports the University in enhancing the quality of its provision and services.

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 a support 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 also support the work of the [UCD 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 along with school-level analysis from relevant student and staff surveys such as [StudentSurvey.ie](#). This suite of reports are shared with self-assessment teams via a secure Google Drive and gives each unit under review a consistent and reliable source of information to inform their self-assessment process. A suite of reports are also made available to Heads of School via InfoHub, to assist planning and quality assurance processes; these management-level reports include but are not limited to:

- **Student Recruitment Reporting** - reports relating to CAO Applications to UCD including application and conversion trends, entry points and current year information
- **Student FTEs** - information on FTEs for taught and research students
- **Retention and Progression Rates** - can be obtained directly from the Director of Institutional Research
- **Module Enhancement and Student Feedback Report** - information to support the module enhancement process including registration and de-registration counts, grade distribution and student feedback
- **Access and Lifelong Learning Students** - information on students who enter through the various access pathways including students from low income households, students reporting a disability, part-time students, mature students and those who entered with a QQI-FET award
- **Research Information** - information on school research projects, including financial status, staff and publications
- **HR Staff Management Report** - report providing details of staff associated with each unit

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 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 Finance 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 UCD Finance Office, together with IT Services, provides [Budget Management Reporting support](#) which enables financial planning for staff costs.

For additional 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. Key institutional data is considered as part of the Periodic Quality Review of Schools and support units.

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](#) available through [UCD IT Services Analytics & Reporting](#). These provide important tools to collect, monitor and act on information on student progression, as well as other important student-related metrics. These 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
- 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

UCD receives the outputs from the annual [StudentSurvey.ie](#), and these data are further analysed by UCD Institutional Research 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. Modular feedback and extern examiners' reports are also reviewed annually by governing boards and the University.

Every year the [UCD Careers Network](#) conducts, on behalf of the University, a [Graduate Outcomes Survey](#). Issued to graduates of all full-time and part-time courses, this survey captures whether UCD graduates are in employment, in further study or training, or seeking employment, nine months after graduation. The data collected is submitted to the HEA for use in publications, and it is also available internally to staff in UCD through the [InfoHub Report Catalogue](#) (UCD login required).

Graduate Outcomes data can also be made available to UCD staff via InfoHub reports should it be useful/relevant to their roles (for example College Principals, Deans, Heads of Schools, Heads of School Teaching and Learning, Vice Principals and Associate Deans of Teaching and Learning, Marketing/Recruitment Managers etc.).

Career Registration Data is collected annually from all students at the point of registration. Students answer three questions on: 1) Career Readiness; 2) Extent of work-related experience; and 3) Employment sectors of interest. Data is collected to inform the development of career and employability interventions and students receive an email in response to question 1 on career readiness with suggested next steps.

[QS Graduate Employability Ranking](#) - UCD has been ranked number 1 in Ireland for Graduate Employability since 2018 by QS. The Careers Network is responsible for collating and submitting data to QS for this ranking, in particular around employer engagement and partnerships with employers around academic internships.

[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 and includes access to a HPC environment ideal for researchers who need access to substantial computing resources, allowing them to greatly reduce the time required to perform large scale calculations. Brightspace training modules make access to the Sonic cluster easier by allowing researchers to take a series of short training videos which will aid them in using the high-performance cluster.

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 the 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](#). The [IT Acceptable Use Policy \(AUP\)](#) provides all users with clear guidance on the acceptable, safe, and respectful use of the University's IT resources. A new [Device Protection Policy](#) provides guidelines on the users' responsibility on ensuring that any device used to access University's IT resources is appropriately secured and protected.

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 Records Management and Freedom of Information – the functions of this unit are to ensure organisational compliance with the University's obligations under the *Freedom of Information Acts (FOI), 1997 and 2003*, the *Data Protection Acts, 1988 and 2003* and the *Copyright and Related Rights Act 2000*. Its role is also to advise the University in the management of university records, including the formulation of corporate standards and practices in records management in keeping with best practice. Provision of information, assistance, and training to staff is also a responsibility of the unit.

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. The University is fully committed to taking all necessary actions to ensure compliance with this and Irish Data Protection legislation. UCD has developed a 'UCD Data Privacy Strategy & Action Plan 2020-2024', which was endorsed by UCD's UMT. In line with this Strategy, 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 these legislations. UCD has appointed a Data Protection Officer (DPO), established an Office of the DPO and developed a university-wide internal network of 'GDPR Champions' to promote data privacy throughout the entire academic and administrative structure. Through the UCD [GDPR website](#), the University offers its community a wide range of resources, guidance tools and training. Online training in data protection and data security is mandatory for UCD faculty and staff and is delivered flexibly via UCD's VLE Brightspace.

7.0 Public Information and Communication

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

Education and Training Programmes

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 applicants 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](#)
- Virtual Tour
- [Scholarships](#)
- [UCD Schools Liaison & Outreach Programme](#)
- [Parents webpage](#)
- [Guidance Counsellor Resource Pages](#)
- [UCD Horizons](#) (the modular and credit-based structure for taught degrees at UCD)
- [CAO – Think Bigger UCD](#)
- [Campus Life](#)
- [Summer School](#)
- [UCD Open Day](#)
- [Peer to Peer Chat platform](#)

This information is collated and managed by UCD Registry Units of Student Recruitment and Admissions. These units work with Schools, in co-ordination with the UCD Registry Curriculum Team 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 Global](#), including information on:

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

For graduate taught degree admissions, and other non-CAO applicants, from Ireland and the EU, UCD operates an online [UCD Applications](#) system with information for these prospective students detailed on the [UCD Graduate](#)

Admissions website. 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 Global for study at UCD for international students. Information about on-campus accommodation is also available on the UCD Residences website.

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 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](#)

The Student Desk , College Programme Offices and School offices provide public information and support for students and an integrated service for all admissions, registration, fee and assessment issues.

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](#)

Research and Related Services

Section 1.1 provides information on the University's research activities; and section 4 provides information on UCD's research programmes.

Quality Assurance Policies and Procedures

The University has in place a Quality Framework that enables it to assure the quality of its teaching and learning, research and other activities. Quality is embedded across the University and this is reflected in its governance structures and oversight, policies and procedures. The aim of the UCD Quality Assurance and Quality Enhancement Policy is to enhance the effectiveness of its core activities of learning, teaching and research and their effective management. It addresses all areas of University activity taking cognizance of their contribution to, and alignment with the University strategic goals. The policy is aligned with the *European Standards and Guidelines (2015)* and related documents and its implementation ensures the University's compliance with the *Universities Act, 1997*, *Qualifications and Quality Assurance Act (2012)*, *QQI Core Statutory Quality Assurance Guidelines (2016)*, and UCD Equality, Diversity and Inclusion Policy. A key feature of the quality process is a commitment to the involvement of staff, students and other stakeholders in the process.

The various quality assurance and enhancement mechanisms used by the University include regular peer review of academic and support units, robust programme approval and curriculum review processes, robust approval, monitoring and review of collaborative taught programme provision, module evaluation, extern examiner reports, established procedures for faculty and staff appointments and CPD, an Equality, Diversity and Inclusion policy, embedded student representation on University committees, systematic student representation in the quality processes and participation in the Academic Council Quality Enhancement Committee and peer review of the University's Linked Providers.

The UCD Quality Office is responsible for managing the periodic quality review process. Further information and guidance on the review process, its guidelines, procedures and review schedule is published on the [UCD Quality Office website](#). The formal quality process involves the following elements – preparation of a self-assessment report, site visit, review group report, quality improvement plan and progress report. Procedures are in place to support the review process and the type of review taking place. A wide range of internal supports such as Human Resources, Equality Diversity and Inclusion, Library, Teaching and Learning, Research, and Institutional Research are available to support units undergoing review and these are published at [UCD Supports & Resources for Quality Review](#).

Evaluation and Findings from Quality Assurance Evaluations

The University has in place a Quality Framework that enables it to assure the quality of its provision. Evaluation of findings or recommendations are implemented at the level of the school/unit within agreed timelines. A Subcommittee of ACQEC considers all review group reports prior to their consideration by ACQEC, UMT and Governing Authority. A process for monitoring the implementation of recommendations is in place and embedded into the University's annual planning cycle. Each unit is required to complete a Quality Improvement Plan (QIP) to address the recommendations and must be approved by the relevant College Principal/Vice-President. Each QIP is considered by the University Management Team. Review Group Reports for Periodic Quality Review, as well as the Quality Improvement Plans, are published on the [Reports and Publications](#) of the UCD Quality Office website. A number of additional reports are produced annually for ACQEC.

8.0 Monitoring and Periodic Review

Self-Evaluation

Self-evaluation and monitoring of the University's activity is a key component of the Periodic Quality Review Process. Quality Enhancement/Quality Assurance at UCD is not a static but a dynamic process that enables a school/unit under review to reflect on its activity. Guidelines and procedures are in place to conduct reviews and are approved by ACQEC. Self-evaluation involves the preparation of an analytical and reflective self-assessment report(SAR) that involves engagement with staff of the unit, other university units, students, alumni, employers and other stakeholders. A peer review group assesses the SAR, conducts a site visit and produces a peer review report with commendations and recommendations. Oversight on implementation and monitoring is at the levels of the unit, its relevant college, and the University through ACQEC, UMT and Governing Authority.

The University's strategic and holistic approach to quality review acknowledges the various aspects of a unit's operations and their mutual dependency. Separate guidelines have been developed for academic schools, support units, Linked Providers, transnational programme provision and these are available on the UCD Quality Office website. It covers areas such as strategy, management of the unit, staffing and facilities, teaching and learning, curriculum, research, collaborative provision, external outreach, resourcing and quality mechanisms. It involves consideration of a wide range of data information using the University's InfoHub data system, feedback from students, staff and other stakeholders, reports such as external examiners, accreditation reports, etc. It ensures that members of the unit come together to reflect upon what they are trying to achieve in all aspects of their work, and how these different areas of activity impact upon one another. All members of the unit, both faculty and staff, participate in the review and have an opportunity to contribute to the self-assessment report and site visit. The primary focus of the review is on quality enhancement.

Periodic Review of Schools and Professional Support Units

Periodic Quality Review is a cyclical process which is carried out in academic schools, support units, transnational programme provision, Linked Providers and thematic areas. Periodically, thematic reviews will also be undertaken at a cross institutional level such as curriculum review, student services and research institutes. Typically the review model comprises four key elements:

- Preparation of a Self-Assessment Report (SAR)
- A site visit by a Review Group that includes internal (UCD) and external experts, both national and international
- Preparation of a Review Group Report
- Preparation of Quality Improvement plan and Progress report (one year later)

Review Group Reports for Periodic Quality Review are typically finalised 8-10 weeks after the Review Group site visit, and are published on the Reports and Publications section of the UCD Quality Office website following consideration by UMT and UCD Governing Authority. The reports provide the findings of the review group and outline their commendations and recommendations. Following the review the Unit prepares a Quality Improvement Plans (QIP) to address the review group recommendations. The QIPs are considered by UMT and published on the UCD Quality Office website. The review group recommendations are also reported by the Unit in the University's annual planning process. Progress on the implementation of the QIP is provided one year after the preparation of the QIP and considered by a Committee chaired by the Registrar, Vice-President for Academic Affairs and Deputy President. It involves members from the Unit, the College Principal/Vice-Principal, the Review Group Chair, and a representative from the UCD Quality Office.

Criteria used for Recruitment of External Independent National and International Experts

External Reviewers/Evaluators

The University has approved the criteria for the appointment of extern reviewers and these are published at [Composition of Periodic Quality Review Groups](#). The following must be considered by units when nominating external Review Group members. These include:

- Gender representation
- Depth of reviewer expertise within the subject area
- Fluency in the English language and experience in report writing
- Extent of management experience in comparable units and/or at institutional level
- Affiliation with world-class units and institution(s)
- Representation of the breadth of knowledge 'strands' within the subject area
- External profile within the subject area - experience representing the discipline on groups or within agencies at national or international levels

Exclusions include:

- Recent role as Subject External Examiner within UCD
- Conflict of interest regarding any relationship or collaboration with the unit or associated staff
- Current partner in research or other collaborations with the unit or associated staff

Extern Examiners

For **Subject Extern Examiners**, the University has published ([Subject Extern Examination Policy](#)) the criteria for appointment of Subject Extern Examiners, which includes:

- They should have the appropriate academic expertise, experience and, where necessary professional qualifications relating to the subjects to which they are appointed.
- They should have up-to-date knowledge of international best practice in the design, development and assessment of relevant curricula.
- They should be adequately experienced to adjudicate on comparability of academic standards with peer Universities.
- They may not be a staff member or be involved in teaching or assessment in any capacity at the University. Care should be taken to ensure that no other possible conflict of interest may arise. Any potential conflicts of interest should be made known to the ACCE upon nomination or as may arise during the term of appointment.
- They should not be appointed from the same institution as their predecessor. Exceptions may, on occasion, be permitted in cases where no other option exists.
- Former members of UCD staff may not be appointed as Subject Extern Examiners for a period of at least five years after they have left the University. Once a Subject Extern Examiner has completed their duties, a three-year time interval is required before a Subject Extern Examiner can be reappointed as an Extern Examiner in the University in any capacity.

For **Special Extern Examiners**, who are involved in the examination of research degrees, the criteria is defined in the [Academic Regulations](#) as follows: *“The special extern examiner is a person who has been approved by the Academic Council or its relevant committee on the nomination of the Head of School to participate in the examination of a research degree as a recognised expert in the area of research of the relevant thesis.”* Furthermore, the [UCD Policy for Theses in Research Degree Programmes](#) provides an outline of the responsibilities of the Special Extern Examiner.

Engagement with External Quality Assurance

As a designated awarding body UCD is required under the Qualifications and Quality Assurance Act, 2012 to undergo external review of the effectiveness of its institution-wide quality assurance procedures for the purposes of establishing, ascertaining, maintaining and enhancing the quality of its provision of education, training, research and related services. These reviews are co-ordinated by Quality and Qualifications Ireland (QQI) on a cyclical basis (2017-2023). UCD underwent its review in 2019 with the review team report published in 2020. The University has prepared its institutional quality improvement plan which was submitted to QQI in June 2020. A one-year progress report was submitted to QQI in June 2021. Following the conclusion of the formal institutional quality process ACQEC provides ongoing monitoring of the QIP implementation supported by the UCD Quality Office. An annual update on progress is provided to UMT and GA.

The University engages with QQI on an ongoing basis through its annual quality assurance reports, biennial dialogue meetings, IUA Committees, projects, and contributes to the development or review of policies. It also engages with the professional, statutory and regulatory bodies that accredit professional programmes.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	75
Awarding bodies	0
QA bodies	1

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	National Social Work Registration Board (CORU)
Programme titles and links to publications	Graduate Diploma Social Work MSocSc Social Work https://www.coru.ie/about-us/registration-boards/social-workers-registration-board/about-the-social-workers-registration-board/
Date of accreditation or last review	2017
Date of next review	2022

2. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of 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 accreditation or last review	2020
Date of next review	2027

3. Type of arrangement (PRSB/awarding body/QA body)	PSRB		
Name of body:	Engineers Ireland		
Programme titles and links to publications	https://www.engineersireland.ie/Services/Accredited-Courses/Chartered-Engineer.aspx		
	Programme	Graduating Classes	
		From:	To:
	Bachelor of Engineering (Honours) in Biomedical Engineering	2018	2023
	Bachelor of Engineering (Honours) in Civil Engineering	2013	2023
	Bachelor of Engineering (Honours) in Electronic Engineering	2013	2023
	Bachelor of Engineering (Honours) in Mechanical Engineering	2013	2022
	Master of Engineering in Biomedical Engineering	2011	2023
	Master of Engineering in Chemical and Bioprocess Engineering	2019	2023
	Master of Engineering in Electrical Energy Engineering	2012	2023
	Master of Engineering in Electronic and Computer Engineering	2012	2023
	Master of Engineering in Engineering with Business	2011	2023
	Master of Engineering in Materials Science & Engineering	2011	2023
	Master of Engineering in Mechanical Engineering	2011	2023
	Master of Engineering in Structural Engineering with Architecture	1982	2023
Date of accreditation or last review	See table above		
Date of next review	See table above		

4. Type of arrangement (PRSB/awarding body/QA body)	PSRB	
Name of body:	Nursing and Midwifery Board of Ireland (NMBI)	
Programme titles and links to publications	https://www.nmbi.ie/Home	
	Masters programmes	
	MSc Midwifery Practice (incorporating Professional Certificate Examination of the New Born X753)	NMBI approval Feb 2022
	MSc Nursing (Clinical Practice) PT	May 2021 - May 2026
	MSc Palliative Care	NMBI approval Feb 2021 -2026
	MSc Gerontological Nursing	NMBI approval 20 September 2020- 30 September 2025
	MSc Nursing Advanced Practice (ANP)	NMBI approval March 2023
	MSc Advanced Practice Midwifery	NMBI Approval 2021-2026
	MSc Health Professions Education (HPE) RNT PT Grad Cert HPE	NMBI approval Feb 2021 -2026
	MSc. Advanced Pain Management (Prescriptive Authority)	NMBI Approval October 2024
	MSc. Advanced Pain Management	NMBI Approval October 2024
	MSc Nursing (Critical Care)	NMBI Approval Oct. 2024
	Graduate Diploma programmes	
	Cancer Nursing: Breast: Adult: Children: Colorectal	NMBI 2018 – March 2023
	Chronic Illness Management (Nursing)	NMBI 2018 - 2023

