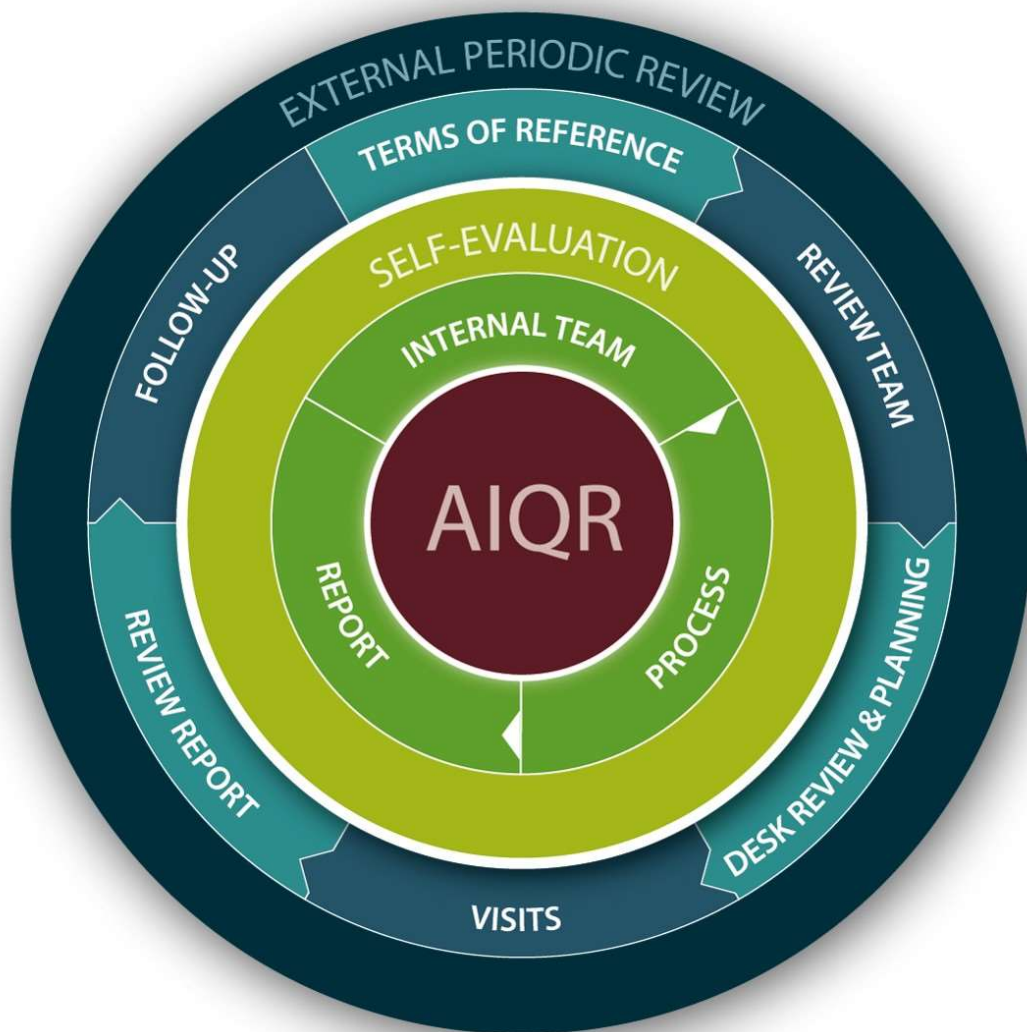


# University College Dublin

## Annual Institutional Quality Assurance Report 2020

Based on the reporting period 1 September 2018 – 31 August 2019



The Cyclical Review Process

## Part 1

# Overview of internal QA governance, policies and procedures

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

### 1. Overarching Institution Quality Policy

A brief synopsis of the overarching institution quality policy which sets out the links between QA policy and procedures and the strategy and strategic management of the institution.

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

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

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

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

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

The President, as Chief Officer, has delegated overall responsibility for quality assurance and enhancement to

the Registrar and Deputy President, who is also Vice-President for Academic Affairs. The operational management of quality reviews of units is co-ordinated by the UCD Quality Office, which reports to the Deputy President.

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

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

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

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

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

## 2. Quality assurance decision-making fora

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

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

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

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

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

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

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

The student academic experience at UCD, undergraduate through to graduate studies, falls under the remit of the post of Registrar/Deputy President/Vice-President for Academic Affairs. The Registrar's portfolio includes Access and Lifelong Learning, Agile, Bord na Gaeilge, Career Development, Graduate Studies, IT Services, Library, Quality, Registry (Administrative Services, Admissions, Assessment, and Student Recruitment), Student Centre Services, Teaching & Learning and the University Secretariat. As stated above, the University has put in place a [Student Experience Group \(SEG\)](#) that reports to the University Management Team (UMT). This group articulates key performance indicators (KPIs) to measure the student experience at UCD and links its activities to the

University Strategic Plan, Mission and Vision. The group leads the development and operationalization of University activities, processes and procedures related to the student experience, including, for example, the development of a [Mental Health and Wellbeing Policy](#). The Student Activities Committee, which reports to the Student Experience Group (SEG), is an 'umbrella body' which oversees the allocation of capitation funds to the various areas of student activities, including sport, and it also provides an opportunity for clubs and societies, as well as the Students Union, to air their views on matters relevant to student life.

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

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

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

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

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

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

The range of quality assurance and enhancement mechanisms operating in the University is outlined in the [UCD Quality Framework](#) diagram.

## Confirmation of QA Policy and Procedures

### 1. Programme Design and Approval (ESG 1.2)

Links and/or text relating to the institution-wide quality assurance policy and procedures for the design and approval of new programmes.

The rules and policies relating to programme design are contained in the [UCD Academic Regulations](#), which are a set of high level, overarching rules governing the University's educational offerings and which define the parameters within which programmes may be designed and developed - this includes support for a modularised and 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.

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

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

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

The [Curriculum Team](#) in Administrative Services (a unit of UCD Registry) has primary responsibility for maintaining all programme-related data, ensuring that this data is accurate and is updated on an ongoing basis. This also includes detailed information about individual modules, including their credit value, the trimester in which they are delivered, module code, subject area, School and module co-ordinator, as well as information on

the following topics: What will I learn? How will I learn? How will I be assessed? What happens if I fail? Am I eligible to take this module? The Curriculum Team responsibilities are carried out in conjunction with staff in Schools and Colleges and through ongoing liaison with Governing Boards and their administrative offices.

**Links:**

[UCD Academic Regulations](#)

[UCD Quality Office Practice Note on the National Framework of Qualifications \(NFQ\)](#)

[UCD Teaching and Learning](#)

[UCD Teaching and Learning – Resources](#)

[UCD Teaching and Learning – curriculum design process](#)

[Programme Development, Approval and Review Framework \(PDARF\)](#)

[Professional, Statutory and Regulatory Bodies \(PSRBs\)](#)

[Curriculum Team, Administrative Services, UCD Registry](#)

[UCD Current Students](#)

## 2. Programme Delivery and Assessment (ESG 1.3)

Links and/or text relating to the institution-wide quality assurance policies and procedures for the ongoing delivery and assessment of programmes.

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

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

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

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

UCD Teaching and Learning supported a University-wide [Curriculum Review and Enhancement Process](#) from October 2015 to March 2017, and the recommendations contained in the [Curriculum Review and Enhancement Process Steering Committee Final Report](#) are being implemented at the local level. The Curriculum Review and Enhancement process highlighted a number of assessment challenges and concerns related to programme assessment and feedback approaches. [UCD Teaching and Learning](#) provides practical and evidence-based



resources to support teaching. There are quick guides, in-depth resources, templates and case studies on the following topics:

- Teaching Toolkit
- Module and Programme Design
- Assessment and Feedback
- Technology Enhanced Learning
- Review and Research

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

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

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

- [UCD Student Code](#)
- [UCD Student Charter](#)
- [UCD Assessment - Information for Students](#)
- [Policy on Plagiarism](#)
- [Policy on Extenuating Circumstances](#)
- [Policy on Theses in Graduate Research Programmes](#)
- [Policy on Theses in Graduate Taught Programmes](#)
- [Policy on Late Submission of Coursework](#)
- [Policy on Leave of Absence](#)
- [Policy on Progression in Doctoral Programmes](#)
- [Policy on Recognition of Prior Learning](#)
- [Student Complaint Policy and Procedure](#)
- [Code of Practice for Supervisors and Research Degree Students](#)
- [Code of Practice for Conflict Resolution for Supervisors and Research Degree Students](#)

- [Protocol for Programme Transfer](#)
- [Procedure for Withdrawal](#)
- [UCD Student Mental Health and Wellbeing Policy](#)

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

**Links:**

[UCD Academic Regulations](#)

[UCD Teaching and Learning](#)

[UCD Teaching and Learning – Resources](#)

[Future Virtual Learning Environment \(VLE\)](#)

[UCD Assessment \(a unit of UCD Registry\)](#)

[UCD Assessment Code of Practice](#)

[Programme Assessment and Feedback Principles](#)

[UCD Assessment - Information for Staff](#)

[Special Extern Examiners \(Research Degrees\)](#)

[Subject Extern Examiners \(Subject Areas\)](#)

[Curriculum Review and Enhancement Process](#)

[Curriculum Review and Enhancement Process Steering Committee Final Report](#)

[UCD Student Feedback on Modules Survey](#)

[StudentSurvey.ie](#)

[UCD Students' Union](#)

[UCD Assessment Appeals Office](#)

[Student Complaint Policy and Procedure](#)

[Curriculum Team, Administrative Services, UCD Registry](#)

[UCD Current Students](#)

[Professional, Statutory and Regulatory Bodies \(PSRBs\)](#)

### 3. Research Quality (ESG 1.2, 1.3, 1.4, 1.9)

Links and/or text relating to any specific quality assurance procedures for the design, approval, delivery, assessment and monitoring of research programmes, if they exist.

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

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

The 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 the some of the key aspects of the UCD Structured PhD. All aspects are covered in detail in the [UCD Academic Regulations](#).

Each student will have a Principal Supervisor, and co-supervisor if appropriate, assigned to them who will provide quality supervision, mentoring, guidance and advice throughout their programme of study. They will also endeavour to make students aware of all regulations, policies and codes of practice relevant to the students. In addition to Supervisor(s), Schools (or Thematic Doctoral Programmes) will appoint a Research Studies Panel 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, a [Research and Professional Development Plan \(RPDP\)](#) is created for each student registered to the Structured PhD programme.

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

PhD students are also required to gain 30 credits through core and optional modules in the course of their PhD programme. There is a large selection of modules available across the university, both discipline-specific modules to broaden and deepen a student's knowledge of their discipline and research skills modules to provide advanced training in relevant research methodologies. All modules are selected in consultation with the Principal

Supervisor, and students are advised to talk to their School or Graduate School about the relevant requirements. UCD Graduate Studies provides further information about, and useful directory of, [Discipline Specific Modules for PhD students](#).

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

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

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

Support for the next phase of researcher development, beyond completion and award of a UCD graduate research degree, is provided through the set of resources available via [UCD Research Skills and Career Development](#). UCD Research Skills & Career Development provides Post-Doctoral Researchers with access to training and development opportunities across four core competency areas.

