University College Dublin

Annual Institutional Quality Assurance Report 2018

Based on the reporting period 1 September 2016 – 31 August 2017

The Cyclical Review Process
Part 1
Overview of internal QA governance, policies and procedures

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

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

The University operates an integrated system for quality assurance and enhancement which contributes to the achievement of the UCD Strategy 2015-2020, and to complementary strategies at School, College and University level, for example the UCD Education Strategy 2015-2020, UCD Strategy for Research, Innovation and Impact 2015-2020, the UCD Library Strategy 2016-2020, the IT Strategy 2020, the UCD Strategic Campus Development Plan 2016-2021-2026 and the Global Engagement Strategy 2016-2020.

The aim of UCD's Quality Assurance and Quality Enhancement Policy is to enhance the effectiveness of its core activities of learning, teaching, research, contribution/service 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.

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 will be 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 has a range of systems and procedures for assuring and enhancing the academic standards of awards and the quality of its educational provision. 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) Module evaluation;
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
Quality assurance and quality enhancement at UCD 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 management and governance structure embeds oversight for quality through, for example: Governing Authority; University Management Team; Academic Council; Academic Council Quality Enhancement Committee (ACQEC); the University Programmes Board; and a number of Governing Boards at local level.

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

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)
- Bursar/Vice-President for Finance
- 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 University’s education strategy. 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 & Management of Quality diagrams. The terms of reference for the various University and College-level committees are published on the Governance and Management Committees section of the UCD website.

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

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

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

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

The range of quality assurance and enhancement mechanisms operating in the University is outlined in the UCD Quality Framework - Formal and Informal Mechanisms diagram.
1. Programme Design and Approval (ESG 1.2)
Links and/or text relating to the institution-wide quality assurance policy and procedures for the design and approval of new programmes.

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

Extensive support for programme and module design is available through UCD Teaching and Learning, which promotes the development of teaching and learning strategies. Included in this is support for student-centred learning, e-learning and blended learning, and innovative teaching practices. The wide range of dedicated projects, resources and tools supported by and available through UCD Teaching and Learning, which help to underpin programme design and approval include:

- Teaching Toolkit;
- Programme Design and Assessment;
- Module Design and Enhancement;
- Assessment;
- Enhancing First Year;
- E-learning Design: The Process;
- Research into Teaching.

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).

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

Links:
UCD Academic Regulations;
Academic Regulations Version History;
Academic Regulations – User Guide;
UCD Quality Office Practice Note on the National Framework of Qualifications;
UCD Teaching and Learning – Resources;
Programme Development, Approval and Review Framework (PDARF);
Curriculum Team, Administrative Services;
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 online resources such as:

- Teaching Toolkit;
- Planning & Structuring a Teaching Session;
- Delivering a Lecture;
- