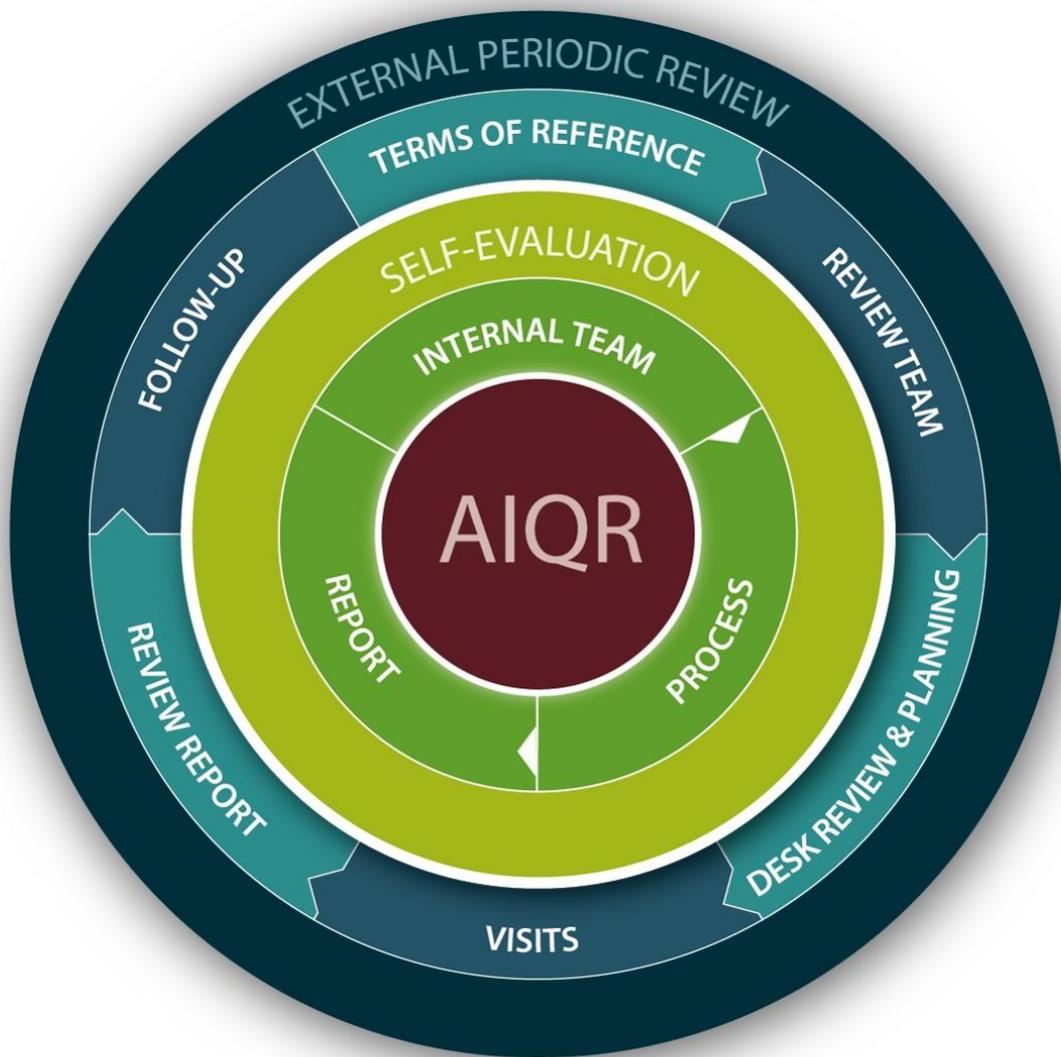


University College Cork

Annual Institutional Quality Assurance Report 2017

Based on the reporting period 1 September 2015 – 31 August 2016



The Cyclical Review Process

Please enter 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.

UCC places quality at the forefront of our vision 'to be a world-class university connecting our region to the globe' and our mission to be a university that 'inspires creativity and independent thinking in a research-led teaching and learning environment'. Our strategic plan: *Sustaining Excellence (2013-17)* sets out goals that illustrate our commitment to ensuring that quality is at the centre of university life:

1. Delivering research-inspired teaching and learning with a world class student experience;
2. Being a premier European university for research, discovery, innovation and commercialisation;
3. Being pre-eminent in internationalisation, external engagement and contribution to society;
4. Applying best international practice to attract, develop and retain staff of the highest quality and to enable all staff to reach their full potential;
5. Strengthening our infrastructure and resource base.

The practical realisation of these goals is made apparent in the University's Leading Actions which set out priority activities and projects over the period of the strategic plan. Progress and development against Leading Actions are managed by, and reported on, through the University Management Team Strategy (UMTS), a forum of all senior university managers which is chaired by the President of the University. UMTS adopts an Annual Plan approach to monitor progress internally. Through UMTS members, the strategic goals are embedded and operationalised in the quality procedures and processes University-wide, both horizontally and vertically, for education, research and services.

University-wide there are a range of quality policies and procedures which link to, and support progression of, the strategic goals. These approaches are based on the principles of expert external peer review, external stakeholder engagement, internal stakeholder engagement and robust internal approval, review and monitoring approaches. Such approaches are exemplified by:

1. Periodic quality review by external peers of academic, support and research activity;
2. External examiner system and reports;
3. External stakeholder engagement in the design and review of educational provision;
4. Student engagement and participation in University decision-making processes and student representative structures within programmes;
5. Student participation as reviewers in periodic quality review;
6. Policy and procedures for programme, module approval and curriculum review;
7. Policy and procedures for approval, review and enhancement of doctoral programme;

8. Procedures for the appointment and on-going professional development of staff;
9. Internal monitoring, review and evaluation of key quality processes through the University's Academic Council committee structure;
10. Strategic review and monitoring of key outcomes of quality processes through the University Management Team.

Implementation of these approaches allows the University to assure the quality and standards of its awards as specified by the Qualifications and Quality Assurance Act 2012.

Please enter a brief description of institution-level quality assurance decision-making fora.

The main strands of institution-level decision-making fora for quality are the Quality Promotion Committee and Academic Council both of which are under oversight of Governing Body.
(<http://www.ucc.ie/en/media/support/ocla/universitygovernance/documents/OrganisationStructure.pdf>)

(Full link - <http://www.ucc.ie/en/media/support/ocla/universitygovernance/documents/OrganisationStructure.pdf>)

Quality Promotion Committee

The Quality Promotion Committee (QPC), chaired by the President, is a committee of the University Management Team Strategy and reports annually to the Governing Body. The QPC's role is to support the University's mission and strategy for excellence in learning, research and related services through developing and embedding a culture of quality enhancement based on the outcomes of robust expert peer review and informed by ongoing analysis of key quality indicators. In fulfilling its remit, the Quality Promotion Committee advises UMTS and Academic Council on key quality issues arising with implications for strategy or policy development. It provides an Annual Report to Governing Body to meet the requirements of the Universities Act 1997 and the Qualifications and Quality Assurance Act 2012 (<http://www.ucc.ie/en/qpu/qpc/>). Governing Body refers the report to Academic Council for consideration and review of relevant issues.

Academic Council

The responsibilities of Academic Council for managing and controlling the academic affairs of the university including curriculum, instruction and education are defined by statute (<http://www.ucc.ie/en/media/support/ocla/statutesregulations/documents/PrincipalStatutes.pdf>). Academic Council is supported by: an Academic Board with delegated authority on certain matters; established standing committees and a range of sub-committees to manage academic affairs across the scope of the University's education, research and related services. The work of these sub-committees is engaged in coordinating and implementing governing structures, policies and procedures. The work of the Academic Council is supported by an Academic Secretariat and the governing procedures for the conduct of committees is set out in the Academic Council Committee Handbook (<http://www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf>).

Management of Quality

The Director of Quality reports to the President and is responsible for planning and implementing the University's quality assurance and enhancement procedures University-wide on a periodic basis. The Director is supported by a small core team of professional staff who together work with oversight from the Quality Promotion Committee, to ensure that quality processes support the University's strategic mission and are fit for purpose. Overall, this helps to ensure that the university's quality processes are informed by, and developed in light of: international good practice for quality in higher education; policies for the European Higher Education Area including Bologna and the European Standards and Guidelines for Quality Assurance (ESG) and national policies and procedures as outlined in Quality and Qualifications Ireland's (QQI) Guidelines.