Core Competency Areas & Programmes Available:

- [Research & Research Management](#)
- [Personal & Professional Excellence](#)
- [Teaching, Learning & Mentoring](#)
- [Innovation & Entrepreneurship](#)

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

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

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

in this regard are:

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

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

Additional [UCD Research Skills & Career Development](#) support for researchers includes resources relating to:

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

In relation to Principal Investigator/Mentor development, [UCD Research Skills and Career Development](#) works in conjunction with [UCD 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. An associate unit is operating from the University of Limerick. CSTAR offers a consultancy and training service to individuals, institutions and companies carrying out health research in Ireland. The mission of CSTAR is to enhance the quality and increase the quantity of health research in Ireland. To achieve that, the Centre strives:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



**Links:**

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

#### 4. Student Lifecycle (ESG 1.4)

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

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

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

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

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

The University is also committed to creating an environment where diversity is celebrated and everyone is treated fairly regardless of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, or membership of the travelling community. The University recognises the challenges it faces and has a genuine commitment to equality of opportunity for staff and students, and to promote and maintain an

inclusive work and study environment, where there is mutual respect and dignity. It is fully committed to both meeting and exceeding our obligations under current legislation by doing more than what is required by law. To this end, the University Management Team [Equality, Diversity and Inclusion Group](#) was established, and as part of the work of this group a dedicated website for [Equality, Diversity and Inclusion](#) has been created, which includes the [UCD Dignity and Respect Policy](#), the [Equality, Diversity and Inclusion Policy](#) and additional supplementary procedures to ensure UCD meets and exceeds its obligations in this respect.

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

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

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

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

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

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

- [Taught Degrees \(MA, MSc, LLM\)](#)
- [Research Degrees \(MLitt, PhD, Prof. Doctorate\)](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IAN can be found in Infohub (UCD login required) under the Students menu by selecting the Registration

Information link and then the Student Engagement Analytics menu. It is available by Programme (Student Engagement by Programme), by School (Student Engagement by School) or users can view individual students (Engagement - Student Quick Search).

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

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

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

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

The [UCD Student Centre](#) 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.

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

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

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

**Links:**

[UCD Strategy 2015-2020](#)

[UCD Education Strategy 2015-2020](#)

[Equality, Diversity and Inclusion](#)

[Mental Health and Wellbeing Policy](#)

[UCD Dignity and Respect Policy](#)

[Equality, Diversity and Inclusion Policy](#)

[Study At UCD](#)

[MyUCD portal](#)

[UCD Access and Lifelong Learning](#)

[UCD Graduate Studies](#)

[UCD Applications](#)

[UCD Online Learning](#)

[Study at UCD - International Students](#)

[UCD Current Students](#)

[UCD Library](#)



## 5. Teaching Staff (ESG 1.5)

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

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

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

The [UCD Human Resources Strategy 2016-2020 – Growing Through People](#) has been developed through widespread consultation and it sets out the University's work programme for the HR team to enable the implementation of UCD's people agenda in pursuit of its mission, vision and strategic objectives. This strategy commits to the achievement of specific and measurable deliverables during 2016-20, and it is designed to provide a supportive community in which every member of the University is enabled to achieve their full potential, and to support key objectives of the [UCD Strategy 2015-2020](#), namely:

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

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

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

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

UCD is well on the way to becoming the destination of choice for those who want to work in Irish higher education and research. As Ireland's largest university and one of Dublin's biggest employers, our great strength lies in the diversity of disciplines that we offer as a research intensive university, with many opportunities for

employees to grow and develop. The international profile of our community has also grown with over 25% of employees coming from overseas. This is truly an exciting place to work. It is our people that already set us apart from other universities and the [UCD Human Resources Strategy 2016-2020 – Growing Through People](#) sets out an ambitious plan to invest, support, develop and nurture our talent so we become an even better place to work and grow.

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

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

Faculty can assess their current position on the framework across the various dimensions. The framework has been developed on the basis that all Faculty including Lecturers are expected to be working, at a minimum, at the level of satisfactory achievement across each of the dimensions listed. Taken in the round, with due consideration for discipline differences, Associate Professors are expected to be working at the level of substantial achievement, Professors at the level of outstanding achievement and Full Professors at the level of exceptional achievement. It is not expected that faculty at higher grades would necessarily be working at levels of substantial, outstanding or exceptional achievement across all dimensions but that activity at a higher level in one area would balance against less activity in another dimension.

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

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

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

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

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

UCD Human Resources also provides a **Managing for Success Toolkit** (UCD login required). This resource has been specially developed to assist UCD staff managers in positively managing their staff and supporting their success. The toolkit provides practical tips, tools and links to relevant information. Nothing in this toolkit replaces or alters any existing formal UCD policies or processes which are published on the UCD HR website. Although designed mainly with staff managers in mind, many of the materials in this toolkit may be useful for any staff member interested in topics such as communications, motivation, recognition, constructive feedback, team development and effectiveness, and the influence these have on the working environment and individual relationships.

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

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

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

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

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

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

- The **Certificate of Continuing Professional Development, University Teaching & Learning**, is a single 7.5

ECTS module programme taking place over one 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

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

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

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

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

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

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

Multimedia Courses)

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

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

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

- The appointment of a Vice-President for Equality, Diversity and Inclusion
- The establishment of an Equality, Diversity and Inclusion Group reporting to the University Management Team
- A new University Equality, Diversity and Inclusion (EDI) Strategy
- The development of an Equality Impact Assessment Tool, which will enable and require all policy developers to ensure that UCD policies are inclusive and promote equality and diversity
- The introduction of a social levy, to distribute the costs of leave
- The development of an Equality Impact Assessment Tool, which will enable and require all policy developers to ensure that UCD policies are inclusive and promote equality and diversity
- The introduction of a social levy, to distribute the costs of leave
- Introduction of Core meeting hours
- Gender Balance target for Committee membership
- Introduction of a welcome statement in all advertisements to under-represented groups and mandatory EDI criteria in job descriptions and tips and tools on drafting inclusive job descriptions
- Development of a gender analytics tool for Schools
- Development of targets for promotions based on the cascade model targets

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

- Unconscious bias awareness raising
- Mainstreaming gender equality across all university processes, including data collection.
- Development of Exit Interview process
- Support for those taking family related leave
- Gender balance in Head of School appointments
- Enhancement of local level induction

The Athena SWAN Gender Equality Action Plan is one important part of UCD's broader agenda around [Equality, Diversity and Inclusion](#).



**Links:**

[UCD Education Strategy 2015-2020](#)

[UCD Human Resources](#)

[UCD Human Resources Strategy 2016-2020 – Growing Through People](#)

[HR Partners](#)

[Faculty Promotions Policy](#)

[UCD Development Framework for Faculty](#)

[Performance for Growth \(P4G\)](#)

[Employment @ UCD – Policy Directory](#)

[HR Partners](#)

[Equality, Diversity and Inclusion](#)

[UCD Teaching and Learning](#)

[UCD Teaching and Learning – Resources](#)

[UCD Research Skills and Career Development](#)

[UCD Library](#)

[UCD Library – Learning Support Strategy](#)

[UCD IT Services – Our Services](#)

[Future Virtual Learning Environment \(VLE\)](#)

## 6. Teaching and Learning (ESG 1.4, 1.5, 1.6)

Links and/or text relating to the institution-wide quality assurance procedures for assuring the quality of teaching and learning.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The UCD Library actively responds to the changing needs of each programme and measures their impact on

student learning and skill development, and works with Undergraduate & Taught Postgraduate Governing Boards, Teaching & Learning Committees, and Schools and Colleges. [Subject Guides](#) for each academic subject area in the University have been developed through this co-operation

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

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

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

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

**Links:**

[UCD Teaching and Learning](#)

[UCD Teaching and Learning – Resources](#)

[Office of the Vice-President for Academic Affairs](#)

[Education Strategy 2015-2020](#)

[T&L team](#)

[UCD Open Educational Resources \(UCDOER\)](#)

[UCD Access and Lifelong Learning](#)

[UCD People and Organisation Development](#)

[UCD Library](#)

[UCD Library – Learning Support Strategy](#)

[UCD IT Services – Our Services](#)

[Future Virtual Learning Environment \(VLE\)](#)

## 7. Resources and Support (ESG 1.5)

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

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

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

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

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

The [UCD Bursar's Office](#) also provides resources and support for University, College, School and other unit

planning and management processes, such as:

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

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

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

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

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

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

- **Research Funding** - proposals and awards (volume, value and % overhead for the past five years), active grants (current volume, value, average duration)
- **Research Publications** - RMS profiles (volume for the past five years), Thomson Reuters' InCites (volume, impact, % cited, % with collaborators for the past five years)

- **Research Metrics** - Total Full Time Equivalent (FTE), Academic FTE, % Research Active Academics, Financial Trajectory Indicator (average award value less average expenditure over three years)

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

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

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

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

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

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

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

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

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

- Research Outputs
- Research Commercialisation

Research equipment is an essential enabler of excellent and competitive research and innovation across many domains. While there have been major national programmes for investment in research equipment in the past, such programmes have become sparse in recent years, and securing funding for the renewal of the existing equipment base has been particularly challenging. The UCD Research Office manages a range of services and internal funding schemes to support UCD researchers at all stages of their research careers and to complement the external research funding secured by research teams. Internal funding for UCD researchers is provided via the following [Internal Funding Schemes](#):

- Seed Funding Scheme
- Strategic & Major Initiatives
- President's Research Fellowships
- New Interdisciplinary Initiatives Fund (NIIF)

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

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

- [Professional development for those who teach](#)
- [Teaching Awards and Grants](#)
- [T & L Community](#)
- [Teaching Showcase](#)
- [Facilitating Self-Assessment of Teaching & Learning for Quality Review](#)

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

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



- Mature Years Support
- Disability Support

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

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

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

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

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

The [UCD Library](#) also provides a key resource to students throughout the student lifecycle. The ‘Supporting You’ section of the UCD Library website includes extensive resources in the following areas of relevance to students:

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

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

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

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

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

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

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

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

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and Records, Curriculum Management and Reporting, Examinations and Assessment, Student Services and Support)

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

**Links:**

[UCD Strategy 2015-2020](#)

[UCD Education Strategy 2015-2020](#)

[UCD Strategic Campus Development Plan 2016-2021-2026](#)

[UCD Strategy for Research, Innovation and Impact 2015-2020](#)

[UCD IT Strategy 2020](#)

[Programme Development, Approval and Review Framework \(PDARF\)](#)

[UCD Research Analytics and Impact Team](#)

[Office of the Vice-President for Research, Innovation and Impact](#)

[UCD Research](#)

[Infohub \(available through UCD Connect, UCD login required\)](#)

[UCD Innovation](#)

[UCD Research & Innovation Services Portal](#)

[UCD Research – Internal Funding Schemes](#)

[UCD People and Organisation Development](#)

[UCD Teaching and Learning](#)

[UCD Teaching and Learning – Resources](#)

[UCD Access and Lifelong Learning](#)

[UCD Current Students](#)

[UCD Bursar's Office](#)

[UCD Agile](#)

[UCD Library](#)

[UCD Library – Learning Support Strategy](#)

[UCD IT Services – Our Services](#)

[Future Virtual Learning Environment \(VLE\)](#)

## 8. Information Management (ESG 1.7)

Links and/or text relating to the institution-wide quality assurance procedures for collecting, analysing and using relevant information about programmes and other activities.