Critical Care Nursing Cardiovascular	NMBI Approval – Oct 2024
Critical Care Nursing (Children)	NMBI Approval 17th Feb 2020- Feb 2025
Cardiac Care Nursing (Children)	NMBI Approval 19 May 2021 – 19 May 2026
Critical Care Nursing Intensive Care	NMBI Approval Oct 2024
Diabetes Nursing	NMBI Approval June 2024
Dermatology Nursing	May 2020 – 7 May 2025
Emergency Nursing (Adult)	NMBI Approval – June 2024
Emergency Nursing (Children)	NMBI Approval – June 2024
Pain Management	NMBI Approval Oct. 2024
Palliative Care	NMBI approval Feb 2021- 2026
Peri-Operative Nursing	May 2020 – May 2025
Gerontological Nursing	NMBI approval 20 September 2020- 30 September 2025
Public Health Nursing Grad Diploma MSc Public Health Nursing	NMBI approval 24th March 2021- 24th March 2026
<i>Professional Certificate Referring for Radiological Procedures</i>	NMBI Category II approval 15th Dec 2020- Dec 2025
Professional Diploma Prescription of Medication	NMBI Category II approval 15th Dec 2020-Dec 2025
<i>University Certificate Prescribing Medicinal Products and Referring for Radiological Procedures</i>	NMBI Category II approval 15th Dec 2020-Dec 2022
Professional Certificate in Breastfeeding and Lactation	Approved Dec 2021 - Dec 2026

	National Foundation Module in Critical Care Nursing	September 2022
	Higher Diploma Children's Nursing	March 2020 -2025
	Higher Diploma Mental Health Nursing	May 2021 -2026
	Higher Diploma Midwifery	April 2019-2024
Date of accreditation or last review	Misc. (see table above)	
Date of next review	Misc. (see table above)	

5. Type of arrangement (PRSB/awarding body/QA body)	PSRB
Name of 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 accreditation or last review	2020
Date of next review	2025

9.2 Collaborative Provision

Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'Linked Provider' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

Type of arrangement	Total number
Joint research degrees	5
Joint/double/multiple awards	54
Collaborative programmes	68
Franchise programmes	0
Linked Providers (DABs only)	2
NOTE: UCD is engaged in a broad and diverse range of collaborative arrangements, not all of which fall within the five categories above.	

1. Collaborative provision (Type of collaborative provision)	Linked Provider
Name of body (/bodies):	Institute of Banking (IoB)
Programme titles and links to publications	<p>Specific details of all IoB programmes are available at https://iob.ie/programmes. These include:</p> <p>NFQ Level 7:</p> <ul style="list-style-type: none"> • Professional Diploma in Financial Advice (QFA) • Professional Diploma in Compliance (LCOI) • Professional Certificate in FinTech • Professional Certificate in Consumer Protection Risk, Culture and Ethical Behaviour in Financial Services • Professional Certificate in Pensions and Retirement Advice • Professional Diploma in Banking Operations and Digital • Professional Certificate in Responsible and Sustainable Finance • Professional Certificate in Compliance • Professional Certificate in International Investment Fund Services • Professional Certificate in Financial Advice (APA)

- Professional Certificate in Consumer Credit (APA)
- Professional Certificate in Pensions (APA)
- Professional Certificate in Stockbroking (APA)
- Professional Certificate in Complex Financial Instruments in International Financial Services
- Professional Certificate in Digital Financial Services and Data Analytics
- Professional Certificate in Digital Risk, AML and Financial Crime Prevention

NFQ Level 8:

- Professional Diploma in Digital Product Management in Financial Services
- Professional Certificate in Banking in a Digital Age
- Professional Certificate in Personal Debt Management and Personal Insolvency
- Professional Diploma in SME Credit
- Professional Diploma in Wealth Management
- Professional Diploma in Corporate Banking Credit
- Professional Certificate in Conduct Risk, Culture and Operational Risk Management
- Professional Diploma in Banking Risk Management Practices
- Professional Certificate in Personal Lending
- Professional Diploma in Financial Services
- Bachelor of Financial Services (BFS)

NFQ Level 9:

- Professional Diploma in Banking
- MSc in Financial Services (Pathway)
- Professional Certificate in Designated Persons in a Fund Management Company
- Professional Diploma in Strategic Management in Financial Services
- Graduate Diploma in Digital and Data Strategy in Financial Services
- Graduate Diploma in Financial Planning
- Professional Diploma in Digital Transformation in Financial Services
- Professional Diploma in Data and Analytics in Financial Services
- Professional Diploma in Leading Cultural Change and Ethical Behaviour in Financial Services
- Professional Diploma in Advanced Banking Risk Management
- Professional Diploma in Advanced Operational Risk Management in Financial Services
- MSc in Compliance
- Professional Certificate in Retirement Planning
- Professional Certificate in Financial Crime Prevention
- Professional Certificate in Data Protection
- Professional Diploma in Applied Alternative Investments
- Professional Certificate in Asset Management (Asset Management Professional Designation, AMP)

Date of last review

May 2019

Date of next review

2025-2026

2. Collaborative provision (Type of collaborative provision)	Linked Provider
Name of body (/bodies):	National College of Art and Design (NCAD)
Programme titles and links to publications	<p>Specific details of all NCAD programmes are available at https://www.ncad.ie/students/programme-information/. These include:</p> <p><u>Undergraduate Programmes:</u> First Year Studies BA in Design BA in Education and Design or Fine Art BA in Fine Art BA in Visual Culture</p> <p><u>Postgraduate Programmes:</u> MA / MFA in Art in the Contemporary World MA in Design History & Material Culture MA in Interaction Design MA Communication Design MA Design for Body & Environment MA Product Design MSc in Medical Device Design MFA in Fine Art Professional Master of Education (Art & Design) Research Students (PhD and MLitt)</p>
Date of last review	October 2017
Date of next review	October 2020

3. Collaborative provision (Type of collaborative provision)	Collaborative Programmes
Name of body (/bodies):	RCSI and UCD Medical College (RUMC)
Programme titles and links to publications	<p>Specific details of all RUMC programmes are available at https://www.rcsiucd.edu.my/programmes/. These include:</p> <p>Foundation in Science Undergraduate Medicine Pre-Medical MSc Health Research MSc Public Health</p>

	Structured MD Structured PhD RCSI Surgical Training Malaysia-Ireland Training Programme for Family Medicine (MInTFM)
Date of last review	October 2014
Date of next review	2022-2023

4. Collaborative provision (Type of collaborative provision)	Collaborative Programmes, dual degree awards
Name of body (/bodies):	Beijing-Dublin International College (BDIC)
Programme titles and links to publications	Specific details of all BDIC programmes are available at https://www.ucd.ie/bdic/ . These include: BE Internet of Things Engineering BE Electronic & Information Engineering BSc Software Engineering BSc Financial Economics
Date of last review	June 2020
Date of next review	2025-2026

5. Collaborative provision (Type of collaborative provision)	Joint/double/multiple awards
Name of body (/bodies):	University of Ulster
Programme titles and links to publications	Specific details of programmes are available at https://www.ucd.ie and https://www.ulster.ac.uk . These include: Pg Cert Veterinary Public Health Pg Cert Dip/MSc Food Regulatory Affairs Pd Dip/MSc Food Regulatory Affairs - Veterinary Public Health
Date of last review	February 2018
Date of next review	2024-2025

9.3 Articulation Agreements

Definition:

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an **articulation agreement** may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advanced standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

Articulation agreements - Total number	10
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1. Articulation agreement:	
Name of body (/bodies):	Wuhan University (China)
Programme titles and links to publications	4+2 Engineering and Architecture https://en.whu.edu.cn/
Date of agreement/arrangement or last review	10 May 2017
Date of next review	Renewal is on hold until the regional office can visit the partner to discuss.
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

2. Articulation agreement:	
Name of body (/bodies):	Chang'an University (China)
Programme titles and links to publications	3+1+1 and 3.5+0.5+1 - Institutional Understanding (Engineering & Architecture) http://en.chd.edu.cn/
Date of agreement/arrangement or last review	11 April 2019
Date of next review	Renewal in progress: the Agreement is with the Partner for review.
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

3. Articulation agreement:	
Name of body (/bodies):	Shanghai University of Sport (China)
Programme titles and links to publications	MoU Institutional Cooperation - Institutional Understanding (Health & Agricultural Sciences)

	http://sus.admissions.cn/
Date of agreement/arrangement or last review	29 September 2021
Date of next review	28 September 2026
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

4. Articulation agreement:	
Name of body (/bodies):	Shenzhen University (SZU) (China) http://www.szu.edu.cn/2013/english/
Programme titles and links to publications	2+2 (Multiple Award: UCD BSc SEM + SZU BBA or SUS BMgt)
Date of agreement/arrangement or last review	2015
Date of next review	November 2021 (currently under review)
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

5. Articulation agreement:	
Name of body (/bodies):	Tunku Abdul Rahman University College (TARUC) (Malaysia) https://www.tarc.edu.my/
Programme titles and links to publications	2+2 (TARUC Diploma + normal UCD BSc award)
Date of agreement/arrangement or last review	11 November 2015
Date of next review	November 2021 (currently under review)
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

University College Dublin (UCD)

2022

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2020-2021

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.5), **Part B** of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**.

Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR submission were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. Institutions are encouraged to reflect both on what worked well and what did not work well, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) and how they led to specific QA improvements and enhancement.

Part B provides evidence of quality improvement and enhancement and impact² of QA activities within the totality of an institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 deals with institutional analysis of IQA enhancements and impacts including activities undertaken in respect of academic integrity, and the enhancements and impacts resulting from same.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to illustrate IQA in action through case studies in relevant thematic areas.

Institutions are invited, if they wish to do so, to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:

- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear concluding paragraph with overview of key outcomes/learning.

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

² The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: <https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf>. This is a very useful reference, though impact in the context of this report should be considered.