The key components of the periodic quality processes include review methodologies for: academic quality, research quality, support quality, thematic and topic specific issues. Review methodologies are based on an expert assessment model involving external peer review, national and international benchmarking and analysis of good practice. They are underpinned by key data and indicators emerging from internal approval, review and monitoring mechanisms. The methods of review are in accordance with international good practice and the requirements of the ESG and include:

- Self-evaluation
- External peer review visit
- Publication of a peer review report
- Follow-up and quality enhancement

All review reports and recommendations are considered by the Quality Promotion Committee and senior management. Recommendations arising from review are responded to by the area under review and are subject to a follow-up process. Key issues arising from review are analysed and reported to the Quality Promotion Committee and the University Management Team Strategy as part of the integration between quality and strategic planning actions and processes. Annually, the QPC reports the key issues, improvements and themes from University-wide periodic review to Governing Body, which then refers the report to Academic Council for consideration and action. <https://www.ucc.ie/en/qpu/>

Do you have a Policy/Procedure for Programme Design and Approval?

Yes

Links for Policy/Procedure relating to Programme Design and Approval

New academic programmes: UCC has a clearly defined process for the approval of new academic programmes and modifications to existing programmes. Policies and procedures for the development and approval of programme design are regulated by Academic Board via the Academic Development and Standards Committee and the Office for Academic Programmes and Regulations (APAR). For new academic programmes the main components of the approval process include the clear articulation of Stage 1 and Stage 2. Stage 1 comprises Outline Programme Approval and the approval of the new programme title by Academic Board. Stage 2 comprises the quality assurance procedures for full programme approval. Stage 2 is specifically configured to enable: employer and peer review by external subject; student involvement to ensure appropriate input from

potential applicants; Programme Team engagement with external peers to promote good practice from elsewhere in the higher education sector nationally and internationally.

The 2-stage new programme approval process is as followed in the case of all collaborative provision. Due diligence of the proposed curriculum to be delivered by the partner institution must be performed as outlined in the UCC curricular approval handbook <https://www.ucc.ie/en/apar/curriculumapproval/handbook/>.

Changes to existing programmes: Changes to existing approved academic programmes are classified as either major or minor. All changes require approval by the relevant School(s)/Programme Board of Studies and the anchor College (in liaison with participating College(s), where appropriate). Certain major changes require final approval by Academic Board. Major and minor changes are regulated by the Academic Programmes and Regulations Office.

Information on the Academic Council approved process, policies, guidelines and procedures governing New Programme Approval and Change may be found in the Approval and Policies and Guidelines handbook <https://www.ucc.ie/en/apar/curriculumapproval/handbook/>

The output from the new academic Programme Approval and Change processes is recorded annually in four separate, but inter-linked publications, namely:

- [University Undergraduate Calendar](#)
- University Postgraduate Calendar
- [Book of Modules](#)
- [Marks and Standards](#)

These are published annually on the University web page and contain the curriculum and examination related information which form the basis of the University's contract with the student and fulfils the University's obligation to students in this regard.

The *University Undergraduate and Postgraduate Calendars* contain information on: Programme/Qualification Title; Programme Entry Requirements; the groupings of core and elective modules that make up each year of a programme and their associated credits values; Regulations governing Selection and Change of Modules, Information on Subject Quotas, Transfers within and across Faculties/Colleges, Work Placement Regulations; Regulations governing Admission, Supervision and Examination of Research Degrees.

The *Book of Modules* contains information on each module listed in the University Calendar. Module Descriptions contain data on: Module Title, Credit Value, Teaching Periods; No. of Students, Pre-requisites, Co-requisites; Teaching Methods/Student Workload; Module Co-ordinator, Lecturers, Learning Outcomes, Module Objective; Module Content, Assessment, Compulsory Elements, Penalties, Pass Standard and any Special Requirements for Passing Module, End of Year Written Examination Profile, Requirements for Supplemental Examinations.

The *Marks and Standards Book* contains the assessment rules at academic programme level and govern whether or not a student is allowed to progress to the following year of study or graduate and the standard of the degree to be awarded. It contains information on: Time of Examination Boards, Modules;

Marks Maxima, Distribution of Marks for Modules; Pass Standard for Modules, Pass and Progression/Graduation Rules for the Programme; Carrying Forward of Marks Towards Final Degree Result; Eligibility for Honours, Conditions Governing Supplemental and Repeat Year Examinations; Three Year Rule.

UCC developed a semester-based system as part of the on-going development and improvement in the quality and the experience of teaching and learning in UCC and in conjunction with the goals of the University's Strategic Plan for 2013-17. Semesterisation was a strategically important university-wide project and was implemented in the academic year 2014/15.

Do you have a Policy/Procedure for Programme Delivery and Assessment?

Yes

Links for Policy/Procedure relating to Programme Delivery and Assessment

All academic programmes and modules are aligned with the ECTS and published in the UCC Book of Modules <http://www.ucc.ie/modules/>.

Detailed assessment and progression criteria for taught academic programmes are published in Marks and Standards.

<http://www.ucc.ie/admin/registrar/marksandstandards/>

Changes to Marks and Standards require approval by the relevant College and are regulated by the University's Student Records and Examinations Office.

Regulations governing examinations at programme level can be found at:

www.ucc.ie/en/exams/procedures-regulations. The assessment process for each discipline makes provision for mitigating circumstances notified in advance. There is also an examination appeals mechanism in place.

External Examiners play a role in the assessment of programmes, assuring academic standards and advising on the quality of teaching, learning and assessment. The External Examiner confirms that the academic standards of programmes, modules and the awards to which they lead are consistent with the academic outcomes specified, and are comparable to those achieved in the subject area in equivalent universities internationally. Guidelines for External Examiners includes information on the role of the Extern Examiner and role of the Head of School/Department/Discipline.

Do you have a Policy/Procedure for Research Quality?

Yes

Links for Policy/Procedure relating to Research Quality

University College Cork (UCC) is an internationally competitive, research-led University that plays a key role in the development of Ireland's knowledge-based economy. Our institutional research strategy focuses on creating and supporting world-leading clusters of researchers, building on the research strengths of the University, and is aligned with key Government strategies including the *Strategy for Higher Education to 2030 (Hunt Report)*, and Ireland's Strategy for Research and Development, Science and Technology, *Innovation 2020*.

The [UCC Strategic Plan for Research and Innovation, 2013-2017](#) details a number of performance targets for research and economic development that

seek to position UCC and Ireland as an international innovation development hub.

The newly revised UCC [Code of Research Conduct](#) (June 2016) provides a robust framework for the proper conduct of research and provides guidance for researchers on the standards expected at UCC. The Code captures the responsibilities of the University and the research community with respect to the conduct of research including; principles of good practice, ethical approval, competence, responsibility, integrity, rights and dignity of research participants, data management and dissemination. New additions to the Code regarding procedures in the event of suspected research misconduct are of particular note, as are the role and responsibilities of the Research Integrity Officer (Section 10). The UCC [policy on the governance of research centres](#) provides clarity on how research institutes centres and units interface with academic schools and colleges.

UCC undertook its second institutional Research Quality Review (RQR) in 2014/2015. All units in UCC, including research centres, were reviewed by 15 panels comprising more than 300 international peer reviewers. All Panel reports have been published in the [Report of the Research Quality Review 2015](#). The reports are currently under consideration at College level; Colleges will produce a Quality Improvement Plan along with, and making reference to, the College Strategic Plan.

Policies regarding research support for postgraduate students are detailed on the following page <http://www.ucc.ie/en/graduatestudies/policies/>. The UCC model of structured PhD education <http://www.ucc.ie/en/graduatestudies/structured/> is comprised of a programme of supportive and developmental elements, with a stated minimum level of 15 credits of coursework and training. In addition, all students will be supervised by a supervisory team, or have a sole supervisor and a PhD advisor. The UCC Structured PhD - Compulsory Requirements

Links for Policy/Procedure relating to Student Lifecycle

The UCC Strategic Plan states that “UCC is committed to delivering strong student-focused support services which address the physical, psychological, spiritual, social, cultural and welfare needs of students by focusing on the students’ transition into UCC, time in UCC and transition out of UCC.”

The Admissions Office is the focal point for the recruitment and admission of EU undergraduate students and the support of first years. Prior to entry, the Admissions Office supports prospective students by providing clear information regarding all undergraduate programmes and entry requirements. This is mainly done through events such as Open Days and Information Evenings, through school visits and online. Following are links to the online resources used to disseminate information on the programmes offered:

- • www.ucc.ie/prospectus
- • www.ucc.ie/en/study/undergrad/courses
- • www.ucc.ie/en/study/undergrad/entryreqs
- • www.ucc.ie/caolive

Once prospective students have become applicants, either via CAO or via local applications systems, the Admissions Office starts to communicate with them by email, providing information regarding important dates (offer dates etc.),

accommodation, registration and orientation.