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

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

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

The [UCD IT Strategy 2020](#) also aligns with the UCD Strategy, with a focus on four principles:

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

In relation to the provision of support for management of resources, [UCD Institutional Research](#) provides data support for University planning and management activities directed toward fulfilling the goals and objectives of the University. Institutional research is essentially a supporting function within UCD which aims to inform decision making and planning at senior management level. The Director of Institutional Research reports to the

Director of Strategic Planning and their activities are closely aligned to the work of the [Quality Office](#). The Director of Institutional Research, for example, provides statistical data and information for use in the Periodic Quality Review process which includes information on applications, student registrations, graduations, and retention rates. This suite of statistics gives each unit under review a consistent and reliable source of information to begin their self-assessment process. The following reports are available to the Head of School via InfoHub, to assist planning and quality assurance processes:

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

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

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

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

- Payroll Office
- Research Finance Office
- Staff Expenses
- Non-Staff & Student Expenses
- Accounts Payable
- Purchasing Unit
- Finance Systems
- General Ledger
- Fixed Asset Register

- Financial Planning and Resources
- Financial Statements
- Policies & Procedures
- Taxation
- Forms
- Resource Allocation
- University and College Budgets Ancillary Budgets
- Financial Planning for New Initiatives Full Economic Costing Exercise
- Maintenance of Management Reporting Structures Post Authorisation
- Staff Financial Planning and Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The policy also sets out the following priorities:

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

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

**Links:**

[UCD Strategy 2015-2020](#)

[UCD Bursar's Office](#)

[Integrated Assistance Network \(IAN\)](#)

[UCD IT Services - Analytics & Reporting](#)

[StudentSurvey.ie](#)

[UCD IT Services – Research Analytics](#)

[UCD IT Services - Curriculum Management & Reporting](#)

[UCD Information Technology Services Acceptable Use Policy](#)

[UCD Library – General Information Resources Policy](#)

[UCD GDPR website](#)



### 9. Self-evaluation and Monitoring (ESG 1.9)

Links and/or text relating to the institution-wide quality assurance procedures for self-evaluation and internal monitoring.

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

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

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

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

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

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

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

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

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

Appropriate curriculum alignment with industry and the professions is an aspect of the ongoing programme

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

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

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

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

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

**Links:**

[UCD Education Strategy 2015-2020](#)

[UCD Strategy 2015-2020](#)

[UCD Student Feedback on Modules Survey](#)

[Programme Development, Approval and Review Framework \(PDARF\)](#)

[University Management Team \(UMT\)](#)

[Academic Council Quality Enhancement Committee \(ACQEC\)](#)

[Academic Council Committee on Examinations \(ACCE\)](#)

[UCD Quality Office](#)

[UCD Quality Review Process](#)

[Professional, Statutory and Regulatory Bodies \(PSRBs\)](#)

[Curriculum Review and Enhancement](#)

## 10. Stakeholder Engagement (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for the involvement of external stakeholders in quality assurance.

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

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

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

- **Quality of Assessment** - the fundamental role of the Extern Examiner is to assure academic standards and the quality of teaching, learning and assessment. The Extern Examiner confirms that the academic standards of modules and the awards to which they lead are consistent with the academic outcomes specified by the University, and are comparable to those achieved in the subject area in equivalent universities internationally;
- **Equity** - the Extern Examiner helps to assure the fairness, validity and rigour of assessment at the University;
- **Enhancement** - the Extern Examiner provides feedback on the quality of modules and the overall learning experience in the subject area, and on how teaching, learning and assessment in modules and the subject area may be enhanced;
- **Assessment** - the role of the Extern Examiner is to review, moderate and enhance the assessment process, and they will not routinely act as an additional examiner. The conduct of assessment and the determination of grades and awards is a matter for the Internal Examiner acting with the support and advice of the Extern Examiner. Nonetheless, in particular circumstances and in accordance with the policies of the University, Extern Examiners may be involved in the assessment process as second or

additional examiners.

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

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

**Links:**

[UCD Quality Office](#)

[UCD Quality Assurance and Quality Enhancement Policy](#)

[UCD Quality Review Process](#)

[Professional, Statutory and Regulatory Bodies \(PSRBs\)](#)

[Institutional Quality Review](#)

### 11. Engagement with Other Bodies (ESG 1.1)

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

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

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

In the early part of 2018, a **UCD Working Group on Career Development and Employability** was established by the Registrar and Deputy President. The Working Group met six times over the course of two months (April-May 2018) to discuss emergent issues and plan a consultation process. The Working Group conducted the consultation using a mixed methods approach, designing a survey for students and faculty and agreeing the broad themes underpinning the focused group interviews with professional staff and employers. Full ethical exemption was received from University College Dublin Research Ethics Committee to conduct the consultation. The consultation process revealed a diverse range of perspectives expressed by students, faculty, professional staff and employers about career development and employability. The Working Group presented its report to the University Management Team and among its recommendations were:

- Students, faculty, professional staff and employers agreed that UCD has a responsibility to enhance students' career development and employability;
- Professional staff were of the view that career development and employability should feature as part of the overall curricular experience;
- The majority of students viewed guest lectures and speakers from industry as activities that supported them in making connections between their programme and the world of work and over half of faculty included employers in delivering guest lectures as part of their programme content;
- The majority of students were confident about designing their CVs and completing application forms but were less confident about articulating these skills in recruitment processes. This was something that

both professional staff and employers had recognised about UCD students;

- While employers were impressed with the way graduate programmes prepared students for the workplace, it was felt that such work should begin at a much earlier stage with students. Professional staff expressed similar views. Employers were of the view that career development and employability should be integrated more with a focus on applied approaches and would welcome opportunities to input into the curriculum, where considered appropriate;
- Finally, students, faculty and professional staff were of the view that UCD should have an institutional strategy on career development and employability to bring coherence to the existing ongoing activities within the University. The development of such a strategy is therefore a key recommendation of the Working Group and is a planned future action.

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

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

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

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

Beyond these networks of universities, UCD is also active in a range of international associations of universities,



including the [International Association of Universities \(IAU\)](#), a membership-based organization serving the global higher education community through expertise and trends analysis, publications and portals, advisory services, peer-to-peer learning, events and global advocacy; the [European University Association \(EUA\)](#), which plays a crucial role in the Bologna Process and in influencing EU policies on higher education, research and innovation; and the [Irish Universities Association \(IUA\)](#), which is the representative body for Ireland's seven universities and which develops strategy and policy to advance third and fourth level education and research in Ireland.

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

**Links:**

[UCD Quality Assurance and Quality Enhancement Policy](#)

[UCD Quality Review Process](#)

[Professional, Statutory and Regulatory Bodies \(PSRBs\)](#)

[UCD Strategy 2015-2020](#)

[UCD Global Centres](#)

[Universitas 21](#)

[UNICA \(the Network of Universities from the Capitals of Europe\)](#)

[Worldwide Universities Network \(WUN\)](#)

[International Association of Universities \(IAU\)](#)

[European University Association \(EUA\)](#)

[Irish Universities Association \(IUA\)](#)

## 12. Provision and Use of Public Information (ESG 1.8)

Links and/or text relating to the institution-wide quality assurance procedures for the provision of clear, accurate, up-to date and accessible public information.

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

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

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

Information for prospective and incoming non-EU international students is provided by [UCD Global](#), including information on:

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

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

- Disability Access Route (DARE) and Higher Education Access Route (HEAR) schemes
- Access Courses

- UCD Open Learning
- Lifelong Learning
- Mature Years Support
- Disability Support

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

- [Taught Degrees \(MA, MSc, LLM\)](#)
- [Research Degrees \(MLitt, PhD, Prof. Doctorate\)](#)

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

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

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

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

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

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

In relation to the framework for quality assurance and enhancement, Quality Review Reports and Quality Improvement Plans are also published on the [UCD Quality Office](#) website. UCD participates in the annual

[StudentSurvey.ie](#) and the International Student Barometer survey. The results from both independent surveys are published publicly.

The [UCD University Relations](#) office manages, *inter alia*, the external and internal communications functions of the University. Primarily concerned with building and enhancing the reputation of the University among stakeholder groups, the office manages the projection of the UCD brand, major university events, media relations, marketing to prospective students, the production and publication of university-level online and print communications, as well as the processes around internal communications. The key areas of provision for which UCD University Relations is responsible are:

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

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

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

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

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

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

**Links:**

[UCD Information Technology Services Acceptable Use Policy](#)

[UCD Library – General Information Resources Policy](#)

[UCD By Numbers](#)

[Study At UCD](#)

['MyUCD' portal](#)

[UCD Current Students](#)

[UCD International - Study at UCD](#)

[UCD International - Current Students](#)

[UCD Access and Lifelong Learning](#)

[UCD Graduate Studies](#)

[UCD Applications](#)

[UCD Online Learning](#)

[StudentSurvey.ie](#)

[International Student Barometer](#)

[UCD University Relations](#)

### 13. Linked Providers (for Designated Awarding Bodies) (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for assuring engagement with linked providers including the procedures for approval, monitoring, review, withdrawal of approval and appeal for linked providers.

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

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

The University has published [Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures](#) and [Guidelines for Linked Provider Institutional Review](#), which are intended to assist with the management and oversight of the quality assurance and enhancement of the provision delivered by UCD's partner institutions, specifically by i) approving the quality assurance procedures of those partner institutions; and ii) undertaking institutional review of the effectiveness of those quality assurance procedures. The procedures also provide for the withdrawal of approval. All of these UCD procedures are informed by a number of publications including the [QQI Core Statutory Quality Assurance Guidelines \(April 2016\)](#), the [European Standards and Guidelines \(ESG\) \(2015\)](#) and the [QQI Policy on Quality Assurance Guidelines \(2014\)](#). The initial review schedule for Linked Providers effectively combines the two aspects of a) monitoring the implementation of the quality assurance procedures; and b) reviewing the effectiveness of the quality assurance procedures – both steps are required under the 2012 Act. Post institutional review of UCD's Linked Providers, UCD will consult with the Linked Providers to develop an appropriate mechanism to monitor the implementation of the quality assurance procedures as a separate process.

**Links:**

[UCD Quality Office](#)

[UCD Collaborative Provision and Linked Providers](#)

**14. DA Procedures for use of QQI Award Standards (IoTs only)**

Links and/or text relating to the specific procedures for the approval of programmes in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI, the Sectoral Protocols for the Awarding of Research Master Degrees at NFQ Level 9 under Delegated Authority (DA) from QQI and the Sectoral Protocols for the Delegation of Authority by QQI to the Institutes of Technology to make Joint Awards, May 2014.

Not Applicable.

### 15. Collaborative Provision (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for engagement with third parties for the provision of programmes.