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Institutional Strategic Objectives

The University operates an integrated system for quality assurance and enhancement which contributes to the achievement of its strategy. Following the launch of the University's Strategy, Rising to the Future, 2020-2024 UCD Strategy 2020-2024, 'Rising to the Future' the University has set four key themes of Creating a Sustainable Global Society, Transforming through Digital Technology, Building a Health World, and Empower Humanity with four key enablers. Ongoing monitoring by the University on implementation is through UMT, GA, Extended Leadership Group supported by the Strategic Planning Unit and Institutional Research Unit. During the reporting period strategies for Research, Innovation and Impact, Education, and Global Engagement were launched, aligned to the University strategy with progress on implementation monitored through the relevant governance committee.

The University continues the implementation of its five-year planning horizon, with projections of student and faculty numbers extended to ten years, informing a strategic campus development plan. UCD adopted a financial strategy which will see the student-faculty ratio reduced and the institution's infrastructure needs addressed over the period of the new strategy. Rollout on the implementation on reporting and alignment of Units quality improvement plans with the annual planning process continued in 2020/2021.

While the pandemic has provided some challenges on strategy implementation it has also provided an opportunity for the University to progress the implementation of Enabler 4, Digital Transformation.

1.2 Update on Planned QA Objectives identified in Previous AQR

UCD Institutional Review

Following the publication of the Institutional Review Group Report in April 2020 and Quality Improvement Plan (QIP) in June 2020 a work plan on progressing and implementing the recommendations was agreed by the University. All recommendations were addressed in the QIP with allocated responsibility for implementation. Six-month update reports on implementation were provided to the University Governing Authority with a progress report provided to QQI in June 2021. A copy of the Progress Report is available at [https://www.ucd.ie/quality/t4media/qqi%20CINNTE%20Review UCD%20QIP Progress%20Report June%202021_GA%20approved.pdf](https://www.ucd.ie/quality/t4media/qqi%20CINNTE%20Review%20UCD%20QIP%20Progress%20Report%20June%202021_GA%20approved.pdf)

A risk assessment approach to monitoring implementation of the Progress Report was prepared by the Director of Quality and Registrar with controls put in place to manage implementation. A total of 18 recommendations were made by the Review Group with two recommendations determined by the University to require no action. A total of 50 actions with varying scales of actioning were associated with the 16 active recommendations with agreed leads and timelines. Just under 40% of recommendations had been completed by June 2021 with an additional 14 actions scheduled for completion by the end of 2021. Five actions are aligned with the new Education Strategy. Ongoing monitoring and reporting of progress will be overseen by ACQEC with annual reports to UMT and GA.

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Authority	10 September 2020, 8 October 2020, 10 December 2020, 28 January 2021, 25 March 2021, 13 May 2021, 24 June 2021
Academic Council	26 November 2020, 22 April 2021
Academic Council Quality Enhancement Committee	8 October 2020, 19 November 2020, 28 January 2021, 29 April 2021
University Programmes Board	13 October 2020, 30 November 2020, 23 February 2021, 6 April 2021, 4 May 2021
University Management Team	8 September 2020, 22 September 2020, 6 October 2020, 20 October 2020, 3 November 2020, 17 November 2020, 2 December 2020, 15 December 2020, 19 January 2021, 2 February 2021, 16 February 2021, 2 March 2021, 16 March 2021, 30 March 2021, 13 April 2021, 27 April 2021, 11 May 2021, 25 May 2021, 8 June 2021, 22 June 2021

1.3.2 QA Leadership and Management Structural Developments

In the reporting period (1 September 2020 – 31 August 2021) the following leadership and management developments occurred:

- New Heads of School took up their roles in the following Schools:
 - UCD School of Archaeology
 - UCD School of Classics
 - UCD School of History
 - UCD School of Mathematics and Statistics
- A new Dean of Architecture took up their role in 2020-2021, with an expanded remit as Dean of Architecture, Landscape Architecture, Planning and Environmental Policy.
- A new Director of University Secretariat was appointed in November 2020.
- A new Director of the Conway Institute was appointed in March 2021.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
UCD Teaching & Learning	5-8 October 2020	UCD Teaching & Learning (01/2021)
UCD School of Sociology	19-22 October 2020	UCD School of Sociology (02/2021)
UCD School of Agriculture & Food Science	22-25 March 2021	UCD School of Agriculture & Food Science (06/2021)
UCD School of Electrical & Electronic Engineering	22 March - 7 April 2021	UCD School of Electrical & Electronic Engineering (06/2021)
UCD School of Public Health, Physiotherapy & Sports Science	12-15 April 2021	UCD School of Public Health, Physiotherapy and Sports Science
UCD Finance Office	Site Visit postponed due to COVID-19	N/A
National College of Art & Design (Linked Provider)	Site Visit postponed due to COVID-19	N/A

1.4.2 Expert Review Teams/Panels³ involved in IQA

(i) Expert Review Team/Panel Size and Related Processes

Guide

Details in respect of review/evaluation processes that concluded during the reporting period should be set out below.

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes		4	1		16		
<i>of those:</i>							
On-site processes							
Desk reviews							
Virtual processes		4	1				
Average panel size for each process type*		4 / 5	4				

* excluding secretary if not a full panel member

³ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

(ii) Composition of Expert Review Teams/Panels involved in IQA

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	5	2	3		5						
Secretary* <i>NOTE: UCD does not utilise a Secretary role, but does use a Deputy Chair, information for which is included in the numbers here</i>	5	3	2		5						
Academic/Discipline Specific	9	4	5				5	4		9	
Student Representative	0										
QA	0										
Teaching & Learning	2	1	1				2			2	
External Industry /Third Mission	0										
NOTE: The above data does not include reviews postponed to the next reporting period due to COVID-19.											

2.0 IQA System – Enhancement and Impacts

Governance and Management of Quality

UCD Research & Innovation Strategy 2021-2024

In March 2021, the Vice-President for Research, Innovation and Impact launched the new [UCD Research & Innovation Strategy 2021-2024: Shaping the Future](#). The strategy has four pillars: Excellence, Impact, People, and Culture & Environment with a set of action plans linked to each pillar. Strategic research priority areas have been identified across the University's strategic themes of Creating a Sustainable Global Society, Transforming Through Digital Technology, Building a Health World, and Empowering Humanity with associated metrics.

Despite the pandemic challenges, research funding performance has increased over the period with a 7% increase on the previous year's performance. Investment by the University in its internal research supports such as the Seed Funding programme has continued with c. 54% application success. Our Research Institutes have continued to deliver growth in knowledge and impact through its cross-cutting activities such programmes, outreach and events.

UCD Global Engagement Strategy 2021-2024

Delivery of the 2016-20 Global Engagement Strategy was completed during the reporting period which saw the enhancement of the University's international culture, the growth of our global reputation and impact of our global engagement activities. In May 2021, the Vice-President for Global Engagement launched the new [Global Engagement Strategy 2021-2024](#). The Strategy will seek to embed a shared ownership within the UCD community in delivering on our Global engagement.

Despite the challenge of the pandemic international student recruitment remained strong, supported by new and existing initiatives. The University launched its first Global Partnerships Forum which enabled discussion on key sectoral themes and future developments. Two new joint international colleges in China were opened in September 2020.

Education and the Student Experience

Despite the challenges of COVID-19 the University continued to successfully deliver on its programmes of education and training. Led by the Registrar and Deputy President, a whole-university response by faculty and staff continued in 2020-2021, informed and enhanced by student feedback, learning from the previous reporting period, and staff and stakeholder feedback. Significant supports to faculty, staff and students were provided for at-distance learning, including programmes with professional accreditation. The priority was to support students to progress in their learning. Ongoing resources were provided to staff to enable the delivery of semester teaching and online assessment, and IT resources were developed to support students and staff online. During 2020/21 these included the provision of streamlined approaches to services through the Remote Working Group and the Campus Reopening Group. Key network infrastructure was updated to future-proof the IT demands Network to provide capacity growth and high-speed, with systems enhanced on areas such as international student recruitment, University recruitment and targeted communications. High levels of student satisfaction reflected the success of the online registration experience which was redeveloped in partnership with students, faculty and staff. A virtual module was developed that included information on IT supports, student supports, academic integrity, and study supports. This included the Active Bystander Programme. Additional supports to students were provided through funding by the HEA and University such as laptops, additional student assistance funding, additional supports for our access students, additional assistive technology, the development of a new virtual Careers Network and key develop

Periodic Quality Reviews

As reported in the 2021 Annual Quality Report, the impact of COVID-19 has continued to impact the scheduling of reviews with the postponement of site visits for two units and an institutional review of a Linked Provider. It also caused challenges on forward planning for 2020-2021 reviews with requests by five schools to temporarily postpone their review. To enable the delivery of site visits remotely, particularly for those units who had submitted their SARs, a set of principles informed the delivery of site visits remotely. This required an amendment to the current approach of Review Group pre-preparation, three-and-a-half-day onsite visit with the unit, and producing the review group report. An operational document was developed and piloted on two site visits in October 2020 and rolled out for reviews in the 2020-2021 reporting period, with three Academic Unit reviews, one Support Unit review, and one Linked Provider review all conducted remotely during that period. Monitoring the implementation of review group recommendations in QIPs and Progress reports continued with oversight provided by the relevant governance committees.