The policies pertaining to admission include entry requirements, deferred entry, student Garda vetting, infectious disease policy, etc. These are clearly published in the university calendar and on the Admissions webpages. These can be found on the following links:

- • <http://www.ucc.ie/calendar/general/info013.html>
- • www.ucc.ie/en/study/undergrad/admissionspolicies/

Other important policies and procedures pertaining to students, including the student charter and rules, are published online at:

<http://www.ucc.ie/en/students/policies/>. A fitness to practice and fitness to continue in study policy also applies to students. These policies and procedures are published on:

- <https://www.ucc.ie/en/academicsecretariat/fitnesstopractise/>
- <https://www.ucc.ie/en/academicsecretariat/fitnesstocontinueinstudy/>

The Admissions Office provides a comprehensive range of supports for first year students, which are managed and developed by the First Year Experience Co-ordinator. These supports include (but are not limited to) one-to-one meetings with first year students throughout the year and a range of events including Orientation, Freshers' Fest, the Open Door Welcome for Family and Friends, tailored academic and pastoral support workshops and seminars. Details of these events and activities can be found on:

- • www.ucc.ie/en/study/undergrad/orientation/first-year/
- • www.ucc.ie/en/study/undergrad/orientation/

UCC is fully compliant with the QQI Access, Transfer and Progression Policy. Information on policies applicable to transfers is available at <http://www.ucc.ie/calendar/general/info013.html>. Extra support is provided by the UCC Plus+ Office offering support to students entering via the HEAR route and by the Disability Support Service for those entering via the DARE routes. The corresponding websites and admissions policies for the HEAR and DARE schemes are published online at:

- • www.ucc.ie/en/uccplus/
- • www.ucc.ie/en/dss/dare/
- • www.ucc.ie/en/dss/dare/preentry/
- • www.ucc.ie/en/uccplus/hear/

First year students who have completed undergraduate modules previous to commencing their studies in UCC may be eligible for an exemption from the corresponding UCC module or for advanced entry to a year beyond first year. Exemptions are approved at School/Department level after the student has registered. Module exemption most often comes into consideration for students who have come into UCC through an Inter-Institutional Transfer (to a year beyond first year). Information regarding such transfers is available at:

- • www.ucc.ie/en/study/undergrad/entryreqs

Data relating to retention and progression is compiled annually by the Admissions Office and considered at University Management Team meetings and by Academic Council.

Do you have a Policy/Procedure in place for Teaching Staff? Yes

Links for Policy/Procedure relating to Teaching Staff

UCC has well developed [recruitment and appointment procedures](#) and all academic posts are advertised publically. All staff undergo a [probation period](#) to provide a reasonable period of employment during which the new appointee can benefit from additional support and guidance in order to establish teaching and appropriate academic administrative activities and to establish research activity. There is a mentoring programme in place to support inexperienced academic staff (with less than five years experience as a university academic staff member). The probation period also allows the University to be assured on the quality of the appointment and that the new appointee will be able to carry out all responsibilities required and to an appropriate high standard.

UCC has [promotion schemes](#) in place for academic staff. UCC has a [staff training and development](#) policy and is committed to the support and promotion of staff development and training for all staff. [Wellbeing](#) is also an important initiative on campus with an [employee assistance programme](#) in place.

UCC has a Performance Management Policy and Capability Policy as a means of local and individual discussion on the role of performance and staff development.

<http://www.ucc.ie/en/hr/performance/pdrs/forms/>

UCC is a participant in the [Athena SWAN](#) programme and recently gained a bronze award. The Athena SWAN programme allows UCC to identify areas for positive action, and to recognise and share good practice. It provides focus and impetus for equality initiatives already underway within UCC, such as the [Aurora Leadership Development Programme](#) and the GENOVATE EUFP7 Project, and will draw upon proposals developed in GENOVATE's [Gender Equality Action Plan](#) for UCC, and upon the learning of the GENOVATE consortium project. UCC's wholehearted commitment to an internationally-recognised gender equality initiative allows UCC an opportunity to demonstrate our commitment to equality in specific, measurable ways.

University College Cork is committed to working towards equality of opportunity in all aspects of its business for staff and students.

<https://www.ucc.ie/en/hr/equality/>

Equality of opportunity is the right of all persons to receive fair, equal, and non-discriminatory consideration in access to and the processes of education and employment, irrespective of characteristics including, but not limited to, gender, civil status, family status, sexual orientation, religion, age, disability, race or membership of the Traveller community.

There are a number of family friendly policies available to all staff.

<https://www.ucc.ie/en/hr/policies/family/>

Do you have a Policy/Procedure in place for Teaching and Learning?

Yes

Links for Policy/Procedure relating to Teaching and Learning

The delivery of research-inspired teaching and learning with a world class student experience is a strategic goal for UCC as outlined in the University Strategy 2013-17

http://www.ucc.ie/en/media/support/hr/briona/UCCStrategicPlan_Web_English_AW and this goal is elaborated further through the University's Strategy for Teaching and Learning

<http://www.ucc.ie/en/media/support/hr/briona/StrategicPlanforTeachingandLearning2017.pdf>. The Office of the Vice President for Teaching & Learning (OVPTL) advises and contributes to the development of policy for teaching and learning and, through national and international engagement, ensures that policies and practices at the University are appropriately benchmarked and informed by good practice. The role of the Office is to enhance the staff and student learning experience through staff development opportunities and through engagement in innovative research-informed teaching to ensure that innovative teaching and learning approaches are fostered and supported, and a student-centered approach to research-led teaching is rooted in the culture (www.ucc.ie/en/teachlearn/abouttheovptl/). It supports a wide range of CPD activities for staff through the Centre for the Integration of Research, Teaching and Learning (CIRTL) www.ucc.ie/en/cirtl/ which provides support for all staff and postgraduate students in their teaching and learning roles.

Accredited programmes in Teaching and Learning in Higher Education up to and including NFQ level 9 (Postgraduate Certificate/Postgraduate Diploma/Masters) are offered for all staff who support student learning, along with tailored modules for postgraduate students engaged in teaching. All newly appointed staff are required to enrol and complete the Postgraduate Certificate programme, and participation rates in the accredited programme are an institutional performance measure through the HEA Compact process. The Centre staff also run workshops on Teaching and Learning and Supervisory practices for research staff via the PostDoc development Hub (www.ucc.ie/en/hr/research/devhub/). A range of seminars on teaching, learning and assessment topics are available on an open basis to staff, and University staff have access to appropriate CPD within their disciplinary or professional domains to support their teaching as well as access to the wider national seminars through the National Forum for the Enhancement of Teaching and Learning. Staff of the Centre also support the development of new and innovative pedagogies which underpin different modes of delivery.

The University has significant strength and depth in the research-teaching nexus, building on the prior work of UCC's National Academy for the Integration of Research & Teaching (NAIRTL). Research-led teaching and learning is informed and further strengthened by on-going work to explore and evaluate the extent to which undergraduate students are engaged in research and inquiry in their programmes. This work informs approaches to enhancing curriculum design, organisation, delivery and staff development, and provides a baseline measure for institutional achievement in this area. CIRTL staff also work collaboratively with the University's Quality Promotion Unit, in supporting the University's periodic quality review process to facilitate engagement with, and on-going enhancement of, the student learning experience.

The Instructional Design Team within OVPTL offers bespoke training sessions to academic staff across the university around their digital skills, confidence and competence. The team runs regular 30-minute Byte Size sessions on topics informed by a staff survey such as blogging, use of social media in learning, running effective discussion boards online and so on. The topics are based on staff identified needs. <http://instructionaldesign.ucc.ie/training/>

The Centre for CPD plays a significant role in the governance of ECTS and non-ECTS CPD activities, ensuring curriculum quality and consistency through its policies and procedures. These policies and procedures ensure that the Office of the Vice President for Teaching and Learning has visibility of the full portfolio of CPD activities throughout the University. From a teaching and learning perspective, these CPD activities ensure that we support our graduates in their chosen profession, continuing the University's commitment to lifelong learning.

The Office of the Vice President for Teaching & Learning celebrates excellence in Teaching and Learning through annual institutional Staff awards (www.ucc.ie/en/teachlearn/staffawards/), and it plays a pivotal role in providing support for the development of online learning and instructional design (Instructional Design Team), lifelong learning provision inclusive of continuing professional development for professionals (Centre for CPD), and Quercus the Talented Students Programme.