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

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

#### Support Information – initiation phase

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

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

#### Support Information – programme development phase

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

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

#### Support Information – monitoring and review phase

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



- Annual Monitoring and Periodic Review
- External Reporting

UCD's framework for collaborative provision is benchmarked against international best practice and comparator institutions, and also complies with relevant policies and guidelines, such as the [Irish Higher Education Quality Network \(IHEQN\) Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision \(2013\)](#). Aggregated [Annual Reports on UCD Taught Collaborative/Transnational Educational Provision](#) are published, however the individual annual reports for each collaborative/transnational education provision arrangement are currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.

**Links:**

[Periodic Quality Review of Collaborative Programme Partnerships](#)

[Annual Monitoring of Collaborative / Transnational Taught Programme Links](#)

[University Management Team \(UMT\)](#)

[UMT Global Engagement Group \(UMT-GEG\)](#)

[University Programmes Board \(UPB\)](#)

[Governing Boards \(College-level\)](#)

[Global Engagement Strategy 2016-2020](#)

[UCD Office of Global Engagement](#)

[Programme Development, Approval and Review Framework \(PDARF\)](#)

[Curriculum Team, Administrative Services, UCD Registry](#)

[UCD Quality Office](#)

[UCD Quality Framework](#)

[UCD Quality Office – EHEA European Approach for Quality Assurance of Joint Programmes](#)

[UCD Quality Office – IHEQN Guidelines for the Approval, Monitoring & Review of Collaborative and Transnational Provision](#)

**16. Additional Notes**

Any additional notes can be entered here.

Not Applicable.

**17. Internal Review Schedule**

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

Year	2018/19
Areas/Units	Institute of Banking (Linked Provider) UCD School of Psychology UCD School of Education UCD School of Nursing, Midwifery & Health Systems UCD College of Business UCD School of Biomolecular & Biomedical Science UCD School of Irish, Celtic Studies & Folklore UCD Access & Lifelong Learning UCD Human Resources Beijing-Dublin International College (Collaborative/Transnational Provision)
Number	10
Link(s) to Publications	Latest Review Reports can be found at <a href="#">UCD Quality Office – Quality Review Reports.</a>

Year	2019/20
Areas/Units	National College of Art and Design (Linked Provider) UCD School of Music UCD School of Sociology UCD Applied Language Centre UCD Bursar's Office UCD Teaching & Learning UCD Registry
Number	7
Link(s) to Publications	Latest Review Reports can be found at <a href="#">UCD Quality Office – Quality Review Reports.</a>
Year	2020/21
Areas/Units	UCD School of English, Drama & Film UCD School of Politics & International Relations UCD School of Geography UCD School of Public Health, Physiotherapy & Sports Science

## Annual Institutional Quality Assurance Report

	UCD School of Agriculture & Food Science UCD School of Biology & Environmental Science UCD School of Chemistry UCD School of Electrical & Electronic Engineering
Number	8
Link(s) to Publications	Latest Review Reports can be found at <a href="#">UCD Quality Office – Quality Review Reports.</a>

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

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

Year	2023/24
Areas/Units	UCD School of Art History & Cultural Policy

## Annual Institutional Quality Assurance Report

	UCD School of Classics UCD School of Physics UCD School of Biosystems & Food Engineering UCD Career Development Centre UCD Estate Services UCD Research, Innovation & Impact
Number	7
Link(s) to Publications	Latest Review Reports can be found at <a href="#">UCD Quality Office – Quality Review Reports.</a>

## 18. Engagement with Third Parties Section

Details of engagement with third parties, including:

1. Arrangements with PRSBs, Awarding Bodies, QA Bodies
2. Collaborative Provision
3. Articulation Agreements

### 1. Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of Arrangement	Total Number
PRSBs	75 <a href="http://www.ucd.ie/quality/professionalstatutoryandregulatorybodiespsrbs/">http://www.ucd.ie/quality/professionalstatutoryandregulatorybodiespsrbs/</a>
Awarding Bodies	0
QA Bodies	1

First Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	EQUIS (EFMD – European Foundation for Management Development)
Programme Tiles and Links to Publications	School of Business (unit-level accreditation); <a href="https://efmdglobal.org/accreditations/business-schools/equis/equis-guides-documents/">https://efmdglobal.org/accreditations/business-schools/equis/equis-guides-documents/</a>
Date of Accreditation or Last Review	2015
Next Review Year	2019

Annual Institutional Quality Assurance Report

Second Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	<a href="#">American Veterinary Medical Association</a> (AVMA)
Programme Tiles and Links to Publications	School of Veterinary Medicine - Undergraduate; <ul style="list-style-type: none"> <li>• MVB Veterinary Medicine (5 Yr);</li> <li>• Graduate Entry Veterinary Medicine (4 yr);</li> </ul>
Date of Accreditation or Last Review	2014
Next Review Year	2020

Third Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB																								
Name of Body:	Engineers Ireland																								
Programme Tiles and Links to Publications	<a href="https://www.engineersireland.ie/Services/Accredited-Courses/Chartered-Engineer.aspx">https://www.engineersireland.ie/Services/Accredited-Courses/Chartered-Engineer.aspx</a> <table border="1" data-bbox="784 1129 1377 1879"> <thead> <tr> <th>PROGRAMME</th> <th colspan="2">ACCREDITATION VALID</th> </tr> <tr> <td></td> <th>From:</th> <th>To:</th> </tr> </thead> <tbody> <tr> <td>BE (Hons) in Biosystems Engineering (previously titled BE (Hons) in Agricultural Food Engineering)</td> <td>2005</td> <td>2010</td> </tr> <tr> <td>BE (Hons) in Chemical Engineering</td> <td>2005</td> <td>2010</td> </tr> <tr> <td>BE (Hons) in Civil Engineering (Note 3)</td> <td>2005</td> <td>2020</td> </tr> <tr> <td>BE (Hons) in Electrical Engineering (Note 3)</td> <td>2005</td> <td>2020</td> </tr> <tr> <td>BE (Hons) in Electronic Engineering (Note 3)</td> <td>2005</td> <td>2020</td> </tr> <tr> <td>BE (Hons) in</td> <td>2005</td> <td>2015</td> </tr> </tbody> </table>	PROGRAMME	ACCREDITATION VALID			From:	To:	BE (Hons) in Biosystems Engineering (previously titled BE (Hons) in Agricultural Food Engineering)	2005	2010	BE (Hons) in Chemical Engineering	2005	2010	BE (Hons) in Civil Engineering (Note 3)	2005	2020	BE (Hons) in Electrical Engineering (Note 3)	2005	2020	BE (Hons) in Electronic Engineering (Note 3)	2005	2020	BE (Hons) in	2005	2015
PROGRAMME	ACCREDITATION VALID																								
	From:	To:																							
BE (Hons) in Biosystems Engineering (previously titled BE (Hons) in Agricultural Food Engineering)	2005	2010																							
BE (Hons) in Chemical Engineering	2005	2010																							
BE (Hons) in Civil Engineering (Note 3)	2005	2020																							
BE (Hons) in Electrical Engineering (Note 3)	2005	2020																							
BE (Hons) in Electronic Engineering (Note 3)	2005	2020																							
BE (Hons) in	2005	2015																							

	Mechanical Engineering (Note 3)		
	BE in Agricultural Food Engineering	Up To	2004
	BE in Biosystems Engineering	Up To	2012
	BE in Chemical Engineering	Up To	2004
	BE in Civil Engineering	Up To	2010
	BE in Electrical Engineering	Up To	2012
	BE in Electronic Engineering	Up To	2012
	BE in Mechanical Engineering	Up To	2004
	ME in Biomedical Engineering (Note 5)	2011	2017
	ME in Civil and Environmental Engineering (Note 5)	2012	2018
	ME in Civil Engineering (Note 5)	2012	2018
	ME in Electrical Energy Engineering (Note 5)	2012	2018
	ME in Electronic and Computer Engineering (Note 5)	2012	2018
	ME in Energy Systems Engineering (Note 5)	Up To	2020
	ME in Engineering with Business (Note 5)	2011	2017
	ME in Materials Science & Engineering (Note 5)	2011	2017
	ME in Mechanical Engineering (Note 5)	2011	2017
	ME in Structural Engineering	2012	2018



## Annual Institutional Quality Assurance Report

	(Note 5)		
	ME in Structural Engineering with Architecture (Note 5)	Up To	2020
Date of Accreditation or Last Review	Misc. (see table above)		
Next Review Year	Misc. (see table above)		

Fourth Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	<a href="#">Nursing and Midwifery Board of Ireland (NMBI)</a>
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> <li>• University Certificate Nursing</li> <li>• Professional Certificate Nursing</li> <li>• Professional Diploma Nursing</li> <li>• Higher Diploma Nursing</li> <li>• Graduate Certificate Nursing</li> <li>• Graduate Diploma Nursing</li> <li>• MSc Nursing</li> </ul>
Date of Accreditation or Last Review	2018
Next Review Year	2019

Fifth Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	<a href="#">Irish Medical Council</a>
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> <li>• Undergraduate Entry to Medicine (UEM)</li> <li>• Graduate Entry to Medicine (GEM)</li> </ul>
Date of Accreditation or Last Review	2011
Next Review Year	2020

## 2. Collaborative Provision

Type of Arrangement	Total Number
Joint Research Degrees	24
Joint/double/multiple awards	45
Collaborative Programmes	65
Franchise Programmes	15
Linked providers (DABs only)	2

First Collaborative Provision:	Linked providers (DABs only)
Name of Body (bodies):	Institute of Banking (IoB)
Programme Tiles and Links to Publications	<a href="https://www.iob.ie">https://www.iob.ie</a>
Date of Last Review	May 2019
Next Review Year	2025-2026

Second Collaborative Provision:	Linked providers (DABs only)
Name of Body (bodies):	National College of Art and Design (NCAD)
Programme Tiles and Links to Publications	<a href="https://www.ncad.ie">https://www.ncad.ie</a>
Date of Last Review	June 2017
Next Review Year	2019-2020

Annual Institutional Quality Assurance Report

Third Collaborative Provision:	Collaborative Programmes
Name of Body (bodies):	<a href="#">Kaplan Higher Education - Hong Kong</a>
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> <li>• Bachelor of Business Studies (HRM)</li> <li>• Bachelor of Business Studies (Management)</li> <li>• Bachelor of Business Studies (Finance)</li> <li>• Bachelor of Business Studies (Marketing)</li> <li>• Master of Science (Digital Marketing)</li> <li>• Master of Science (Human Resource Management)</li> <li>• Master of Science (Management)</li> </ul>
Date of Last Review	February 2017
Next Review Year	2023-2024

Fourth Collaborative Provision:	Collaborative Programmes
Name of Body (bodies):	<a href="#">Kaplan Higher Education - Singapore</a>
Programme Tiles and Links to Publications	<p>Bachelor of Business Studies (Honours) in:</p> <ul style="list-style-type: none"> <li>• Banking and Wealth Management</li> <li>• Business with Law</li> <li>• Digital Business</li> <li>• Finance</li> <li>• Human Resource Management</li> <li>• Logistics and Supply Chain Management</li> <li>• Management</li> <li>• Marketing</li> <li>• Project Management</li> </ul> <p>Master of Science (MSc) in:</p> <ul style="list-style-type: none"> <li>• Finance</li> <li>• Human Resource Management</li> <li>• Information Technology</li> <li>• Logistics and Supply Chain Management</li> <li>• Management</li> <li>• Marketing</li> <li>• Project Management</li> </ul>
Date of Last Review	February 2017
Next Review Year	2023-2024