UCD rankings

In 2020-21 UCD was ranked number one in Ireland for the fourth successive time and 75th in the world for Graduate Employability, according to the QS Graduate Employability Rankings. According to QS, "UCD leads the national table by virtue of the work it has done to forge work-placement partnerships and researcher partnerships with employers".

In the latest edition of the world's most-consulted university rankings (QS University Rankings), UCD was ranked #177 (up 8 places from 2020) and was also among the best universities globally in the study of 38 subjects. Its best performance was in Veterinary Science, which has risen nine places year-on-year to rank 23rd globally, and was Ireland's highest-ranking programme in this year's listings. Also included in the top 50 were three other subject areas at UCD, namely Sports-related Subjects at 34th; Library & Information Management listed at 45th; and Petroleum Engineering at 50th, the same position it held in last year's rankings. Alongside this, the University had eight subject areas ranked in the QS top 100. These were: Agriculture & Forestry, Archaeology, English Language & Literature, History, Nursing, Law, Politics & International Studies, and Philosophy. Of the 38 academic disciplines from UCD that are in the 2021 subject rankings, 11% improved their positions in the ranking over last year's list, and 34 appear in the top 200.

Staff Recruitment, Management and Development

Launch of LinkedIn Learning at UCD (October 2020)

In October 2020, UCD Human Resources launched LinkedIn Learning as UCD's new eLearning resource which was available to employees on a 7-month pilot basis. LinkedIn Learning is an award-winning industry leader and global provider of online eLearning courses. They offer a diverse portfolio of 16,000+ courses developed and delivered by industry experts (with many delivered in up to 7 languages). The availability of this platform will continue to build UCD's roadmap towards blended learning opportunities for employees, combining classroom options with online eLearning in which learners can control the time, pace, and place of their learning. A dedicated [UCD LinkedIn Learning webpage](#) was created to provide all relevant information.

Launch of UCD Wellbeing Hub (December 2020)

In addition to the wide range of support UCD offers to help support staff wellbeing on an ongoing basis, the University launched its new [UCD Wellbeing Hub](#) in December 2020. This new Hub provides staff with customizable wellbeing plans, self-help resources, links to UCD's wellbeing supports and [Employee Assistance Service](#) that is available 24/7 in areas such as health, well-being and supports.

Performance for Growth (P4G) updates

Performance for Growth (P4G) was resumed for all staff during the period April to June 2021. P4G gives staff the opportunity to reflect on their contributions over the period, to receive recognition of and feedback on their

successes and challenges, to plan for the future, and to identify development needs. As indicated in Part A the University is currently reviewing the process.

Teaching, Learning and Assessment

Technology Enhanced Learning

In December 2020, [UCD Teaching and Learning](#) published guidance on Technology Enhanced Learning as part of the ongoing support of online learning during the COVID-19 pandemic. Learners require various types of support to guide them through their online learning experience. In addition to focusing on providing academic support, learners may also need emotional or social support so they do not feel isolated but instead feel connected and part of a learning community. Furthermore, they may require technical support to ensure they can access, navigate and interact as required within their online learning environment.

Netiquette, the etiquette of the online environment, refers to good practice for online communication, participation and interaction. Practicing good netiquette, can facilitate effective learning as part of an online community of learners and can help to minimise misunderstandings online. The [UCD Dignity and Respect policy](#) applies to all members of the university community and should be abided by in the online environment. The [Student Code of Conduct](#) sets out the standards of behaviour the University expects of its students, underpinned by the principles of respect, responsibility and academic integrity. In addition, it is advisable for programme/module coordinators to agree and share a set of netiquette guidelines with students which will assist them in participating and learning online. The [Netiquette for Online Learning](#) resource outlines key netiquette guidelines to consider for online learning.

Published article on UCD staff experience of diversifying assessment (February 2021)

Two [UCD Teaching and Learning](#) staff members - Prof. Geraldine O'Neill and Dr. Lisa Padden - jointly authored an article in the journal *Innovations in Education and Teaching International* entitled, "[Diversifying assessment methods: Barriers, benefits and enablers.](#)" Student populations have become increasingly diverse in the past decades, but Higher Education Institutions have not been evolving their assessment practices at the same rate. This study used a survey to investigate the barriers and enablers to diversifying assessment including using student choice of assessment. In examples where educators had diversified students' assessment tasks, it also explored its benefits, outcomes and the association between familiarity, resources and success of the assessment implementation. The findings identified that student engagement and empowerment were key benefits to diversification. There was an overall perception that time and resources were the greatest barriers but this was not supported in the examples provided. The fear of grade inflation, when diversifying, appears to run counter intuitive to supporting student success in assessment. Further work needs to be done to interrogate what is meant by the concept of 'diverse assessment' and to support educators in its implementation.

Supports and Resources for Learners

UCD Teaching and Learning - Ally inclusive learning tool added to Brightspace (March 2021)

As part of UCDs commitment to accessibility, a new tool, Ally, has been integrated to Brightspace. Ally is a content accessibility tool that helps build a more inclusive learning environment and improve the student experience. Students and staff now have the facility to view their learning content in alternate formats and adjust their content to make it as accessible as possible. More information is available at [Brightspace - Ally](#).

Information and Data Management (including analysis and impact of information gathered via [StudentSurvey.ie](https://www.studentsurvey.ie))

UCD Data Privacy Strategy and Action Plan & GDPR Champions

Within the 2020-2021 reporting period, UCD published its Data Privacy Strategy and Action Plan. A new role of local Privacy and GDPR Champion in Schools and Units has been implemented to provide support to local areas and work with the Data Protection Office. A website with guidance documents, procedures and policies is also available as a resource with each faculty and staff member required to complete mandatory training.

Each Head of School (HoS) or Head of Unit (HoU) is tasked to establish suitable structures in their Unit to proactively protect personal data and enhance privacy. It is the remit of the Unit, not of the [UCD Office of the Data Protection Officer \(ODPO\)](#), to identify how they best discharge their data protection responsibilities locally.

Introduction of Multi-Factor Authentication & Enhanced IT Security measures

As part of UCD's Digital Transformation initiative and in order to enhance UCD account security, IT Services began rolling out multi-factor authentication (MFA) from January 2021 using Duo. MFA offers an extra layer of account security which requires the University community to verify their identity when logging in. A dedicated [UCD IT Services - MFA website](#) provides further information.

UCD Strategy and KPIs

The Governing Authority approved the new [UCD Strategy 2020-2024](#) High Level Key Performance Indicators at its meeting of 20 February 2020. Key Performance Indicators are used to support the implementation of the new Strategy and the definitions of these [KPIs are published online](#). These KPIs are managed by the UCD Institutional Research unit and monitored on an ongoing basis.

[StudentSurvey.ie](#) and [PGR StudentSurvey.ie](#)

[StudentSurvey.ie](#) asks students about their experiences of higher education, including their academic, personal and social development, and how their institutions provide opportunities and support for this development. The survey for postgraduate research students (Masters by Research and PhD) opens every second year during February – March for a three-week fieldwork period that is also specific to each institution. This survey was first run in 2018 and is now on a biennial survey cycle, with the next survey happening in spring 2021. The questions have been designed to match the experiences of research students and have been pre-tested with groups of research students in several institutions. 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.

Quality Reviews

To support schools undergoing quality review UCD Institutional Research has developed a google drive specifically for QA resources with a folder for each school undergoing review during the session. This will provide additional information to existing reports on InfoHub and include school profiles, COVID Survey report, [StudentSurvey.ie](#) and QS ranking information.

Other Parties Involved in Education and Training

Professional, Statutory and Regulatory Bodies (PSRBs)

Following engagement by the IUA and universities with QQI a QQI project on PSRBs commenced in July 2020 to establish a set of principles for HEI and PSRB programme accreditation, a draft document was provided entitled "*Towards Principles for Programme Validation, Professional Accreditation and Approval, and other Professional Engagements with Education Providers*". A series of workshops with HEIs and PSRBs were undertaken with feedback due on the document at the end of December 2020 via the Director of Quality. The document was

finalized by QQI in April 2021 and University Committees will consider the document in the 2021/22 academic session. In parallel, engagement has continued with PSRBs at the level of the School, Programme level and University to ensure that all professional and University requirements are met on professionally-accredited programmes. This includes the provision of University supports to programmes with challenges on clinical and work placements due to COVID-19, and the provision of support by the Director of Quality for schools/programmes undergoing evaluations/re-accreditation.

Self-evaluation, Monitoring and Review

Institutional Review

As highlighted above, UCD continues to make progress in relation to the recommendations which arose from the Quality and Qualifications Ireland (QQI) CINNTE quality review of UCD which took place from 14-18 October 2019. Ongoing, annual reporting is provided against the UCD Institutional Quality Improvement Plan (July 2020).

School Review

Online site visits took place for the UCD School of Sociology (19-22 October 2020), UCD School of Agriculture & Food Science (22-25 March 2021), UCD School of Electrical & Electronic Engineering (22 March - 7 April 2021) and the UCD School of Public Health, Physiotherapy & Sports Science (12-15 April 2021). This whole School approach covers areas such as organization and management, staff and facilities, teaching and learning, curriculum, research and innovation, management of quality and enhancement, support services, external relations, transnational provision.