The Office of the Vice-President for Teaching and Learning, in collaboration with the Student Experience Office and the Quality Promotion Unit, is responsible for a review of student surveys at UCC. This project on '*Connecting, Listening and Enhancing: placing student perceptions of their educational experience at the heart of decision making at UCC*' will review student surveys at UCC, including the Student Experience Survey, the Irish Survey of Student Engagement, individual Module Surveys and surveys related to quality reviews of academic and support departments. This review will consider the policy context; governance; survey tools; data storage and dissemination; closing the loop; and associated resources. It will identify international best practice and will develop a set of recommendations aimed at enhancing the governance of student surveys at UCC to support long-term change in this area to ensure a coordinated approach to surveying student opinion. It will inform the development of an institutional policy on student surveys aimed at minimising duplication of effort and survey fatigue and at enhancing the effectiveness of student involvement and engagement, thus ensuring that student surveys at UCC are coherent and meet the needs of all stakeholders in the feedback landscape.

An Academic Council Standing Committee on Teaching and Learning is responsible for bringing forward strategy and policy in support of the University's learning and teaching agenda and for advising on national and international good practice in these matters. The Committee provides a general forum for debate on learning and teaching and for developing the University's overall approach to assuring high quality research-informed teaching within the context of the University's Strategic Plan. The Committee is therefore the lead body with oversight responsibility for learning, teaching and good practice in assessment. The purpose and Terms of Reference for the Committee are set out (www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf)

An Academic Council Staff Development Committee responsible for overseeing and advising on academic staff development and policies in accordance with international good practice. The Committee provides a forum for debate on current issues relating to staff development in line with international standards and for the proposal and support of initiatives that enhance staff development. The Committee is therefore the lead body with oversight responsibility for staff, the formation and/or review of academic and research staff development strategies and policies to ensure that the provision of staff development is high quality, relevant and informed by international good practice. The purpose and Terms of Reference for the Committee are set out in the Academic Council Committee Handbook. (www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf)

Do you have a Policy/Procedure in place for Resources and Support?

Yes

Links for Policy/Procedure relating to Resources and Support

The Student Experience Office <http://www.ucc.ie/en/studentexperience/welcome/> co-ordinates student services and leads the strategic development and direction of policy and practice related to the UCC Student Experience in a wide range of

functions and activities.

Student policies and procedures include: Student Charter, Student Mental Health Policy, Student Alcohol Policy, Fitness to Continue in Study Policy, Support for Pregnant Students Policy, Procedure for Responding to Reports of Missing Students, and Code of Practice for Students with Disabilities are available on:

<http://www.ucc.ie/en/studentexperience/policies/>

The Student Experience Office uses a thematic approach to supporting and developing the student experience. These themes include developing cross-service projects (such as improving the use of technology across all services), supporting transition into UCC, supporting students to progress and achieve their potential, facilitating high levels of engagement in student life, providing a focus on employability and transition to the world of work, and supporting student health and wellbeing. They place a high value on student feedback, and the UCC Student Experience survey is conducted every 2 years. Data from this survey is used to inform on-going development of the student experience.

The Student Experience Office coordinates an array of supports for students and encompasses Disability Support, the Mature Students Office, the UCC Plus+ Office, Student Counselling & Development, Careers, Peer Support, Chaplaincy, the Granary Theatre, Student Health, Sport & Physical Activity, Clubs and Societies, all of which provide a range of specialised services to students.

<http://www.ucc.ie/en/studentexperience/areas/>

The UCC Strategic Plan for the Student Experience is available at:

[https://www.ucc.ie/en/media/support/hr/briona/StrategicPlanfortheStudentExperience201](https://www.ucc.ie/en/media/support/hr/briona/StrategicPlanfortheStudentExperience2017.pdf)

[17.pdf](https://www.ucc.ie/en/media/support/hr/briona/StrategicPlanfortheStudentExperience2017.pdf)

Students are also well served by the UCC Library. UCC Library's primary purpose is to serve the University by '*supporting study, teaching and research as efficiently as possible*' (*Library Regulations L.R. 2*). The mission of UCC Library is to deliver excellent information services to meet the needs of the University and regional scholarly community; to support the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence; and to contribute to the preservation of the cultural heritage of the region.

The Library has three off campus locations; the Boston Scientific Health Sciences Library located in the Brookfield complex, the Hospital Library located in the Cork University Hospital, and an offsite repository at Pouladuff Road, Togher, Cork.

The Library has a stock of 800,000 volumes, subscribes to some 4,000 print periodical titles, with access to approximately 60,000 full text electronic research journals. Approximately 20,000 items are added to stock each year.

Opening in the Boole Library in February 2017 is a Skills Centre which will provide a range of tutorials and workshops, complimenting those offered by the Colleges, to all students. This student centred learning environment, along with the provision of development supports, will facilitate and promote social and academic integration for students, enhancing their student engagement.

The [Assistive Technology Unit](#), supporting students with a disability, is located within the Library.

The innovative and flexible Creative Zone opened in the Boole Library in late 2015 and offers a technology-rich space for all students and staff in UCC. A wide range of events organised in association with the schools, societies and Blackstone Launchpad, are fully available to all the student body.

Service to all library users is at the core of the Library strategy. This strategy has at its heart a clear focus on, and commitment to, the provision of high quality information resources and achieving excellence in the delivery of highly valued services in our physical and virtual spaces – and their continuous improvement.

The Library Strategy is focused on the delivery of an excellent service that is proactive, innovative, timely and responsive to user needs. Central to this is a clear commitment to enhancing the student experience thereby inspiring teaching and learning. Providing the opportunity to discover and use high quality information resources will contribute to creativity and innovation, especially in supporting leading-edge research. Contributing to society, both nationally and internationally, will enhance the University's reputation and add to the intellectual capital in the region and globally. All this is predicated on developing and optimising our staff, financial and physical resources.

The Library maintains active links with a range of local public, voluntary, and private organisations, many of whose information and preservation requirements we readily support through advice and helpful intervention.

Cork PAL is a cooperative agreement between all the main libraries in Cork city and county, with a view to ensuring wider access to learning materials for all the people of Cork and beyond.

Cooperation and collaboration includes developing programmes of formal cooperation with European and lately Chinese libraries in support of the international students who come to UCC from these countries. The Library invokes the excitement of learning and discovery through the interpretation of both the University and the Library's heritage collections.

The Library provides a number of learning supports and training resources to students. The [College Liaison Librarians](#) provide a suite of face-to-face and online classes for students and staff throughout the year. The dual role of [Special Collections](#) is to facilitate research and to ensure the care and conservation of UCC Libraries unique and distinctive materials. The [Archive](#) service provides access to archival collections and facilities which have been developed to satisfy the research and information needs of the Library's users. The [Careers Office](#) provides a professional service in supporting students in the identification of employment destinations and opportunities.

Links for Policy/Procedure relating to Information Management

[Records Management](#)

UCC's records management programme details what records the University maintains in order to function and carry out its responsibilities. It details how long those records have to be retained, and the final disposition of those records, through controlled destruction, permanent retention, or transfer to the University Archives. UCC has 9 general disposal authority documents representing the main functional areas of activity of the University.

<http://www.ucc.ie/en/ocla/univarch/records/disposal/>

The records management policy assigns responsibilities and provides practical instructions to University staff to ensure the efficient management of records
[http://www.ucc.ie/en/media/support/ocla/universityarchives/documents/RecordsMa n](http://www.ucc.ie/en/media/support/ocla/universityarchives/documents/RecordsManagement)

Best practice guidelines are also provided on related areas, e.g., filing systems, email guidelines. <http://www.ucc.ie/en/ocla/univarch/records/bestpractice/>

The data protection policy details how the University performs its responsibilities under the legislation in accordance with the Data Protection Acts.

<http://www.ucc.ie/en/ocla/comp/data/dataprotection/#d.en.333432>

Records management at UCC informs and is informed by relevant/related policies (and procedures) throughout the university. These include:

Data Classification Procedure;

<https://www.ucc.ie/en/media/support/itpolicies/procedures/DataClassification.pdf>

Data Management Policy;

<http://www.ucc.ie/en/media/support/itpolicies/policies/DataManagementPolicy.pdf>

Research Data Management Policy;

<http://www.ucc.ie/en/media/research/researchatucc/policiesdocuments/ResearchD>

Acceptable Use Policy;

<https://www.ucc.ie/en/media/support/itpolicies/policies/AcceptableUsagePolicy.pdf>

Records maintenance and retention - Quality

Records and archives are maintained by QPU for quality review-related records inclusive of quality reports, improvement plans, operation of the Quality Committee including agendas, papers and minutes since the inception of the quality review processes. Early records are retained in hard copy and electronically, more recently records are archived wholly electronically. Reports for all quality reviews conducted are published on the University website at <https://www.ucc.ie/en/qpu/>.

Records related to the quality policies and procedures for the academic affairs of the University governed by Academic Council are managed by Academic Secretariat and held on the University intranet.