Fifth Collaborative Provision:	Collaborative Programmes
Name of Body (bodies):	<a href="#">National School of Business Management - Sri Lanka</a>
Programme Tiles and Links to Publications	Bachelor of Science (Sri Lanka) in: <ul style="list-style-type: none"> <li>• Human Resource Management</li> <li>• Management Information Systems</li> <li>• Management</li> </ul>
Date of Last Review	April 2018
Next Review Year	2021-2022

Sixth Collaborative Provision:	Collaborative Programmes
Name of Body (bodies):	RCSI & UCD Malaysia Campus (RUMC) (formerly Penang Medical College)
Programme Tiles and Links to Publications	Medicine (MB BCh BAO); <a href="http://www.rcsiucd.edu.my/">http://www.rcsiucd.edu.my/</a>
Date of Last Review	May 2014
Next Review Year	2020-2021

Seventh Collaborative Provision:	Collaborative Programmes
Name of Body (bodies):	<a href="#">Beijing-Dublin International College (BDIC) - China (with the Beijing University of Technology (BJUT))</a>
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> <li>• BComm Finance</li> <li>• BE Internet of Things Engineering</li> <li>• BSc Software Engineering</li> <li>• BE Electronic &amp; Information Engineering</li> </ul>
Date of Last Review	May 2019
Next Review Year	2025-2026

## Annual Institutional Quality Assurance Report

Eighth Collaborative Provision:	Joint/Double award
Name of Body (bodies):	University Pantheon-Assas (Paris II) & University Toulouse 1 Capitole
Programme Tiles and Links to Publications	<a href="#">BCL/Maitrise</a>
Date of Last Review	January 2019
Next Review Year	January 2020

Ninth Collaborative Provision:	Joint/Double Award
Name of Body (bodies):	Justus Liebig University (JLU) Giessen - Germany
Programme Tiles and Links to Publications	<a href="#">MSc Global Change: Ecosystem Science &amp; Policy</a>
Date of Last Review	January 2019
Next Review Year	January 2020

Tenth Collaborative Provision:	Joint/Double Award
Name of Body (bodies):	Network on Humanitarian Action (NOHA) – Europe
Programme Tiles and Links to Publications	<a href="#">MSc International Humanitarian Action</a>
Date of Last Review	N/A
Next Review Year	January 2020

### 3. Articulation Agreements

<b>Articulation Agreements - Total Number</b>	<b>6</b>
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First Articulation Agreement:	
Name of Body (bodies):	Wuhan University
Programme Tiles and Links to Publications	4+2 Engineering and Architecture <a href="https://en.whu.edu.cn/">https://en.whu.edu.cn/</a>
Date of Agreement/Arrangement or Last Review	10 May 2017
Review Year for Agreement	Due for Review

Second Articulation Agreement:	
Name of Body (bodies):	Chang'an University
Programme Tiles and Links to Publications	3+1+1 and 3.5+0.5+1 - Institutional Understanding (Engineering & Architecture) <a href="http://en.chd.edu.cn/">http://en.chd.edu.cn/</a>
Date of Agreement/Arrangement or Last Review	11 April 2019
Review Year for Agreement	9 September 2020

Third Articulation Agreement:	
Name of Body (bodies):	South China Agricultural University
Programme Tiles and Links to Publications	2+2 - Joint Programme (Health & Agricultural Sciences) <a href="https://english.scau.edu.cn/">https://english.scau.edu.cn/</a>
Date of Agreement/Arrangement or Last Review	8 November 2009
Review Year for Agreement	23 October 2020

## Parts 2-6

### Institution-led QA – Annual Information

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

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## Part 2: Institution-led QA – Annual

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

### Section 1: Quality Assurance and Enhancement System Developments

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

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

- Ongoing promotion of, and developments in relation to, the [UCD Education Strategy 2015-2020](#), [UCD Strategy for Research, Innovation and Impact 2015-2020](#), [UCD Human Resources Strategy 2016-2020 – Growing Through People](#), [UCD Library Strategy 2016-2020](#), [IT Strategy 2020](#), [UCD Strategic Campus Development Plan 2016-2021-2026](#) and the [Global Engagement Strategy 2016-2020](#).
- The election of a new [Governing Authority](#) was held on 20 November 2018. This election utilised a new quota system to assure the election of a gender-balanced Governing Authority, in accordance with the [UCD Gender Identity and Expression Policy](#). The term of office of the sixth Governing Authority is five years from 1 February 2019 to 31 January 2024. In February 2019, the Governing Authority announced the appointment of Marie O'Connor as Chair for a five-year term. This is the first time in its 165-year history that the University has appointed a woman to this role.
- Significant revisions to the [Academic Regulations](#) were made within the reporting period September 2018 – August 2019 and these will come into effect in September 2019. The revisions principally relate to moderation and second grading (regulation 4.16). They also include revisions to Section 6, on the setting of penalties for repeat attempts.

- **UCD Future Campus** – The purpose of the UCD Strategic Campus Development Plan 2016-2021-2026 is to communicate the broad direction of future physical development of the Belfield Campus in terms of the facilities required to support the University’s vision of being a global top 100 university. In March 2018 the UCD Future Campus architectural design competition was launched and the winning submission can be viewed [here](#). In April 2019 the Governing Authority approved in principle Future Campus Phase 1, the first phase of the master plan which was generated by the international architectural competition we ran last year. This first phase will contain two buildings, an arrival plaza and an open quad, which together will connect the main entrance of UCD at the flyover to the original spine of the University in front of the Newman building. The development will contain the Centre for Creativity, housing Architecture, Planning and Environment Policy, together with components of Engineering and Design, and also providing public engagement space and an arrival centre for the campus. In addition, the development will create a teaching and learning hub at the heart of the campus, provisionally named the Centre for Future Learning. Together the two buildings will provide some 22,000 square metres of new space, providing a net increase in capacity of the University of approximately 3,300 additional student FTEs and of the order of 340 additional faculty and associated staff. The Governing Authority also approved an application to be submitted to the HEA Strategic Infrastructure Fund for partial funding of the project.
- **Strategy Planning 2019** – In November 2014, UCD launched its Strategy 2015 – 2020. This plan, at its core, set out UCD’s ambition to become ‘Ireland’s Global University’. In 2019, the time came to reflect on achievements over the past five years, to measure, acknowledge and celebrate successes and to reset the University’s compass to start the process of developing UCD’s next Strategic Plan. This involves an acknowledgement of areas where there have been challenges over the past four years and a commitment to work with renewed vigour and determination to address these difficult areas over the period of the next Strategic Plan. As an important step in the development of UCD’s next strategy, key alumni and friends of UCD, together with some current students were invited to participate in two half-day workshops in May 2019. At these workshops the participants were asked the following three questions: 1) What skill sets do we need to develop in our graduates to prepare them for the workplace of the future? 2) What disciplines are likely to see growth or contraction of demand in the employment market over the next 5-10 years? 3) What global and national challenges should our research focus on over the next 5-10 years?
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collaboration with Trade Union colleagues. This is a hugely important development for the UCD community. The introduction of P4G will help UCD deliver its mission as stated in the [UCD Strategy 2015-2020](#), particularly ‘providing a supportive community in which every member of the University is enabled to achieve their full potential’. It will also address the concern expressed in the responses to the UCD Culture & Engagement Employee Survey that employees are not being given sufficient feedback on their performance. At a University level, P4G will enable: improved alignment between individual activity, School, Unit/College and UCD’s ten key objectives and values; higher employee engagement scores; and progress towards the University’s Key Performance Indicator goals. At an individual level, P4G will enable: greater clarity on performance expectations and role responsibilities; quality feedback against agreed goals, objectives and standards; a forum to recognise accomplishment of objectives and to acknowledge success; and a regular opportunity to discuss career aspirations and how to develop potential. At the core of P4G is the recognition that the most effective, high performing organisations are those that can make the link between their mission, vision and objectives and every individual’s unique contribution, while bringing that link to life in a meaningful way through quality conversations. P4G was officially launched in March 2019.

- [World Universities Network \(WUN\)](#) – the WUN held its Annual General Meeting at UCD from 19-24 May 2019. The Worldwide Universities Network (WUN) is a leading global higher education and research network made up of 23 universities, spanning 13 countries on six continents. The AGM is the central event in the WUN calendar, and draws together academic and administrative colleagues from member universities for research workshops, policy discussion and business meetings that develop and review WUN initiatives and activities.
- [New Research Services Portal](#) – in November 2018, the [Vice-President for Research, Innovation and Impact](#) announced the launch of a new Research Services Portal. The portal is a single secure online destination for information and resources on the range of services provided to researchers throughout UCD. A graphical representation of the researcher journey is the focal point of the new portal, which outlines all of the key stages and steps during which supports and services are available for researchers.

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

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

- Launch (in September 2018) of the new [UCD Quality Office website](#). This followed from significant consultation with internal and external stakeholders, as well as a focus group session.
- [QQI Institutional Review of UCD](#) – preparations for this process commenced in October 2017, and in November 2018 a [Summary Briefing Paper](#) was prepared which outlined the requirements and associated process. Cyclical institutional review is an element of the broader quality framework for Designated Awarding Bodies (i.e. 7 Irish universities; RCSI; NUI; DIT). Designated Awarding Bodies derive, from law, the authority to make awards and are listed in the *Qualifications and Quality Assurance (Education and Training) Act, 2012* (the 2012 Act). QQI reviews provide an external dimension to an institution's internal quality assurance processes. Cyclical review is also interdependent on, and integrated with, a wider range of QQI engagements: Quality Assurance Guidelines; each institution's Quality Assurance Procedures; Annual Institutional Quality Reports (AIQR); and Dialogue Meetings. This is the third review cycle for Irish Universities. Previous rounds took place in 2004/05 and 2009/12. UCD was last reviewed in 2011. The Institutional Self-Evaluation Report (ISER) was sent to QQI in early 2019, with the site visit by the external Review Team planned for October 2019.
- New [UCD Policy on Research Integrity](#) – this new policy, together with a dedicated website which includes extensive resources, was launched in May 2019. UCD is committed to the promotion of an environment which maintains the highest standards of integrity in relation to its educational mission and research activity. It is University policy that all those engaged with research in UCD, including all researchers, students, technical, administrative and research support staff, maintain the highest standards of rigour and integrity in all aspects of research and ensure that research is conducted according to appropriate ethical, legal and professional obligations and standards.

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

- Updates to various weblinks.
- Updates to references to the UCD Virtual Learning Environment (VLE) to reflect transition to new Brightspace system.
- Change of reference to 'Research Supervisor Induction Session' as this has now changed from being optional to being compulsory.
- Updates to UCD Human Resources – Performance for Growth (P4G) information, to reflect ongoing developments.
- Updates to UCD Student Mental Health and Wellbeing Policy information
- Updates to section 17 (Internal Review Schedule) to include planned reviews from 2018-2024.
- Substantial updates to Teaching and Learning information based on current projects, and other recent developments and initiatives.
- Updates to 'Engagement with Third Parties' section with latest information.