Unit Review

An online site visit took place for UCD Teaching and Learning (5-8 October 2020) and the site visit for the UCD Finance Office was postponed to 2021-2022 due to COVID-19 and availability of extern reviewers.

Linked Provider Review

The review of the National College of Art & Design (NCAD) was postponed to 2021-2022 due to COVID-19 and availability of extern reviewers.

Annual Programme Review of Transnational Provision

Annual update reports on transnational programmes were submitted to the UCD Quality Office in Spring 2021 and considered by ACQEC.

Third-Mission Activities, Societal and Community Engagement

UCD COVID-19 Response

The University has continued to manage the impacts and risks to faculty, staff and students during the pandemic. A dedicated website on the UCD COVID-19 Response highlights the University's contribution to the pandemic. Supporting students to return to campus in September 2021 was a priority in line with public health advice and this involved significant university-wide preparation by the University community through the COVID Consultative Committee, UCD SIRC, UCD Estates, and the Reopening Campus Services and Facilities Working Group. This included space audits, preparation of teaching spaces and ensuring ongoing monitoring of air quality, advice, safety equipment and PPE, supports for on-campus students, provision of information such as FAQs and guides. In particular, the UCD National Virus Reference Laboratory (NVRL), which provides a diagnostic and reference service for clinicians investigating viral infections throughout Ireland, has played a key role in working with the Health Service Executive as a primary testing centre for COVID-19. University faculty and staff have also responded through their research, participation on national committees providing advice on COVID-19, provision of specialized CPD module training, provision of Contact Tracing facilities and staffing, and provision of materials and equipment. The provision of a HSE Vaccination Centre on-campus in O'Reilly Hall and during its four months of operation a total of 9,000 vaccinations per week were delivered, staffed by clinical teams, volunteers, the

Defence Forces, and administrators which included UCD staff and students. On-going Provision of on-campus vaccination will be provided from the UCD restaurant building. The UCD Contract Tracing Centre was established in March 2020 and operated for 17 months, the first satellite CTC of the National Contract Management Programme and staffed by 240 volunteers. Various ongoing research projects either at University or sectoral level have been supported by the University such as Co-ordinating COVID_19 Samples and Clinical Data, Tracking COVID-19 through wastewater on the island of Ireland. The University has also participated in the new EU vaccine clinical network to accelerate the trialing of COVID-19 vaccines (VACCELERATE) and UCD is the National Coordinator.

Internationalisation

University's international student recruitment in 2020 remained strong despite the pandemic challenges, supported by strong regional engagements through our Global Centres. Various initiatives were provided to support incoming students and the use of digital technology to support the social and cultural integration of international students continued. Covid-19 travel restrictions impacted on student mobility but also provided an opportunity to innovate. Over the year 300 students participated in virtual mobility opportunities offered through UCD Global networks, including opportunities such as the NICE programme, the U21 Global Citizens programme, U21 Sustainable Micro-Internships, U21 RISE New Research Centre.

UCD Centre for Space Research (C-Space)

In December 2020, the UCD Centre for Space Research (C-Space) was launched; led by the School of Physics it will tap into technological and economic opportunities in the growing European space industry. C-Space aims to boost Ireland's space industry with interdisciplinary collaborative research, and provide skills and training for jobs of the future. The centre will focus on astrophysics, Earth observation, gamma-ray detectors, nanosatellites and payloads, space materials and more. It will offer university-based courses such as a master's programme in space science and technology, and will also build on national projects such as EIRSAT-1, Ireland's first satellite.

New Research Centre: UCD Centre for Quantum Engineering, Science & Technology (C-QuEST)

In July 2021, the UCD Centre for Quantum Engineering, Science & Technology (C-QuEST) was launched. C-QuEST seeks to accelerate the development of quantum research in Ireland and use this technology to address major global challenges. Proponents of quantum computing see these systems improving weather forecasts, performing analysis on financial markets at super-speed, discovering more effective drugs and revealing energy-saving solutions that could mitigate the climate crisis. Tackling these challenges at C-QuEST will be a staff of 24 academics from across the UCD Schools of Physics, Engineering, Computer Science, and Maths & Statistics.

Integration of UN sustainable development goals (SDG)

One of the four themes of the UCD Strategy 2020-2024: Rising to the Future is Creating a Sustainable Global Society. This theme emphasizes the University's long-standing commitment to sustainability, and to undertaking research, education, governance and engagement which advances the 17 UN Sustainable Developments Goals through generating, sharing and applying knowledge for maximum impact on the campus, nationally and internationally.

In 2021, it was announced that UCD has been ranked 22nd in the world (an increase of 12 places in comparison to 2020) in the Times Higher Education Impact Rankings which assess universities against the 17 UN Sustainable Development Goals. This position reflects UCD's ongoing commitment to advancing sustainability with respect to research, education, campus operations and external engagement. For 2021 UCD participated in 10 of the 17 SDG individual Impact Rankings, and was ranked top of the class in Ireland in two individual rankings (SDG 8: Decent work and Economic Growth, where UCD is ranked 41st and SDG 9: Industry, Innovation and Infrastructure, in which UCD is ranked 32nd). The University also achieved a high placement in SDG11: Sustainable Cities & Communities, where UCD is ranked 16th., moving up 65 places since 2020. It also increased its ranking by more than a hundred in SDG 13: Climate Action.

2.1 Initiatives within the Institution related to Academic Integrity

Following its establishment in 2019 and completion of an all-faculty consultation process, the Academic Freedom Working Group (AFWG) submitted its recommendations to Academic Council in November 2020. The purpose of the AFWG was to review the UCD [Statement on Academic Freedom](#) to take into account the impact, if any, of the substantial growth in UCD's international engagement and commitments to ensure that the existing statement continues to work in the context of international engagement in jurisdictions where different legislative frameworks apply and environments where different traditions and cultures of scholarly enquiry are established. The recommendations included the development of an appropriate monitoring and reporting mechanism for potential and actual infringements of academic freedom, briefing for staff teaching in other jurisdictions and maintaining the right of academic freedom, and incorporating and reflecting the UCD [Statement on Academic Freedom](#) in international partnership negotiations.

The University has continued to contribute to the [National Academic Integrity Network \(NAIN\)](#) which was established in November 2019 through the University working group representatives, the IUA Quality Committee and Director of Quality. This sectoral approach will enable QQI to establish the nature of academic misconduct practiced in Irish higher education institutions; to identify appropriate measures institutions can take to both prevent and address such misconduct; and to inform dedicated communications strategies and/or enhancement initiatives developed in this area by QQI. The outputs of the three working groups will inform University policy in this area.

In addition to the above developments, the [Academic Council Committee on Student Conduct and Capacity \(ACCSCC\)](#) recently conducted a root and branch review of the [UCD Student Plagiarism Policy](#). The revised version, which came into effect in September 2020, incorporates many of the elements of the draft framework and its recommended actions outlined in this consultation document.

In October 2020 UCD Library published a revised [Guide on Academic Integrity](#) for students and staff. According to the UCD [Student Plagiarism Policy](#), "Academic Integrity is one of the core values of the UCD Education Strategy and includes adherence to the highest ethical and academic standards. Students, researchers and staff achieve academic integrity through sound academic writing, avoiding plagiarism, and use of appropriate referencing and citation" (2020, p. 1). This guide will help students and staff develop the practical skills needed in order to maintain their own academic integrity in their writing and research while at UCD.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

Progress on implementation of the University's Strategy has continued, with significant advancement on Enabler 4 and the implementation of advanced systems and services to support University's operations. This progress will enable the transformation of our service provision.

Following the publication of the University's institutional review report in 2020 a Quality Improvement Plan was prepared and approved by the University. UCD continues to make progress in relation to the recommendations which arose from the review of UCD. Ongoing, annual reporting is provided against the UCD Institutional Quality Improvement Plan (July 2020) and a one-year Progress Report was submitted by the University to QQI in June 2021. The following outlines the prioritised recommendations of the Review Team. Oversight on implementation is the responsibility of a Steering Committee chaired by the Registrar, Vice-President for Academic Affairs and Deputy President.