Information Technology

University College Cork has a distinguished digital legacy stretching back to the mid-18th century, George Boole, the architect of Boolean logic was Professor of Mathematics. Ireland's first website was www.ucc.ie and one of the first international networks in Cork, was built in UCC. Building on this tradition of innovation and value creation, IT Services in UCC wants to enable and develop a digital University for the 21st century student. One that is centred around the needs of our present and future students. IT Services in UCC is focused on building exciting digital products and services to support the student experience and student learning outcomes.

The current team within IT Services is one of the largest in the region, with 51 IT professionals. We provide services and support for 20,000 students and 5,000 staff. Our campus spans over 100 Acres at the centre of Cork City. We are focused on building and developing our digital services to support our students journey from application to graduation.

The IT Services department in UCC is part of Information Services, this unit was formed in 2007 when the Library, IT Services and Audio Visual Services were merged. IT Services also manage the IT and Audio Visual services across UCC, it is comprised of 51 staff with additional contract resources. We support the corporate systems (Finance, HR, Student), the largest private network in Cork (Wi-Fi, VOIP), 2 datacenters, over 7000 desktops, we support 300+ websites and social media presence, 190 large classrooms, including the teaching technology and also research infrastructure.

The University is embarking on a number of strategic projects to help transform our digital services. Enhancing and modernising the services to our students is central to these proposals. We want to develop agile, intuitive IT solutions. Embracing concepts such as DevOps, Agile product Development, Infrastructure as a Service as key enablers to achieving this suite of IT Systems. A fully list of IT policies in UCC can be found at <https://www.ucc.ie/en/it-policies/>

Do you have a Policy/Procedure for Self-evaluation and Monitoring?

Yes

Links for Policy/Procedure relating to Self-evaluation and Monitoring

Self-evaluation and monitoring takes place at many levels throughout the university, under the direction of the Quality Promotion Committee in respect of periodic quality processes and under the direction and oversight of the Academic

Council for academic affairs of the University.

Academic Council

Academic Board is an executive committee of Academic Council and has delegated authority and an oversight function which encompasses regular periodic monitoring and self-evaluation of academic affairs activity. Its specific responsibilities are outlined in the Academic Council Handbook available at <http://www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf>.

The [Academic Development & Standards Committee](#) is a standing committee of [Academic Council](#) which is responsible for bringing forward policy and procedures to maintain the quality and standard of UCC awards and for ensuring internal and institutional compliance with the National Framework of Qualifications. The Committee also advises Academic Board on the impact of national and international developments on UCC arrangements underpinning academic standards. It is responsible for the efficient conduct of the University External Examiner Sub Committee which develops an annual monitoring report for Academic Council on the key issues arising from External Examiner Reports. The Committee provides an important forum for debate on the National Framework of Qualifications, the Bologna Process and their impact on UCC awards and standards and on curriculum innovation at UCC.

Quality Promotion Committee

All periodic quality review reports and recommendations are considered by the Quality Promotion Committee and senior management on an on-going and annual basis. On an on-going basis, recommendations arising from periodic quality review are responded to by the area under review and are subject to a follow-up process. On the recommendation of Peer Review Groups, certain key issues are reporting on an ongoing basis to the senior management team. On an annualised basis, key issues arising from all reviews are analysed and reported to the Quality Promotion Committee and the University Management Team Strategy as part of the integration between quality and strategic planning actions and processes. Annually, the QPC delivers a report to Governing Body, this report is referred to Academic Council for further consideration and review. The annual report outlines all recommendations and improvements made arising from quality reviews. <https://www.ucc.ie/en/qpu/>

The University conducts a periodic, whole institution, Research Quality Review process (2009 & 2015). The outcomes of the Research Quality Review process are subject to internal monitoring and follow-up through the preparation and monitoring of Quality Improvement Plans at College and University level. These reports inform the development of strategy and the annualised strategic plan process. The key recommendations arising from the Research Quality Review are analysed and published in Section A of the [Report of the RQR](#).

Strategic Planning

The Strategic Planning cycle ensures that UCC is supported in decision making and planning at University and College levels through the provision of information on Key Performance Indicators [KPIs]. The Strategic Planning process analyses performance comparators with other institutions to monitor and highlight national and international trends in higher education and ensure that decisions in UCC are consistent with best international practice.

Student evaluation and feedback

Student evaluation and feedback policies and procedures are in place, these include:

- o a University-wide module survey;
- o a biennial University student satisfaction survey;
- o a range of local feedback processes including lecturer customised surveys, in-class feedback and student fora.

Student evaluation feeds into annual and periodic monitoring processes at University, School and programme level.

Do you have a Policy/Procedure for Stakeholder Engagement?

Yes

Links for Policy/Procedure relating to Stakeholder Engagement

Stakeholder engagement takes place at a range of levels within the University and in the spirit of the University's mission for knowledge creation to enhance the intellectual, cultural, social and economic life regionally, nationally and internationally. Across a wide spectrum these engagements occur at intra- and inter-institutional level, as well as through the institutional and disciplinary processes. Indicatively examples of stakeholder engagement include: participation in the South West Regional Skills Forum; strategic engagement with city and region; research and knowledge transfer; formal institutional processes such as strategic planning, quality review and programme approval, and community engagement.

Southwest Regional Skills Forum

As part of the Government's Action Plan for Jobs strategy, a national network of Regional Skills Fora has being created to provide a more systematic way for employers and the education and training system to work together to build the supply of skills to support job creation and the growth and development of each region. Participating organisations in the South West are:

Education and Training partners:

- o CIT, UCC, IT Tralee, Cork Education and Training Board (ETB), Kerry ETB, Skillnets

Business/employer organisations:

- o IBEC, Cork Chamber, Cork Business Association, ISME, Small Firms Association, Tralee Chamber Alliance, Killarney Chamber of Commerce, Network Cork, Kerry Women's Network

Agencies/ Local Authorities:

- o IDA, EI, Local Enterprise Offices, SOLAS, Faille Ireland, City/County councils

The Regional Skills Forum will:

- o Provide a cohesive structure for employers and the further and higher education system to work together in building the skills needs of their regions;
- o Help employers better understand and access the full range of services available across the education and training system;
- o Enhance links between education and training providers in planning and delivering programmes, reduce duplication and inform national funding decisions.

Since July 2015, the South West Regional Skills Forum has been established, funding secured for a Regional Skills Forum Manager, who has been hired, and steady-state operation of the Forum has been achieved. Steering Group meetings are held quarterly at alternate locations in Cork and Kerry and a series of industry workshops are underway. The initial focus is on manufacturing, bio-pharma and ICT.

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Strategic planning

External stakeholder groups are engaged in consultations underpinning the development of the University's Strategic Plan. These include:

- The Alumni Board
- IDA
- Enterprise Ireland
- Business organisations (IBEC, Cork Chamber, American Chamber of Commerce)
- Arts, Culture & Heritage organisations
- Community & voluntary organisations
- Local Authorities (Cork City and County Councils, Kerry, Tipperary, Waterford and Limerick County Councils)
- Parents and representatives of second level school
- Cork and Kerry Education & Training Boards
- HEA, IUA and Institute of Technology partners
- Science Foundation Ireland
- Department of Jobs, Enterprise and Innovation, Department of Education and Skills and other government departments
- Public Representatives

External stakeholders are also engaged in an audit of UCC's reputation amongst key stakeholders locally, nationally and internationally.

These consultations allow structured exploration of external needs/perceptions/requirements of such important groups to be integrated into the formulation of the Strategic Plan.

Quality processes

Stakeholder consultation and engagement is a vital facet of the quality of the University's educational provision and all quality processes, including periodic quality review, programme approval, review and monitoring processes involve stakeholder feedback and participation. During periodic quality review stakeholders meet with Peer Review Groups.

Community Engagement

It is UCC's mission to prepare students to contribute fully to society as globally engaged civic leaders. This will be achieved through engaged teaching, engaged research and engaged service. In 2015/16 UCC achieved the significant milestone of completing 50 community engagement projects under the CARL (Community Academic Research Links) programme. UCC also completed a UCC-wide staff survey to research the level of engagement across the University to inform the future roadmap for enhanced future community engagement practices. This research focused on mapping activities of UCC staff members in the realm of community engagement (CE), including community-based research (CBR) and community-based learning (CBL). The online survey received 1,129 responses from across all parts of the university (academic, technical, administrative and research), with a total of 902 valid responses (33% response rate). Nearly two-thirds of respondents (64%) reported that they had been involved in activities relating to CE as part of their role as a UCC employee in the last 2 years. Almost a third (29%) indicated that they had not undertaken such activity. Specific recommendations from the survey are now being addressed.