### 1.3 The schedule of QA governance meetings.

The schedule of meetings of the University governance committees which have primary responsibility for the quality assurance system in the reporting period (2018-19) is as follows:

- **Governing Authority (GA)** – 16 October 2018, 12 December 2018, 21 February 2019, 28 March 2019, 9 May 2019, 20-21 June 2019
- **Academic Council (AC)** – 22 November 2018, 25 April 2019
- **Academic Council Executive Committee (ACEC)** – 26 September 2018, 13 December 2018, 7 March 2019, 21 May 2019
- **Academic Council Quality Enhancement Committee (ACQEC)** – 17 October 2018, 13 February 2019, 17 April 2019
- **University Programmes Board (UPB)** – 4 October 2018, 27 November 2018, 26 February 2019, 11 April 2019
- **University Management Team (UMT)** – 11 September 2018, 25 September 2018, 9 October 2018, 23 October 2018, 6 November 2018, 20 November 2018, 4 December 2018, 18 December 2018, 22 January 2019, 5 February 2019, 19 February 2019, 5 March 2019, 20 March 2019, 2 April 2019, 16 April 2019, 30 April 2019, 14 May 2019, 28 May 2019, 11 June 2019, 25 June 2019

## Section 2: Reviews in the reporting period

### 2.1 Internal reviews that were completed in the reporting period.

Periodic Quality Review completed in the 2018-19 reporting period are as follows:

- Institute of Banking (Linked Provider)
- UCD School of Psychology
- UCD School of Education
- UCD School of Nursing, Midwifery & Health Systems
- UCD College of Business
- UCD School of Biomolecular & Biomedical Science
- UCD School of Irish, Celtic Studies & Folklore
- UCD Access & Lifelong Learning
- UCD Human Resources
- Beijing-Dublin International College (Collaborative/Transnational Provision)

Periodic Quality Review reports for the 2018-19 period can be found at:

<http://www.ucd.ie/quality/ucdqualityframework/reportspublications/>

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

Number of new <b>Programme Validations/Programme Approvals</b> completed in the reporting year	<b>19</b>
Number of <b>Programme Reviews</b> completed in the reporting year	<b>0</b>
Number of <b>Research Reviews</b> completed in the reporting year	<b>0</b>
Number of <b>School/Department/Faculty Reviews</b> completed in the reporting year	<b>6</b>
Number of <b>Service Unit Reviews</b> completed in the reporting year	<b>2</b>
Number of <b>Reviews of Arrangements with partner organisations</b> completed in the reporting year	<b>2</b>

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

<b>Composition of Panels</b>	<b>%</b>
Internal	<b>49</b>
National	<b>3</b>
UK	<b>38</b>
EU	<b>0</b>
Student	<b>0</b>
Other	<b>10</b>

<b>Chair Profile</b>	<b>%</b>
Internal	<b>100</b>
Similar Institution	<b>0</b>
Different Institution	<b>0</b>
International	<b>0</b>

### Section 3: Other Implementation Factors

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

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

- **Key Performance Indicators** – the [UCD Strategy 2015-2020](#) sets out ten Strategic Objectives which have been agreed as the basis upon which the University will achieve its vision over this period. A total of 32 Key Performance Indicators (KPIs) have thus far been identified to measure progress against the ten Strategic Objectives, and a process has been undertaken to define and agree targets for each KPI. This process has involved the analysis of the institution's own data, identification of appropriate benchmark universities (both national and international) and the setting of appropriate targets to measure success against the ten Strategic Objectives.
- **UCD Institutional Research** – provides data support for University planning and management activities directed toward fulfilling the goals and objectives of the University. The Director of Institutional Research supplies statistical data and information for use in the quality review process ('School Profiles') which includes information on applications, student registrations, graduations, and retention rates. This suite of statistics gives each unit under review a consistent and reliable source of information to begin their self-assessment process.
- **Research Statement Report** – provided by the [UCD Research Analytics and Impact Team](#), provides Heads of Schools and their nominees with a report on activity at University, College, School and Institute level, showing information and metrics on research funding, staff and publications, using a combination of the university business systems and Bibliometrics data.
- **UCD Bursar's Office** – provides extensive resources and support for University, College, School and other unit planning and management processes, through its Financial Management Reporting system, the objectives of which are to i) provide financial management reports; ii) empower Colleges and Schools by allowing the running of reports within these units. This allows for real time financial information for all Colleges and Schools; iii) meet end-user reporting needs by getting feedback from end-users; and iv) provide training to College and School administrators.
- **Integrated Assistance Network (IAN)** – provided by UCD Registry, IAN is UCD's student engagement dashboard which allows staff in Programme and School areas to pro-actively identify students who may be struggling or potentially heading for difficulty so that timely, targeted and, most importantly, successful interventions and supports can be offered. It is available by Programme (Student Engagement by Programme), by School (Student Engagement by School) or users can view individual students (Engagement - Student Quick Search). IAN is a dashboard which compiles approximately 15,000 pieces of data per student into five simple flags which, when taken together, may be indicators that a student is in difficulty. It shows all students in a given programme/major and stage, which flags are raised for them and their total flags. These five flags are i) **Engagement**: This shows a student's Blackboard activity relative to their peers. If a student's Blackboard activity is less than 30% of their

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

- **InfoHub, UCD Connect** – for internal reporting and information management purposes, and accessed via UCD Connect, the InfoHub online reporting system delivers fast access to information in UCD's business systems e.g. student information, HR reports and Finance reports. It provides high-level summaries and graphs and enables quick and easy drilling to detailed information. Key institutional data is considered as part of the periodic quality review of Schools and support units. UCD HR Learning and Development also provide training on the use of the Infohub system.
- [UCD Student Feedback on Modules Survey](#) – this all-university, anonymous, online student feedback mechanism is used to ensure that students are given a voice in the module enhancement process, part of UCD's evidence-based quality assurance of its educational offerings. Module enhancement allows for the regular and incremental updating of the educational design of modules for future offerings to ensure that they continue to provide an appropriate academic challenge for students. The process helps to keep modules current and relevant to students' learning needs and the goals of the discipline or subject.
- [StudentSurvey.ie](#) – UCD receives the outputs from this annual nationwide survey, and these outputs are evaluated at institutional, College, School and programme level, ensuring there is direct feedback of students feeding into the quality assurance and enhancement of UCD's programmes and the student experience as a whole.

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

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

UCD participates in the Irish Universities Association (IUA) [Save Our Spark](#) campaign. Irish universities and institutes of technology must overcome challenges created by a growing student population, a rapidly changing society, and, above all, serious under-investment by the Irish state. The crisis in higher education funding can be solved. The money is available so it's up to our politicians to make a decision. Indecon Research Economists were appointed by the IUA in 2018 to conduct the first ever sectoral impact assessment of its member Universities. This independent report provides a greater understanding of how our seven universities contribute to the national economy and the social and cultural fabric of the country. In 2019 the full impact of the 7 IUA universities on the economy and society as a whole was measured for the first time. Our universities deliver for Ireland, producing the talent and creativity that drives economic growth and contribute a staggering €8.9bn a year to the economy. The [Full Report](#) was published by the IUA in April 2019.

In September 2017, QQI's first review cycle for higher education institutions, named the CINNTE review cycle, was announced. The reviews are organised by QQI, and each review will be carried out by an independent team of international experts. As well as reviewing the quality of education, training and research, the CINNTE reviews will also look at how well each institution's internal quality assurance procedures are working and identify areas for improvements. As the CINNTE Review process is based on transparency and accountability, the findings from each institutional review will be published in a CINNTE Review Report on the QQI website. Further information is available on the [QQI CINNTE Review website](#). Preparations for the [Institutional Review of UCD](#) commenced in 2017 and continued through the 2018-19 reporting period.



### 3.3 A description of other implementation issues.

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

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

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

The participation of senior international faculty and staff in Review Groups helps to benchmark UCD's provision against leading world institutions and also serves to promote UCD's profile globally. External members of the Review Groups are generally drawn from within the top 1% of global higher education institutions (and/or subject rankings). In 2018-19 external reviewers were from University of Ulster (UK), Bangor University (UK), University of Nottingham Malaysia Campus (UK), Nottingham Trent University (UK), University College London (UK), University of Glasgow (UK), Kingston University (UK), University of Edinburgh (UK), University of Southampton (UK), University of Liverpool (UK), Lancaster University (UK), University of Dundee (UK), Western University (Canada), University of Pennsylvania (USA), University of Notre Dame (USA), University of Western Australia (Australia) and Dublin City University (Ireland).

## Part 3: Effectiveness and Impact

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

### 1. Effectiveness

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

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

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

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

The [Academic Council Quality Enhancement Committee \(ACQEC\)](#), via the UCD Quality Office, regularly seeks both formal and informal feedback from members of Review Groups about the UCD periodic quality review processes and procedures. This is conducted in order to review, update, refine and continuously improve the University's procedures for quality review of UCD units, and to evaluate the effectiveness of quality assurance policies and procedures. A short survey is sent to all reviewers, both internal and external to UCD, who participated in quality reviews completed during the preceding period. Feedback from Review Groups is a key mechanism for determining the effectiveness of the quality assurance framework at UCD.

In relation to oversight and quality assurance of UCD's Taught Collaborative/Transnational Educational Provision, the [Annual Report \(2019\)](#) published in the reporting period includes sample examples of positive practice, sample recommendations for improvement and sample examples of planned enhancements. This demonstrates the effectiveness of the monitoring process for these programmes by ensuring appropriate reflection on practice is undertaken and required enhancements are identified and relevant actions planned.

Extensive evidence for the effectiveness of UCD's quality assurance policies and procedures is found within the large volume of documents available on the [UCD Quality Office – Reports and Publications](#) website.

## 2. Impact

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

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

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

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

### 3. Themes

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

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

#### Teaching and Learning

Assessment	Student Feedback
Curriculum Development	Diversification of Pedagogical Approaches

#### The Student Experience

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

#### Quality

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

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

#### Research-led

Support for PhD students	Research Mentoring
Research Strategies	External Funding

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

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

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

## Part 4: Quality Enhancement

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

### 4.1 Improvements and Enhancements for the Reporting Period

Improvements or enhancements, impacting on quality or quality assurance, that took place in the reporting period.

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

- Ongoing promotion of, and developments in relation to, the [UCD Education Strategy 2015-2020](#), [UCD Strategy for Research, Innovation and Impact 2015-2020](#), [UCD Human Resources Strategy 2016-2020 – Growing Through People](#), [UCD Library Strategy 2016-2020](#), [IT Strategy 2020](#), [UCD Strategic Campus Development Plan 2016-2021-2026](#) and the [Global Engagement Strategy 2016-2020](#).
- The election of a new [Governing Authority](#) was held on 20 November 2018. The term of office of the sixth Governing Authority is five years from 1 February 2019 to 31 January 2024. In February 2019, the Governing Authority announced the appointment of Marie O'Connor as Chair for a five-year term. This is the first time in its 165-year history that the University has appointed a woman to this role.
- Significant revisions to the [Academic Regulations](#) were made within the reporting period September 2018 – August 2019 and these will come into effect in September 2019. The revisions principally relate to moderation and second grading (regulation 4.16). They also include revisions to Section 6, on the setting of penalties for repeat attempts.
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are those that can make the link between their mission, vision and objectives and every individual's unique contribution, while bringing that link to life in a meaningful way through quality conversations. P4G was officially launched in March 2019.