No. (# relates to <u>UCD Institutional Review Report</u> recommendations)	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.</i> <i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
4.9	The review team recommends that UCD review its QA processes and consider consolidating processes to ensure that schools have the capacity, and are enabled, to effectively self-evaluate, reflect and implement quality improvements.	<p>a. UCD will review its QA processes as part of its institution-wide consultation process (see p. 1) and seek to ensure greater alignment between its QA processes and leadership roles and responsibilities, enhancing recognition and ongoing embedding of quality at institutional and School level and supporting Schools and Units in self-evaluation, reflection and implementation of the necessary quality enhancements.</p> <p>b. Academic Council Quality Enhancement Committee (ACQEC) will identify and consider opportunities to integrate and align quality processes with the strategic priorities of the UCD Strategy, Rising to the Future 2020-2024, UCD annual planning process, and alignment with university governance (see also recommendation 4.91).</p> <p>Responsible: ACQEC (lead), UMT, Registrar, VPRII, College Principals, UCD HR, Director of Strategic Planning, and UCD Director of Quality</p> <p>Update:</p> <ul style="list-style-type: none"> The University has continued to review its QA processes during the academic year. Alignment of the quality process with the planning process has been completed with the integration of the QIP into the annual planning process. A review of the self-assessment report format has also been undertaken by the Director of Quality in consultation with stakeholders (see also 4.91 below) and a revised format and Guidelines will be implemented for 2022/23 reviews. The seven-year schedule of reviews has been reviewed by the Director of Quality and a revised schedule agreed with schools, units, linked providers

		and transnational programmes. This includes addressing the impacts of COVID-19.
4.33	The review team recommends that UCD reflect on the reasonableness of expectations placed on faculty in key leadership roles such as heads of school. UCD must ensure that schools and professional service units are adequately resourced to ensure that faculty can deliver a high-quality learning and research experience.	<p>a. Review Head of School role and responsibilities. UCD Agile will work with Heads of School Group.</p> <p>b. Continue to utilise the Performance for Growth and academic workload models.</p> <p>Responsible: UCD HR (lead), UMT Extended Leadership Group, and UCD Agile</p> <p>Update: Work is ongoing to address this recommendation.</p>
4.34	The review team recommends that UCD review the implementation of the Researcher Career Framework to ensure that that it is equally and equitably implemented across the university so that faculty on fixed-term contracts (e.g. postdoctoral fellows, faculty and staff appointed to international campuses) have the opportunity to undertake appropriate career development.	<p>We will review the RCF to ensure our postdoctoral community is well supported.</p> <p>Responsible: UCD HR (lead), UCD Careers Network and UMT Research, Innovation and Impact Group.</p> <p>Update: Work is ongoing and due for completion in 2021/22.</p>
4.58	The review team recommends that the university capitalise on the extent of quantitative data and external benchmarking available to derive greater analytical value from this data to inform decision-making.	<p>Better identifying opportunities to combine or extrapolate already extant information to better inform decision-makers at UCD.</p> <p>a. Set-up working group (Reporting to UMT) to build on the previously completed benchmarking exercise to identify appropriate comparator universities.</p> <p>b. Working Group to review available external benchmarking data sources to identify which might be used to inform UCD policy and decision making</p> <p>c. Working Group to review and prioritise opportunities for combining and extrapolating information already available at UCD.</p> <p>Reviewing and enhancing the data available on the student experience to ensure a high-quality experience for all students at UCD.</p> <p>d. Working Group to review development and usage of information on the student experience at UCD and opportunities for its enhancement. (Student representation will be included on the Working Group.)</p> <p>Information users at UCD are better informed of the information available and how it can be accessed, extracted and presented to support decision making.</p> <p>e. Development of further training materials to better inform and support decision makers.</p> <p>Responsible: Registrar or nominee (lead) to Chair group</p>

		<p>f. Design and implement agreed supports/resources arising from the recommendations of the Working Group.</p> <p>Responsible: Director of Institutional Research (lead) and Director of Strategic Planning</p> <p>Update: Work is progressing to address this recommendation.</p>
4.91	<p>The review team recommends that, as a globally-competitive, research-intensive institution, UCD review its quality processes with a view to securing a more effective balance between learning and teaching, and research and to demonstrating robust institution-level research quality (recognising the lack of ESG framework for research quality and the infancy of research quality expectations).</p>	<p>a. The VPRII will work with ACQEC to secure a more effective balance between learning and teaching, and demonstrating robust institution-level research quality, based on a shared understanding of what quality enhancement means for UCD as a leading research and teaching university.</p> <p>Responsible: Vice-President for Research, Innovation and Impact (VPRII) (lead), UCD Director of Quality, ACQEC and Registrar</p> <p>b. ACQEC and UCD Director of Quality will review the periodic quality review processes to align with the strategic priorities of the University to include research quality (recommendation 4.9 also refers).</p> <p>Responsible: ACQEC (lead), UCD Director of Quality, VPRII and Registrar</p> <p>Update: Sponsored by the VPRII and Director of Quality, UCD Quality Office and UCD Research have worked during summer 2021 to address this recommendation. A series of actions have been agreed, will be finalized by December 2021 for implementation in 2022/23 reviews.</p>

Other planned Activity includes:

Provision of Induction Training and briefings for Student representatives on ACQEC	<p>Responsible: UCD Quality Office</p> <p>Update: Completed and implemented.</p>
Quality reviews: Review of seven-year cycle of reviews due to impacts arising from COVID, ongoing implementation of annual QA Cycle of Reviews and temporary delivery of review site visits at a distance	<p>Responsible: UCD Quality Office</p> <p>Update: Completed by Director of Quality and approved by ACQEC in 2020/21.</p>
Preparation and publication of the University's first Sustainability report and integration of the UN SDGs across education, research, governance and engagement.	<p>Responsible: Professor Colin Scott, Chair, Project Steering Group</p> <p>Update: Completed.</p>
Development and publication of Education, Research, and Global strategies as part of the implementation of the UCD Strategy, 2020-24	<p>Responsible: Registrar, Vice-President for Academic Affairs and Deputy President; Vice-President for Research and Innovation; Vice-President for Global Engagement</p> <p>Update: Complete. Publication of strategies completed during the reporting period. Action plans will be finalized and published by early 2022.</p>
Development of annual reporting on Review Group analysis to include recommendations on EDI and UCD Global	<p>Responsible: UCD Quality Office and ACQEC</p> <p>Update: Complete and incorporated into reporting process.</p>
Implementation by Academic Affairs of UniForum data outputs and identification of projects to improve and support unit activity	<p>Responsible: Registrar; UCD Agile and Academic Affairs; Functional Heads</p> <p>Update: Ongoing with a number of projects completed.</p>

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned Site visit	Date of last review
UCD Finance Office	4-8 October 2021	2012-13
National College of Art & Design (Linked Provider)	18-22 October 2021	2016-17
UCD School of Geography	11-15 April 2022	2012-13
UCD School of Chemistry	7-11 March 2022	2013-14
UCD School of Mechanical & Materials Engineering	14-18 March 2022	2014-15
UCD School of Biology & Environmental Science	21-25 March 2022	2013-14
UCD School of Philosophy	4-8 April 2022	2014-15
UCD Library	4-8 April 2022	2014-15
UCD School of Politics & International Relations	11-15 April 2022	2013-14
UCD School of English, Drama & Film	18-22 April 2022	2013-14
UCD School of History	18-22 April 2022	2014-15

3.2.2 Reviews planned beyond Next Reporting Period

See [Quality Review Schedule](#) on the UCD Quality Office website.

4.0 Additional Themes and Case Studies

The Case Studies for the 2022 Report are proposed as follows:

1. **Realising UCD as a University for All**
2. **UCD GDPR Champions Network**
3. **Teaching & Learning**

Case Study One: Realising UCD as a University for All UCD Access & Lifelong Learning

What is University for All?

University for All is a whole-institution, evidence-based approach to mainstreaming inclusion in UCD, ensuring that all students feel welcome, belong and are valued. Grounded in the UCD Strategy 2020-2024: Rising to the Future, and the EDI Strategy and Action Plan 2018 - 2020 - 2025, and the Education and Student Success Strategy (UCD, 2021), University for All recognises, promotes and values the breadth of talent, experience and contribution of all students, and creates an inclusive educational experience for all. In line with both the UCD and EDI strategies, the University for All initiative embeds inclusion across the university further developing UCD's capacity to attract, retain and develop our diverse student population.

The University for All initiative is sponsored by the Registrar & Deputy President, governed by University Widening Participation Committee, chaired by Professor Grace Mulcahy, and led by UCD Access & Lifelong Learning ([UCD Access & Lifelong Learning Strategy 2020-2024 - Enabling a University for All](#)).

University for All Implementation

University for All implementation is led locally by Widening Participation representatives and we have created a [University for All infographic](#) which provides an overview of these structures. The implementation strategy for University for All is based on the institutional 'pillars', as described in the Toolkit for Inclusive Higher Education Institutions (Kelly & Padden 2018), as follows:

- F- Institutional Foundation and Scaffolding
 - 1- Programme & Curriculum Design, Teaching & Learning
 - 2- Student Supports and Services
 - 3- Physical Campus and the Built Environment
 - 4- Information Technology Systems and Infrastructure

The steps to implementation include:

- Getting support from the Academic or Administrative Senior Leader e.g. College Principal, Dean, Director
- Establishing a Change Team to drive the project locally, including key colleagues e.g. VP Equality Diversity & Inclusion, VP Teaching & Learning etc.
- Planning a University for All Workshop (with support of the Senior Leader and Change Team). Previous experience has shown that attendance can be maximised when the invitation is disseminated by the local senior leader. The workshop is planned with consideration of local needs and priorities and can include:
 - Exploration of Widening Participation Data to include: Admissions, Participation, Progression, Completion, Outward Mobility and Graduate Outcomes. Change teams determine which data is most useful and how it should be presented (e.g. intersectionality of access groups, gender balance etc.)
 - Engagement with the Student Voice. UCD Access Leaders can offer their perspective on inclusion in UCD providing insight into the good practice currently ongoing and exploring how local areas can improve their practice.
 - Universal Design/Inclusive Practice training and development. UCD Access & Lifelong Learning can provide training in Universal Design and Inclusive Practice. Areas for development should be determined by the Widening Participation Representative and their Change Team.