In 2015/16 UCC also submitted a self-evaluation of its Community Engagement activities for external assessment under the framework of the Carnegie Community Engagement Classification. The report from Carnegie found that "University College Cork has embraced a vision of community engagement in a way that is both contextualized to its deep and renowned research culture and as a way of creating innovation in that culture. At the same time, as was described in the application, "community engagement (CE) at UCC is currently a bottom-up form of piecemeal, voluntary activities that needs to be fostered and supported from the top-down (senior management) and embedded within the strategy and institutional culture, fabric and identity of UCC, with each academic and research unit producing its own CE strategic plan (global, national and local) – defined around its own understanding of CE – that informs school, college and university strategic thinking and planning." UCC is poised to become a model of a community engaged research university in Ireland."

Links for Policy/Procedure relating to Engagement with Other Bodies

The University engages with other educational institutions in the development of research and provision of education, as well as appropriate professional statutory bodies or learned organisations in accordance with its objectives as a research intensive and comprehensive university.

External peer review

External peer review is a central part of the University's overall approach to quality and in this regard the University engages extensively with other higher education institutions, nationally and internationally. Objectivity of external peer review for periodic quality review and external examining is preserved through the rigorous application of criteria to ensure that peer reviewers have appropriate expertise and experience to fulfil their roles. All peer reviewers must be free of any conflicts of interest including current or recent prior close association with the University including as a student, staff member, or peer.

Educational collaboration

Current activities for programme collaboration are guided by the overarching principles of the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision
http://www.iheqn.ie/fileupload/File/IHEQN_Guidelines_Collaborative_Provision_F

There is a systematic process for the approval of new academic programmes developed and delivered by UCC and a partner degree-awarding body. Due diligence of the proposed curriculum to be delivered by the partner institution must be performed as outlined in the UCC curricular approval handbook
<https://www.ucc.ie/en/apar/curriculumapproval/handbook/>.

The UCC-CIT Joint Academic Standards Board [JASB] is a joint board of the Academic Council of the Cork Institute of Technology (CIT) and the Academic Board of University College Cork (UCC). Part of its function is to ensure that the academic standards and procedures applying to collaborative and joint programmes delivered in partnership between CIT and UCC satisfy the requirements of both institutions.
<https://www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf>

The first Irish Management Institute (IMI) programme was approved in July 2010. The Joint UCC/IMI Programme Development and Approval was established to advise the Academic Boards of both institutions on matters concerning programme development, approval and delivery and to oversee the implementation of agreed procedures governing quality assurance and the academic standards of UCC awards. UCC, as the degree-awarding body, retains final authority on all academic-related matters concerning UCC accredited programmes delivered through the UCC/IMI Alliance. The academic governance arrangements concerning programme development, approval and delivery under the Alliance is outlined in Appendix 1 of the IMI handbook
<https://www.ucc.ie/en/apar/curriculumapproval/handbook/>. A merger between UCC and IMI was announced on 19 January, 2017.

The University College Cork-Turning Point Training Institute (UCC_TPTI) Joint Academic Standards Committee is responsible for the governance and academic quality of the programmes offered under this partnership.
<https://www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf>

Professional Registration & Statutory Bodies/ Recognition Bodies

The University engages with a range of professional, statutory and other bodies in the provision of the educational portfolio. The outcomes of professional accreditation inform on-going programme development, monitoring and review processes through curriculum committees at School and College level which in turn report to Academic Council. The University Quality Committee has agreed as a matter of policy, that wherever possible alignment between external professional quality processes and internal periodic quality review processes should be achieved with an emphasis on streamlining and rationalisation whilst maintaining robust external peer review processes.

Relevant bodies

The University is actively engaged with a range of higher education institutions, bodies and agencies internationally and nationally. University staff engage nationally and internationally in peer esteem activities through their participation in disciplinary networks for education and research, and through acting as external examiners, external peer reviewers and external advisers. The University engages with international, European and national agencies for education, research and funding purposes.

Do you have a Policy/Procedure for Provision and use of Public Information?

Yes

Links for Policy/Procedure relating to Provision and use of Public Information

The [undergraduate prospectus](#) contains a comprehensive range of information on the full range of undergraduate programmes. Detailed information on all modules is available in the [Book of Modules](#). The [Graduate Studies](#) website provides information on all available postgraduate courses.

The University [Guidelines for Periodic Review](#) and the [peer review reports](#) arising from the reviews are published on the Quality Promotion Unit website.

Further public information is provided on the [UCC website](#) and via the [Marketing and Communications](#) Office.

Do you have a Policy/Procedure for Linked Providers?

Yes

Links for Policy/Procedure relating to Linked Providers (DABs only)

A Linked Providers procedure was approved by the Quality Promotion Committee in November 2016. Under the Linked Providers procedure, the first review of Turning Point Training Institute will commence in 2017.

This procedure will form part of Framework for Collaborative Provision which is currently being developed.

Do you have a Policy/Procedure for Collaborative Provision?

Yes

Links for Policy/Procedure relating to Collaborative Provision

UCC adopts a systematic process for the approval of all new collaborative academic programmes offered in collaboration with other degree awarding bodies or programmes involving external partners. This aligns with the process followed for UCC wholly owned awards, namely Stage 1 which comprises Outline Programme Approval by Academic Board and Stage 2 which comprises the quality assurance procedures for full programme approval by a Programme Approval Panel. In addition a Memorandum of Agreement in relation to academic cooperation for inter-institutional joint programmes or programmes involving external partners, (inclusive of annexes/consortia agreements concerning detailed programme management arrangements) is considered during Stage 2 of the approval process. The MOA signing authorities are the Senior Vice-President Academic and Registrar and the Academic Secretary.

A Linked Providers procedure was approved by the Quality Promotion Committee in November 2016. This procedure will form part of Framework for Collaborative Provision which is currently being developed.

Do you have any additional notes?	Yes
Additional Notes	<p><u>Internal Review Schedule</u></p> <p>The internal review schedule may be revised to ensure that all programmes are reviewed, including those that do not belong to any one school.</p> <p><u>Collaborative Programmes</u></p> <p>The date of last review as given is the date on which a programme was approved. As there is insufficient space in the template to insert numerous dates for co-related programmes we have given the date when the largest programme in a cluster of programmes was approved. Dates are available for all programmes and are held internally.</p> <p>In accordance with UCC's Due Diligence Policy governing collaborative programmes, changes to the participating institutions' and UCC's curriculum are review annually by the relevant College. The quality of the programmes is reviewed as part of UCC procedures for periodic quality review (academic) which includes all taught provision on campus, off campus and collaborative.</p>
PRSBs	18
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	First Set of Records
Type of Arrangement	PRSB
Name of the Body	Nursing & Midwifery Board of Ireland
Programme Titles and Links to Publications	BSc Nursing General; BSc Nursing Intellectual Disability; BSc Nursing Psychiatric; BSc Nursing Integrated General/Children's; BSc Midwifery;
Date of last review or accreditation	24-09-2012
Next review year	2017
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Second Set of Records
Type of Arrangement	PRSB
Name of the Body	The Medical Council
Programme Titles and Links to Publications	Bachelor in Medicine; Bachelor in Surgery and Bachelor in the Art of Obstetrics;
Date of last review or accreditation	01-03-2015

Next review year	2020
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Third Set of Records
Type of Arrangement	PRSB
Name of the Body	Pharmaceutical Society of Ireland
Programme Titles and Links to Publications	BPharm
Date of last review or accreditation	16-02-2016
Next review year	2017
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fourth Set of Records
Type of Arrangement	PRSB
Name of the Body	Psychological Society of Ireland
Programme Titles and Links to Publications	BA Applied Psychology
Date of last review or accreditation	01-01-2016
Next review year	2018
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fifth Set of Records
Type of Arrangement	PRSB
Name of the Body	Dental Council of Ireland
Programme Titles and Links to Publications	Bachelor in Dental Surgery
Date of last review or accreditation	01-03-2012
Next review year	2017
Collaborative programmes	27
Linked providers (DABs only)	2
Section: Collaborative Provision	First Set of Records
Type of arrangement:	Linked providers (DABs only)