- [World Universities Network \(WUN\)](#) – the WUN held its Annual General Meeting at UCD from 19-24 May 2019. The Worldwide Universities Network (WUN) is a leading global higher education and research network made up of 23 universities, spanning 13 countries on six continents. The AGM is the central event in the WUN calendar, and draws together academic and administrative colleagues from member universities for research workshops, policy discussion and business meetings that develop and review WUN initiatives and activities.
- [New Research Services Portal](#) – in November 2018, the [Vice-President for Research, Innovation and Impact](#) announced the launch of a new Research Services Portal. The portal is a single secure online destination for information and resources on the range of services provided to researchers throughout UCD. A graphical representation of the researcher journey is the focal point of the new portal, which outlines all of the key stages and steps during which supports and services are available for researchers.
- Launch (in September 2018) of the new [UCD Quality Office website](#). This followed from significant consultation with internal and external stakeholders, as well as a focus group session.
- [QQI Institutional Review of UCD](#) – preparations for this process commenced in October 2017, and in November 2018 a [Summary Briefing Paper](#) was prepared which outlined the requirements and associated process. Cyclical institutional review is an element of the broader quality framework for Designated Awarding Bodies (i.e. 7 Irish universities; RCSI; NUI; DIT). Designated Awarding Bodies derive, from law, the authority to make awards and are listed in the *Qualifications and Quality Assurance (Education and Training) Act, 2012* (the 2012 Act). QQI reviews provide an external dimension to an institution's internal quality assurance processes. Cyclical review is also interdependent on, and integrated with, a wider range of QQI engagements: Quality Assurance Guidelines; each institution's Quality Assurance Procedures; Annual Institutional Quality Reports (AIQR); and Dialogue Meetings. This is the third review cycle for Irish Universities. Previous rounds took place in 2004/05 and 2009/12. UCD was last reviewed in 2011. The Institutional Self-Evaluation Report (ISER) was sent to QQI in early 2019, with the site visit by the external Review Team planned for October 2019.
- New [UCD Policy on Research Integrity](#) – this new policy, together with a dedicated website which includes extensive resources, was launched in May 2019. UCD is committed to the promotion of an environment which maintains the highest standards of integrity in relation to its educational mission and research activity. It is University policy that all those engaged with research in UCD, including all researchers, students, technical, administrative and research support staff, maintain the highest standards of rigour and integrity in all aspects of research and ensure that research is conducted according to appropriate ethical, legal and professional obligations and standards.

**4.2 Quality Enhancement Highlights**

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

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



## Part 5: Objectives for the coming year

Part 5 provides information about plans for quality assurance in the institution for the academic year following the reporting period (in this instance 1 September 2018 – 31 August 2019).

### 5.1 Quality Assurance and Enhancement System Plans

Plans for quality assurance and quality enhancement relating to strategic objectives for the next reporting period.

Examples of quality assurance system plans for the 2019-20 period, which include projects already underway, are:

- Ongoing projects and initiatives in relation to the pursuit of the objectives set-out in the various strategic plans, including: [UCD Strategy 2015-2020](#), [UCD Education Strategy 2015-2020](#), [UCD Strategy for Research, Innovation and Impact 2015-2020](#), [UCD Human Resources Strategy 2016-2020 – Growing Through People](#), [UCD Library Strategy 2016-2020](#), [IT Strategy 2020](#), [UCD Strategic Campus Development Plan 2016-2021-2026](#) and the [Global Engagement Strategy 2016-2020](#).
- Ongoing development of **Key Performance Indicators (KPIs)** to measure progress against the objectives and initiatives articulated in the UCD Strategy 2015-2020, including identification of targets and appropriate peer institutions against which UCD practice and performance may be benchmarked.
- Aligned with the [UCD Strategic Campus Development Plan 2016-2021-2026](#), ongoing building work associated with the **UCD Future Campus** project and the new **UCD Student Residences** project will continue in the 2018-19 reporting period.
- Aligned with the [UCD Human Resources Strategy 2016-2020 – Growing Through People](#), a number of key initiatives and developments will be rolled-out in 2019-20 reporting period.
- The key focus in relation to quality assurance and enhancement at UCD in the next reporting period is the consideration of the outcomes from the [UCD Institutional Review 2019](#), as part of the [QQI CINTE Review Cycle for Irish Higher Education](#).
- Publication and implementation of the new [UCD Strategy 2020-2024](#).
- A Student Experience – Variation Mapping exercise will be undertaken to explore the variation in the UCD student experience, to document current approaches, and to consider ways in which unwanted variance should be addressed. A number of enhancement projects will be commenced on foot of this review.
- An Outbound Mobility Working Group will be established to make recommendations and oversee measures to enhance the supports available for UCD students who wish to undertake study in international contexts as part of their programme.

- A project to consolidate graduate research governance and operations will commence with the objectives of improving efficiency, supporting operational developments, enhancing monitoring and auditing capabilities, and redirecting operational and administrative work away from faculty.
- An Academic Report to Governing Authority will be prepared and presented by the Registrar. It will present an overview of UCD's academic performance during the 2018-2019 academic session, informed by the University's information systems and student data. This will be the first edition of what is anticipated to be an annual series of academic reports to Governing Authority, and that each edition will summarise the University's academic performance during the previous 12 months.

### 5.2 Review Plans

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

Periodic Quality Reviews planned for 2019-20 are as follows:

- National College of Art and Design (Linked Provider)
- UCD School of Music
- UCD School of Sociology
- UCD Applied Language Centre
- UCD Bursar's Office
- UCD Teaching & Learning
- UCD Registry

### 5.3 Other Plans

See above section on 'Quality Assurance and Enhancement System Plans'.

## Part 6: Periodic Review

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

### 6.1 The Institution and External Review

A description of the impacts of institutional review within the institution.

Preparation for [UCD Institutional Review 2019](#), as part of the [QQI CINNTE Review Cycle for Irish Higher Education](#), commenced in October 2017 with an initial briefing for the Academic Council Quality Enhancement Committee (ACQEC). Further briefings were provided to the Academic Council Executive Committee (ACEC) and the University Management Team (UMT) in February and March 2018, and a Steering Group and a Drafting Group were formally established to lead on the development of the **UCD Institutional Self-Evaluation Report (ISER)** which would be drafted in the 2018-19 academic session. The draft ISER was considered by a broad selection of key University stakeholders in the early part of 2019, prior to submission to QQI. The Review Group Site Visit to UCD is due to take place in October 2019 (within the 2019-2020 reporting period).

On the [External Review of UCD, 2019](#) website there is further relevant information, including [UCD Institutional Profile 2019](#) (the Institutional Profile will be updated on an annual basis) and the [Institutional Quality Review 2019 - Institutional Self-Evaluation Report \(ISER\) Case Studies](#).

### 6.2 Self-Reflection on Quality Assurance

A short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review.

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

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

Regulations, Policies and other key documents applicable to the University. Documents in the Library apply to the entire University.

### 6.3 Themes

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

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

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

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

On the [External Review of UCD, 2019](#) website there is further relevant information, including [UCD Institutional Profile 2019](#) (the Institutional Profile will be updated on an annual basis) and the [Institutional Quality Review 2019 - Institutional Self-Evaluation Report \(ISER\) Case Studies](#), which highlight various developmental themes of importance to the institution.

## Case Studies

**Within Parts 2-6 of the AIQR, you are invited to submit up to 3 case studies reflecting the following themes:**

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Case Study Themes
<ol style="list-style-type: none"><li>1. Process of levelling qualifications in the NFQ (DABS)</li><li>2. Teaching, Learning &amp; Learner Assessment [and/or technological enhancements]</li><li>3. Learner Experience [engagement, Impact, national and international]</li><li>4. Research – Ensuring Quality and Impact</li><li>5. Academic Integrity</li><li>6. Assessing the impact of research</li><li>7. Engagement and Collaboration - with Industry; Societal/Civic Engagement</li><li>8. Widening access, progression and RPL</li><li>9. Transnational Education</li><li>10. Developing QA for merging or newly established institutions</li></ol>

Attached are Case Studies which reflect the following themes, which have been extrapolated from the [Institutional Quality Review 2019 - Institutional Self-Evaluation Report \(ISER\) Case Studies](#).

**Theme 2 – Teaching, Learning & Learner Assessment [and/or technological enhancements]**

- UCD Case Study #1 – Defining Educational Excellence

**Theme 3 – Learner Experience [engagement, impact, national and international]**

- UCD Case Study #5 – Student Engagement

**Theme 10 – Developing QA for merging or newly established institutions**

- UCD Case Study #6 – Proposal to Establish South China – Dublin International College (SDIC)

**Institutional Self-Evaluation Report**

- ISER 3.1 (p. 19)
- ISER 5.27 (p. 33)



## Case Study 1

# Defining Educational Excellence – a joined-up approach to reviewing the educational content of the University



### Situation

Under Strategic Initiative 2 of the UCD Strategy 2015-2020: Defining educational excellence, UCD aims to deliver a world-class learning experience for its students. In setting out its objectives and vision for 2020, UCD recognised that excellence in teaching and curriculum design must be supported across governance and operational structures.



### Task

UCD introduced a modularised curriculum in 2005. Ten years on, programmes had not been reviewed at a University-wide level and there was a concern of an over-emphasis on modules to the detriment of programme coherence and cohesion. To address the opportunities and challenges presented by the maturing modular curriculum, UCD initiated a University-wide project in 2015: the Curriculum Review and Enhancement Project (CRE process).

Recognising the CRE process as the pivotal point in this joined-up approach to reviewing the educational content of the University, this case study addresses the adaptation of Academic Regulations and systems around CMS (Curriculum Management System) in response to the project and the adaptation of University governance (delegated authority) to drive the change.

Additionally, this case study interweaves curriculum review and enhancement, underscoring UCD's commitment to QA/QE. The CRE process demonstrates a commitment to the student learning experience and to evaluating structures to determine if they are fit-for-purpose and capable of supporting the delivery of four key themes identified to enhance that learning experience. It not only promoted self-reflection and QA/QE ethos in curriculum design and delivery, the process employed by the University was externally reviewed to inform future institutional-level projects.



### Action

The CRE process provided the University with the opportunity to create greater programme cohesion and coherence by identifying how individual modules fit into broader programme objectives. The process placed a strong emphasis on the articulation of outcomes, with a focus on coherently organising, delivering and assessing curricula to embed and assure these outcomes for students.<sup>1</sup>

<sup>1</sup> Further information about the CRE process is available at [www.ucd.ie/teaching/projects/archive/curriculumreviewandenhancement](http://www.ucd.ie/teaching/projects/archive/curriculumreviewandenhancement).

Conducted over a 15-month period, with a four-stage methodology, the CRE process was led locally by Project Champions. It resulted in the publication of programme vision and value statements and programme learning outcomes for 598 taught programmes, as well as a curriculum mapping exercise whereby contributing modules were mapped to the programme outcomes.