- Toolkit Self-Assessment. This is the most important element of the University for All workshop. The self-assessment exercise assists with identification of areas of good practice and areas which should be prioritised for immediate or short/long term action.

Following the workshop an action plan is created identifying local University for All projects to be progressed. In July 2021 UCD's programme area University for All Implementation Plans were published on the [Registrar's intranet](#) for all staff and faculty of UCD to keep up to date on the plans in their own area. A key element of these implementation plans is a repository of lessons learned to date which is being utilised by all local University for All change teams.

Toolkit for Inclusive Higher Education Institutions

The [Toolkit for Inclusive Higher Education Institutions](#) was developed in 2018 by UCD Access & Lifelong Learning for use in the higher education sector, in response to the need for a whole-institution response to access, participation, and success of under-represented students in higher education. In 2020 we redeveloped this Toolkit as a digital resource for use in our University for All implementation workshops.

The Toolkit is offered as a tool to assist universities and colleges to progress mainstreaming and inclusion for all students. The Toolkit offers a strategic institution-wide lens to assess progress, identify opportunities for improvement, and create a bespoke action plan to develop a whole-institution approach to inclusion, where every student feels, welcome, that they belong, and valued. The implementation of UCD's University for All initiative served as a catalyst for the development of this Toolkit. While the enthusiasm and commitment of UCD faculty and staff to access and inclusion were clearly evident, it became clear that there was an absence of know-how and confidence around these issues that hindered opportunities to capitalise on this energy and engagement. A substantial body of academic literature considers access, participation, and success in higher education. Implementation practice, however, points to a 'gap' and prompted the development of this 'how-to' guide. Hence, this Toolkit is designed as a practical resource, which is intended for use by university and college leaders, faculty members, and professional and administrative staff. It is hoped that it will provide a road map to mainstream access and inclusion, foster confidence, and build a body of good whole-institution practice.

Universal Design for Learning

Universal Design is a core component of the University for All initiative in UCD. Using the framework and principles of Universal Design we can create an inclusive educational environment to benefit all students. In Autumn 2020 UCD Access & Lifelong Learning entered into a strategic partnership with AHEAD to jointly deliver the Digital Badge for Universal Design in Teaching and Learning in a fully online format to a national audience. This National Forum Digital Badge was jointly designed by AHEAD and UCD ALL. This digital badge course provides participants with a strong introduction to the Universal Design for Learning (UDL) framework and gives them the opportunity to implement UDL approaches within the teaching activities they are currently undertaking.

In UCD this digital badge is integrated into a module of the UCD Teaching & Learning University Teaching Qualification. The integration and promotion of Universal Design for Learning is a core element of the University for All initiative in UCD. Our strategic partnership with AHEAD allows us to broaden the reach of the UDL badge and promote our University for All message to a national audience to encourage others to implement a whole-institutional approach to student inclusion.

We have been facilitating the UDL Badge since we jointly developed it as part of the National Forum's professional development framework in 2017 but in 2020 we partnered with previously trained UDL badge facilitators to offer this course to over 600 participants simultaneously in the Higher Education and Further Education and Training sector - the largest national roll out of UDL CPD ever undertaken in Ireland. This MOOC style facilitation of the digital badge was a wide-ranging impact on the sector with local UDL implementation significantly increasing. Another national roll-out of the badge is underway for 2021 with over 1,000 participants.

Case Study Two: UCD GDPR Champions Network

UCD Office of the Data Protection Officer

Who are we?

In May 2018, when GDPR came into force across Europe, it substantially redefined the data protection landscape. Many organisations, including universities, were required to put in place a dedicated 'Data Protection Officer' (DPO) to assist their organisation with expert advice on data protection. UCD also hired a DPO, but subsequently additionally established an Office of the DPO. The DPO and the office look after the coordinated management of personal data breaches, help data subjects with exercising their rights, offer the UCD Community data protection training along with workshops.

Why did we set up the GDPR Champions Network?

As important as the Office of the DPO and the role of the DPO is, achieving data protection compliance throughout an entire university employing thousands of people cannot be achieved by a single central point alone. This is why UCD decided to develop a network of individuals drawn from across the University. In addition to becoming a Champion, they continue to hold different functions in their respective areas but complemented by a special interest in data privacy.

What did we do?

The DPO is part of a UCD University Management Team (UMT) subgroup dedicated to overseeing data protection and GDPR developments in the university. This group makes recommendations to top university management and facilitated the drafting of the 'UCD Data Privacy Strategy and Action Plan', which the UCD GDPR Champion Network is an integral part of. Once approved by top management, the subgroup developed and agreed upon a Champion role description. This description intended to give a better idea of what the role entailed. Each head of unit or school was contacted by email with a letter from the subgroup and its Chair, explaining the proposed network formation. The email also included a copy of the role description and requested that each head would identify one or more individuals in their unit or school, who would be willing to become a local GDPR Champion. Smaller units or schools put forward one Champion, while larger units or schools mostly identified several individuals interested in taking on this additional role.

To get the network off the ground, an introductory meeting of Champions took place. Since then, Champions benefited from additional data protection training provided exclusively for this network by the DPO and the Office of the DPO. The design of the training consisted of knowledge transfer sessions and applied sessions; great effort was put into making the sessions as relevant to Champions as possible.

In addition to the training, a network Google Currents group was put in place to build and support this community of practice. The development of the Currents group was facilitated by the Office of the DPO and members of the network, who offered their practical and technical expertise. This Currents group allows network members to pose questions, to share experiences, and for the Office of the DPO, to communicate useful things to know.

Did it work and what are the benefits?

Yes, the formation of the network was a worthwhile project. It is the best way to assist data protection ownership at local and unit level. It operates in synergy with the central Office of the DPO and the DPO. Champions frequently act as contact points between the center and their respective areas. In several units and schools Champions choose to support the Office of the DPO with the management of personal data breaches, in instances where the data incident affects data in their area.

Even though the GDPR Champion network is only a few months old, it shows great promise. It is anticipated that Champions will gradually build up their portfolio of data protection expertise and gain confidence supported by peers and their community of practice, while still facilitated by the central data protection office.

Figure 2 – Branding



Student involvement was a very important feature in this funding scheme. We co-opted students to assist us with the design of the scheme and all projects were required to engage students in a meaningful way. Examples included the engagement of student as project team members, as researcher assistants, in the development of teaching and learning resources and in testing new approaches.

To support and encourage **engagement and ‘buy-in’ across all disciplinary areas** we communicated upfront a provisional funding allocation to each of UCD’s six colleges and we devolved the evaluation of applications to local adjudication panels. Oversight was provided by a university-level advisory group to quality assure local processes and to address any issues arising, such as disagreements over collaborative projects spanning two or more colleges.

One of the conditions of funding was that each team would **showcase their project** through the UCD Teaching and Learning website. Using a common template, project teams we encouraged to consider how best to present their work in a way that would be engaging, accessible and informative to their peers. We developed a communications plan to disseminate the showcases on a phased way through multiple channels, including social media, our online T&L Community and newsletter.

The screenshot displays the UCD Teaching & Learning website interface. At the top, there is a dark navigation bar with the UCD logo and the text 'UCD Teaching & Learning Teagasc agus Foghlaim'. To the right of the logo are menu items: 'What We Do', 'Resources', 'Professional Development', 'News & Events', and 'Contacts', followed by a search bar. Below the navigation bar, there is a 'Filter by...' dropdown menu. The main content area features three project showcases, each with a representative image, a title, a brief description, and a 'LEARN MORE' button with a right-pointing arrow.

Project Title	Description
Co-Creating a Tutor Training Module for Arts and Humanities	This initiative set out to work with existing postgraduate tutors in order to develop high quality professional training in university teaching and learning for all Arts and Humanities tutors.
Active Student-Led Learning Practices in Financial Mathematics via Coding Languages and a FinTech Analytics Suite	This initiative set out to design specific lab activities based on VBA, Python and a FinTech software (FAS) in order to enrich financial mathematics theory and in turn the computational learning.
Developing an Interdisciplinary Evidence-Based Practice Framework (The EVIBEC Project)	This project set out to develop a novel, cross-discipline, vertically integrated framework and associated resources to optimise the teaching, learning and assessment of Evidence Based Practice (EBP).

Impact Achieved

- Engagement with the LEP grants scheme was excellent and surpassed previous small-scale funding schemes:
 - 90 applications were received
 - 45 interesting and diverse projects were funded, with €3885 being the average amount awarded per project
 - The scheme attracted 'first-time' applicants for teaching enhancement funding, extending engagement beyond the 'usual suspects'
 - Students were actively involved in all funded projects and represented on the advisory group and adjudication panels.
- Project teams demonstrated extraordinary resilience, adaptability and innovation in the ways that they adjusted their project plans to take account of COVID-related restrictions and upheaval. Many projects leveraged technology effectively and creatively to achieve their project goals.

The strong focus on showcasing and disseminating project outputs has resulted in transfer of innovative practice across disciplines. Whilst this was a resource intensive activity for UCD Teaching and Learning, it was a crucial step in order to achieve impact beyond the local context. It also supported and encouraged project teams to critically reflect upon and document their practice