Name of the Body (Bodies)	Irish Management Institute (IMI)
Programme Titles and Links to Publications	MBS (Business Practice); MSc (Business Practice); MSc Data Business; MSc Management Practice; Pg Cert in High Performance Leadership; Pgrad Cert in Business Finance; Pgrad Cert in Cloud Strategy; Pgrad Cert in Data Business; Pgrad Cert in Mkt & Digital Strategy; Pgrad Cert in Org Behaviour; Pgrad Cert in Regulatory Management; Pgrad Cert in Strategic HR Management; Pgrad Cert in Strategy & Innovation; Pgrad Cert in the Mgmt of Compliance; Pgrad Certificate in Executive Coaching; Pgrad Certificate in Int Business Dev; Pgrad Certificate in Leadership Dev; Pgrad Diploma in Int Business Dev; Postgraduate Certificate in Leadership; Postgraduate Certificate in Management
Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Irish League of Credit Unions
Programme Titles and Links to Publications	BSc(Credit Union Business); Diploma in Credit Union Governance; Diploma in Credit Union Operation; Certificate in Credit Union Governance; Certificate in Credit Union Operations
Section: Collaborative Provision	Third Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Cork Institute of Technology (CIT)
Programme Titles and Links to Publications	BSc (Hons) Architecture; MArch Master of Architecture; BSc (Hons) Biomedical Science
Section: Collaborative Provision	Fourth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Beijing Technology and Business University (BTBU)
Programme Titles and Links to Publications	Diploma in Accounting Studies; Diploma in Business Economics; Diploma in Computer Studies; Diploma in Financial Economics; Diploma in Food Studies; Diploma in Statistical Studies; BE (Electrical & Electronic Engineering); BSc (Accounting Studies); BSc (Business Economics); BSc (Business & Financial Economics); BSc (Computer Science); BSc (Financial Economics); BSc (Food Science); BSc (Applied Statistics – Risk and Actuarial Studies)
Section: Collaborative Provision	Fifth Set of Records

Type of arrangement:	Collaborative programmes Linked providers (DABs only)
Name of the Body (Bodies)	Turning Point Training Institute Ltd.
Programme Titles and Links to Publications	2006-2007
Section: Collaborative Provision	Sixth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Athlone Institute of Technology, CIT, DCU, NUIG, UL
Programme Titles and Links to Publications	PhD Engineering Science
Date of last review	Wednesday, June 15, 2011
Section: Collaborative Provision	Seventh Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Institut Superieur due Commerce de Paris; University of Applied Science, Utrecht
Programme Titles and Links to Publications	MBS Innovation in European Business
Date of last review	Tuesday, July 20, 2010
Section: Collaborative Provision	Eighth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	NUIG, TCD, NUIM, QUB, University of Ulster
Programme Titles and Links to Publications	PhD Digital Arts and Humanities
Date of last review	Wednesday, June 08, 2011

Section: Collaborative Provision	Ninth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	University of Montana
Programme Titles and Links to Publications	BSc (Env Sc) Int Field Geosciences
Date of last review	Thursday, May 15, 2008
Section: Collaborative Provision	Tenth Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	TCD, RCSI
Programme Titles and Links to Publications	PhD SPHeRE
Date of last review	Thursday, March 15, 2012
Section: Internal Review Schedule	First Set of Records
Year	2015-2023

Areas/Units

2015/16

Biochemistry; Dental School; Microbiology; Pharmacy; President's Office;

2016/17

Chemistry; Clinical Therapies; English; Food and Nutritional Sciences;
Government; History;

2017/18

Language Centre; Health and Safety Office; School of Engineering;
Marketing & Communications Office; School of Music & Theatre (including
Drama & Theatre Studies); AFIS; Management and Marketing; Economics;
Food Business & Development; Centre for Policy Studies;

2018/19

Development Office; Biological Services Unit; Buildings & Estates; Computer
Science; Corporate & Legal Affairs; School of Sociology & Philosophy; Scoil
na Leann Gaeilge;

2019/20

Information Services; Ionad na Gaelige Labharta; Physics; Cork Centre for
Architectural Education (CCAIE); School of BEES; School of Mathematical
Sciences; VP Teaching & Learning;

2020/21

Applied Social Studies; Adult Education; Finance Office; Human Resources;
VP Research & Innovation; School of Education; School of Languages &
Literatures; School of Law;

2021/22

Nursing; Academic Affairs; Student Experience; School of Asian Studies;
School of the Human Environment; School of Medicine; Applied Psychology;
Biochemistry; Pharmacy;

2022/23

Dental School; Microbiology; Chemistry; Clinical Therapies; English; Food &
Nutritional Science; Government; School of History;

Number

62

**PART 2 - Section 1:
Institution-led QA - Annual**

A piece in relation to the evolution of quality assurance and enhancement systems to support strategic objectives in the reporting period.

Quality Assurance and Enhancement System Developments

The revised methodology for review of academic units, agreed in 2015, was piloted for academic areas undergoing review in April/May 2016. Building on the new review method a number of changes and developments were initiated, and these will be rolled out during academic year 16/17. These are:

1. QPC Terms of Reference

The Quality Promotion Committee's role and authority was reviewed. The status and authority of the Committee was confirmed as a committee of the University Management Team Strategy, with an annual reporting line to the Governing Body, which refers relevant items to Academic Council. The Remit and Terms of Reference were updated to reflect a stronger emphasis on quality enhancement based on the outcomes of robust expert peer review and informed by ongoing analysis of key quality indicators. The link between quality and the University strategic and annual planning process was also reflected in the committee's remit. It was also agreed that the Quality Promotion Committee would change its title to the Quality Enhancement Committee. To reflect this change, it was also agreed that the Quality Promotion Unit would change its title to the Quality Enhancement Unit and that the Director's title would change to Director of Quality Enhancement.

2. On-going evaluation of revised periodic academic review and annual monitoring approach.

2.1 The periodic academic review approach is regularly reviewed, based on feedback from Peer Review Groups during the course of review, and to ensure that review guidelines for our service users are accessible and clear.

2.2 The Quality Promotion Unit worked closely in conjunction with the Systems Administration Office to best achieve the most accurate way of synthesising and reporting on the data necessary for annual monitoring, within the constraints of the current ITS system.

3. Development of the periodic academic review method.

Two specific developments to support and recognise enhancement of the student learning experience through the review process have been identified.

3.1 Good Practice Case Study

The UCC model of academic quality review encourages self-evaluation on the quality of the student learning experience and academic standards for taught provision.

In the third cycle of academic quality review, all disciplinary areas engaging in review from 16/17 onwards will be encouraged to identify and include a good practice case-study as part of the self-evaluation process.

This case-study will form part of the Self-Evaluation Report and will be published as part of the follow-up to academic quality review.

Identifying good practice is a vital facet of enhancement focused self-evaluation, requiring active consideration of the practices which are working particularly effectively in a School or academic unit, and ultimately highlighting and sharing these as part of the academic quality review process. It is also an opportunity for disciplinary areas and the University to make visible the varied range of activities and initiatives directed towards providing an excellent student learning experience.

3.2 Research Teaching Linkages

The UCC mission commits to 'Delivering research-inspired teaching and learning with a world class student experience', this provides the educational context for the University's taught provision. An internal analysis of the published curricula was undertaken by the Centre for the Integration of Research, Teaching & Learning (CIRTL) to evaluate the extent to which research/teaching linkages are articulated explicitly. During the self-evaluation phase, all academic units under review will be encouraged to work with the CIRTL to examine research/teaching linkages in their taught provision. The CIRTL is grounded in the Scholarship of Teaching and Learning (SoTL) research and practices. SoTL promotes teaching as a scholarly activity that makes it a worthy subject for research, producing a public body of knowledge open to critique and evaluation. Its rationale is not only to improve teaching but to create a community of "scholarly teachers" who add to the body of knowledge about teaching and learning as well as benefitting from the SoTL research of others.

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

- The third cycle of reviews commenced in 2015/2016.
- A full-time Director of Quality was appointed and took up post in mid-May 2016.
- The President of UCC chairs the Quality Promotion Committee. In October 2015, recruitment and selection of the new President commenced (Academic Council, 9th October).
- Institutional preparation and submission for Athena Swan.
- Governance and policy changes examples of change include:
 - Review of the Operation of Academic Council - ongoing.
 - Fitness to Practice: Supplementary Guidelines approved by AC October 2015.
 - Amendments to the Regulation on Various Appointment Procedures, AC, January 2016 from GB.
 - Approval of HEAR and DARE allocations admissions policies.
 - Streamlining the QQI FET Entry Route.

The schedule of QA governance meetings for the period should be inserted here.

Governing Body

22 September 2015 (consideration of QPC Annual Report to GB)

Quality Promotion Committee

24 September 2015

23 February 2016

30 May 2016

Academic Council (consideration of QPC Annual Report to GB)

4 March 2016

**PART 2 - Section 2:
Institution-led QA - Annual**

Reviews in the Reporting Period

Area/Unit and links to relevant publications

UCC School of Biochemistry & Cell Biology

<http://www.ucc.ie/en/media/support/qualitypromotionunit/reports/sefs/PeriodicReview-SchoolofBiochemistry.pdf>

Links to published internal reviews

Second Set of Records

Area/Unit and links to relevant publications

UCC School of Microbiology

<http://www.ucc.ie/en/media/support/qualitypromotionunit/reports/sefs/PRGR-Microbiology.pdf>

Links to published internal reviews

Third Set of Records

Area/Unit and links to relevant publications

UCC School of Pharmacy

<http://www.ucc.ie/en/qpu/reports/mh/>

Links to published internal reviews

Fourth Set of Records

Area/Unit and links to relevant publications

Cork University Dental School & Hospital

<http://www.ucc.ie/en/media/support/qualitypromotionunit/reports/comh/PRGR-DentalSchool.pdf>

Number of internal approval/evaluations and reviews completed in respect of Validation/Programme Approval

22

Number of internal approval/evaluations and reviews completed in respect of Programme Review.