While Academic Regulations were kept under annual review, a full re-draft had last taken place to support modularisation (September 2006). Informed by the learning from the CRE process, the University decided it was timely to evaluate the regulations to determine whether they could make a more significant contribution to UCD's current strategic priorities. In 2016, Academic Council established a working group whose primary objective in reviewing the regulations was to determine how new Academic Regulations could best support students to learn and progress in their programmes. The working group was chaired by the Registrar and made up of student, faculty and staff representatives from across the University. Informal and formal consultation was undertaken with targeted individuals and groups, the Students' Union, and all faculty and staff using a variety of consultation and survey methods. Survey feedback and consequent actions were published for faculty, staff and students to view.

As an outcome of the CRE process and the review of Academic Regulations, it was recognised that the structures overseeing approval of academic programmes and their quality required review and approval at various governance boards. The principle of allowing a governance board at the appropriate level to approve changes within the broad Academic Regulations framework was agreed allowing the University Boards to focus more on strategy and broader quality issues.

Recognising that education excellence requires operational and systems support, the University's structures and processes for implementing student-related delegated authority decisions have been enhanced during this time. An Academic Regulations Implementation Group devised and delivered the technical and operational solutions required to implement the new regulations (major modifications were required to Banner, CMS, the Research Management System and SISWeb).

## Results

In addition to the programme vision, value statements and learning outcomes mentioned above, recommendations from the CRE Steering Committee were incorporated into the *Education Strategy 2015–2020: Our Students' Education and Experience*. The process also provided an opportunity for module co-ordinators to reflect on how their modules fitted into programmes as well as opportunities to engage with students – further enhancements of the quality process. As highlighted by the external reviewer, the CRE process encouraged faculty to see modules as important pieces contributing to the programme, rather than as stand-alone elements. Some examples of key changes made to programme design and enhancement include the new four-year degree in Social Sciences, incorporation of more in-depth learning experiences via the introduction of 10-credit modules across a range of programmes and development of a Technology Enhanced Learning strategy. The external review indicated that the process had enabled positive change as well as identifying learning points for any future large-scale initiative of this nature.

Supporting UCD's Vision for 2020 and its strategic initiatives, as well as the implementation of recommendations from the CRE process, a new set of Academic Regulations was approved by Academic Council in 2018, to come into effect from academic year 2019/20. They establish a single set of regulations for all taught programmes in the University, and separate regulations for graduate research students. Greater emphasis is placed on ensuring programme coherence, and specific measures are introduced to ensure transparent and fair grading

processes, in addition to providing timely and effective feedback to students on all assessed work. New programme structures were introduced to promote both depth and breadth in learning outcomes, and greater efficiency is provided for by devolving decision-making. New possibilities are also provided for, such as integrated assessment across multiple modules and the assessment of learning outcomes achieved outside traditional module structures.

At an operational level, the new Academic Regulations are supported by a new curriculum system. This allows the more comprehensive information required by the regulations at module, major and programme level to be captured and reported on. Examples include key information on degree aware calculation, method and timing of module remediation, feedback activity and timing, greater detail on assessment strategies, grade scales and mark-to-grade conversions. This information is reflected in the curriculum browser. It provides students with greater transparency around the University's academic offerings, allowing them to make informed choices about their majors and modules. The advanced reporting and auditing capabilities facilitate improved governance, and provide greater clarity, flexibility and coherence for faculty and staff.

With regard to governance structures, responsibility for the quality of programmes has been delegated to the most appropriate level. UMT, College Executive, UPB and Governing Boards have different responsibilities at different stages of new programme approval. Module approval lies with module co-ordinators and Schools, with exceptions brought to Governing Boards. From a teaching and learning aspect, responsibility is held by the Dean of Undergraduate Studies, VPT&Ls, University and College level committees, as well as local College meetings with School Heads of T&L (support is provided by the Teaching and Learning unit – see section 5 of the ISER).

For certain student-related matters, decision-making responsibility is delegated from UPB to Governing Boards and communicated to UCD Registry for action. This had traditionally been a paper-based system but, following consultation with the relevant Registry teams, Programme Offices, Graduate Schools and Schools, has recently migrated online. This has delivered enhancements in the quality of service provision and governance. A full suite of reports now ensures the University has oversight over such student-related decisions, facilitating improved review, audit and monitoring. It has also delivered a significant improvement in processing accuracy and turnaround time – further enhancing the student experience.



## Case Study 5

# Student Engagement – Collaboration with the UCD Students' Union (UCDSU)

**Institutional Self-  
evaluation Report**



• ISER 7.23 (p. 53)



### Situation

This case study, which was developed collaboratively between UCDSU and UCD, demonstrates the effectiveness of student representation at University level and how, through the University's governance structures, the UCDSU influences strategic and operational change.

UCDSU works effectively with UCD in three distinct ways. These are:

1. Representation on the various governance and decision-making structures in UCD, both from an academic and managerial perspective
2. Collaboration with UCD on a number of key local and national projects aimed at providing a better environment for students learning and well-being
3. Involvement in the decision-making process in certain UCD-led initiatives as they are devised, via appointment to temporary judging/evaluation/consultation panels.



### Task

As noted at section 7.25 of the ISER, at University level UCDSU currently has representatives on four of UCD's eight University Management Team (UMT) subgroups, holds 23 seats on Academic Council, with elected sabbatical officers also holding seats on seven of the nine AC subgroups. This case study focuses on UCD-UCDSU collaboration vis-à-vis the UMT Student Experience Group and Academic Council regarding the University's approach to remediation at two levels: 1/ Academic Regulations and 2/ fees.



### Action

Regarding UCD's Academic Regulations, the Academic Council Executive Committee (ACEC) Regulations Review Working Group was established in 2017 and included UCDSU representation. Following two consultation phases, a revised set of Academic Regulations was submitted to Academic Council (AC) in April 2018. This included a proposal to cap substitution as a remediation option – while grades achieved through resit and repeat attempts were capped, those achieved through substitution had not been. Concern at this proposal was raised at AC, particularly by the UCDSU representatives, and the proposed remediation section of the regulations was not approved. Following the April 2018 AC meeting, the Registrar met with UCDSU representatives to discuss alternative remediation proposals and their possible implications, before bringing options back to the ACEC Regulations Review Working Group for discussion and recommendation to AC.

In relation to remediation fees, UCDSU presented a paper to the meeting of the UMT Student Experience Group (SEG) requesting that the impact of resit and repeat fees be discussed. On foot of this, the group agreed that a review group be established to carry out an analysis

of resit and repeat fees. The UMT SEG Resit and Repeat Fees Review Group was formed, consisting of representatives from the Registrar's Office, academic community, UCDSU, Student Advisers, UCD Assessment, and UCD Finance. A report containing an analysis of current practice and recommended principles underpinning resit and repeat fee charges was brought to the UMT SEG, which endorsed many aspects of the report and agreed to bring a summary of the observations and recommendations for change to UMT for consideration.



## Results

As highlighted by this focus on remediation, student representation and participation in University-level committees in UCD is effective in contributing to the enhancement of the student experience. In relation to Academic Regulations, the final proposal, as recommended by the UCDSU representatives and ACEC Regulations Review Working Group and approved by AC in November 2018, resulted in a number of revisions to the remediation regulations originally proposed. Specifically, resit attempts will be grade capped, repeat attempts will be grade penalised, and substitution will not be regarded as a form of remediation – therefore, no penalty or capping will be applied. At an operational level, based on the report and recommendations from UMT SEG regarding resit fees, UMT agreed to reduce the fees as proposed. The result: fees for students who have to undertake resit assessments as a method of remediation was reduced from €230 to €180.

## Case Study 6

# Proposal to Establish South China-Dublin International College (SDIC)

### Institutional Self-evaluation Report



- ISER 7.26 (p. 54)



### Situation

This case study outlines the quality improvements which UCD has sought to implement in its consideration of the establishment of a second joint international college in China, as well as future quality enhancements which have been identified as part of this process.

As background, UCD established its first joint international college in China in September 2011, following approval from the Chinese Ministry of Education for UCD and Beijing University of Technology to create the Beijing-Dublin International College (BDIC).

In relation to the second joint international college proposal, the UCD School of Agriculture and Food Science began a collaboration with South China Agricultural University (SCAU) in 2012 to offer a range of collaborative taught programmes, initially in a joint 2+2 degree format<sup>1</sup> and then a joint 3+1 format<sup>2</sup>. Each of these individual collaborative programmes received academic and strategic approval at the time in line with UCD's programme development and approval framework.



### Task

In June 2017, the presidents of the two universities agreed that they would explore the establishment of a joint international college modelled on BDIC in Beijing and to be named the South China-Dublin International College (SDIC).



### Action

Detailed work then began between the UCD School of Agriculture and Food Science, the UCD School of Biology and Environmental Science and their counterpart schools at SCAU to develop a formal proposal to give this effect. In February 2018, the UMT Global Engagement Group endorsed the strategic merit of UCD progressing its discussions to establish a joint college with SCAU, and UMT approved that decision. At that point, guidance was sought from the Registrar (who had been closely involved with the establishment of BDIC, UCD's first joint international college in China) on the composition of a formal Due Diligence Working Group to review the proposal, and who might best chair that Working Group.

A Due Diligence Working Group was formed, comprising representatives of the relevant Schools, the Provost of BDIC, the Dean of Students and representatives from the International Office, Finance Office, Legal Office, Human Resources (HR), and the Safety, Insurance,

<sup>1</sup> Stages 1 and 2 at SCAU and Stages 3 and 4 at UCD.

<sup>2</sup> Stages 1 to 3 at SCAU and Stage 4 at UCD.

Operational Risk and Compliance Office. Chaired by UCD's Director of Strategic Planning, the Working Group met four times between September and November 2018 and undertook a site visit to SCAU in Guangzhou in December 2018. In its due diligence, the Working Group considered the overall proposal, the proposed legal agreement for the establishment of SDIC, the tax implications of UCD's involvement in SDIC, the HR implications of recruiting staff to work in SDIC, the cost recovery model for reimbursing UCD for its teaching in SDIC, the overall fit with UCD's strategy in China, and the student support facilities available in SCAU. It also developed a register of the potential risks associated with the project, and their associated mitigation strategies.

The Working Group concluded that, given overall similarities between the proposed SDIC and BDIC, UCD's experience in establishing BDIC and the lack of impediment in any of the areas examined that there was no reason for the project not to proceed.



## Results

Accordingly, the recommendations of the Working Group were considered by the UMT Global Engagement Group in February 2019, together with an advanced draft of the proposed contractual agreement between UCD and SCAU to establish the joint international college (subject to Chinese Ministry of Education approval). The UMT Global Engagement Group endorsed the strategic merit of the final proposal, and recommended that it be presented to UMT and the Academic Council to endorse the establishment of the joint college, following which the Governing Authority would receive the final recommendations of those two bodies for its ultimate approval.

From a quality enhancement perspective, UCD has sought to learn from its experience of establishing a first joint international college in China to ensure a smoother due diligence and approval pathway for the establishment of SDIC. Identified future improvements are included as potential future enhancements under section 10.13 of the ISER.