4

Number of internal approval/evaluations and reviews completed in respect of School/Department/Faculty Review.

4

Number of internal approval/evaluations and reviews completed in respect of Service Unit Review.

1

Number of internal approval/evaluations and reviews completed in respect of Review of arrangements with a partner organisation.	0
Composition of Panels: % Internal	25
Composition of Panels: % National	20
Composition of Panels: % UK	30
Composition of Panels: % EU	0
Composition of Panels: % Student	25
Composition of Panels: % Other	0
Chair Profile: % Internal	80
Chair Profile: % Similar institution	20
Chair Profile: % Different institution	0
Chair Profile: % International	0
PART 2 - Section 3: Update on Institutional QA Overview	Other Implementation Factors

This institution can use this section to set out the ways in which data is used to support quality assurance and the management of the student learning experience.

Qualitative and quantitative data is used to support quality assurance and management of the student learning experience, including:

- Student feedback data at institutional, module and programme level;
- Student entry data (inclusive of CAO points, programme preferences, demographics and geographical origin);
- Student performance and completion data including progression, retention and award.

Student evaluation and feedback policies and procedures are in place, these include:

- a University-wide module survey;
- a biennial University student satisfaction survey;
- a range of local feedback processes including lecturer customised surveys, in-class feedback and student fora.

Student evaluation feeds into annual and periodic monitoring processes at University, School and programme level.

Based on the biennial LibQUAL survey and regular meetings with the Student's Union the Library has implemented the three most requested services viz. increased opening hours including a 24/7 pilot at examinations time, increased numbers of electrical and USB charging points and enhanced wifi coverage.

The institution may choose to highlight in this section information relating to factors that have impacted on quality and quality assurance in the reporting period. These may be factors relating to national developments or initiatives, such as clusters/alliances/mergers, other external factors or intra-institutional factors.

During the reporting period, QA development activities focussed for the larger part on the final phase and analysis of the Research Quality Review, a two-year exercise, preparation for which commenced in January 2014. Activities included:

- Fact checking and finalisation of reports with Panels and Schools;
- Approval of reports by QPC;
- Establishment of a Working Group (June – August 16) to conduct a University-level analysis of the key findings from the Research Quality Review;
- Publication of the RQR Report.

Investment and development of a Customer Relationship Management software system. In December 2015, the UCC CRM Project Team, launched the Microsoft Dynamics CRM software comprised of both:

- An Applicant facing website which provides UCC Applicants with an online method of applying for courses, uploading application documentation, and paying Application Processing Fees and Deposits.
- A Backend Cloud based Application processing software system, which allows UCC Staff to process a UCC Application through the full application lifecycle.

The system is currently rolled out to the International Office and Adult Continuing Education.

Any other implementation issues of interest can be noted here.

UCC-CIT Joint Academic Standards Board. The Joint Academic Standards Board [JASB] is a joint board of the Academic Council of the Cork Institute of Technology (CIT) and the Academic Board of University College Cork (UCC). Its primary purpose is to ensure that the academic standards and procedures applying to collaborative and joint programmes delivered in partnership between CIT and UCC satisfy the requirements of both institutions.

UCC-IMI Programme Development and Approval Committee Annual Report 2015 (AB 2 June 2016). Work to complete the incorporation of the Irish Management Institute was on-going throughout 15/16 and conducted in parallel with the agreed joint academic governance structures for UCC/IMI programmes.

UCC-Turning Point Training Institute Joint Academic Standards Committee. The committee is responsible for the governance and academic quality of the MSc in Integrative Counselling and Psychotherapy Programme and reports jointly to the Board of Directors of TPTI and Academic Board.

Submission

Part 2 Submission

PART 3

Effectiveness and Impact

A commentary about the effectiveness of QA policies and procedures in the reporting period may be inserted here.

The revision of QA Guidelines detailed in Section 1: Part 2 reflect the University's aim to ensure the continued effectiveness of its QA policies and procedures which are designed to allow an opportunity for reflection by academic units on:

- Academic standards.
- The quality of the student learning experience provided to ensure that students have the best chance of achieving those standards.
- The continuing relevance of courses to both internal and external needs
- Alignment with national and international expectations.
- Good practice or innovation.

Implementation of revised academic review occurred on a pilot phase in 2015/16, the learning from the pilot phase has informed further refinements for implementation in 16/17 which are outlined earlier.

An evaluation of the impact of QA policies and procedures through their implementation in the reporting period should be inserted here.

Consideration of the recommendations of the 2013 Institutional Review (IRIU) at the University Management Team (Strategy) had led to the initiation of a project to examine the overall institutional framework for student feedback, to examine processes for the governance, gathering and acting on student feedback with a view to rationalising and making more effective the processes. The University has had an institution-wide Student Experience Survey (SES) since 2009, which is conducted biennially, along with a University-wide Student Module Survey since 2011.

Academic Council had recently agreed to pause the university-wide module survey, following analysis of the current system by the AC Teaching & Learning Committee, pending outcomes of the university-level project. In the current session, schools will continue to gather student feedback with the freedom to use locally defined instruments. The UCC Student Experience Survey has to date received a higher response rate than the ISSE. However, it is possible that the opportunity to use optional institutional questions on ISSE may provide a means to integrate the SES and ISSE. The Student Feedback project is currently shared and managed by the Office for the VP T&L/ Quality Promotion Unit and Student Experience, the recommendations of the project will be reported to Academic Council in May 2017.

This section should highlight an analysis of the key themes arising within the implementation of QA policies and procedures, primarily through a thematic analysis of key recommendations, commendations and conditions for the reporting period.

During the reporting period, the emphasis of activity was on the final stages of the Research Quality Review, and included analysis of the key institutional issues arising. These are documented in the final RQR Report <https://www.ucc.ie/en/media/support/qualitypromotionunit/rqr/ReportoftheResearchQualityReviewUCC2015.pdf>. The University is currently engaged in managing the quality enhancement processes from the RQR which is aligned to the strategy and planning activities underpinning the development of the next University Strategic Plan from 2017-2022.

PART 4

Quality Enhancement

A description of improvements or enhancements, impacting on quality or quality assurance, that took place in the reporting period, identifying the reasons for the improvements (for example an evaluation of effectiveness and impact from the previous period or objectives set out in strategic compacts).

See part 2, Section 1: Quality Assurance and Enhancement System Developments.

An analysis of quality enhancement activities that were initiated by the institution. This could also include reference to any national or international quality assurance developments in which the institution is engaged. The institution is encouraged to highlight areas that may be of interest to other institutions and would benefit from wider dissemination.

Outcomes from recent Research Quality Review published in December 2016.

The Quality Promotion Unit has been involved in many Tempus and Erasmus projects over the years. For further details on current on-going projects visit: <http://www.ucc.ie/en/qpu/international-projects/>

PART 5

A piece in relation to strategic objectives in the coming period and plans for quality assurance and enhancement.

Objectives for the Coming Year

1. Development and embedding of the procedures for periodic review and annual monitoring of academic units based on pilot activity in 2015/16:
 - Joint training & development with Students Union for Student Reviewers;
 - Aligned cycle of review and monitoring;
 - Systematic identification of good practice;
 - Exploration of research/teaching linkages;
 - Enhanced opportunities for institutional learning based on the outcomes of review and monitoring;
 - Efficiency in the operation of review and monitoring activity, including alignment with external professional /accreditation bodies;
 - Managing any quality requirements arising from IMI integration.
2. Enhancement of existing internal codes/ practices and approaches for collaborative provision.
3. Participation in the Student Feedback and implementation of recommendations project due to complete May 2017.
4. Analysis of Research Quality Review outcomes and completion of QIP cycle.
5. Ensure that the on-going development and embedding of quality assurance and enhancement activities take account of national policies, guidelines and initiatives for quality inclusive of QQI/ HEA/National Forum for Enhancement of Teaching & Learning.

Review Plans: Area/Unit and Number

Quality Reviews 2016/17 = 6 in total

- Department of Government
- School of Food & Nutritional Science
- School of English
- School of History
- School of Chemistry
- School of Clinical Therapies

<http://www.ucc.ie/en/qpu/schedule/>

Any further information with respect to plans for the coming period.

University Strategic Plan 2017-2022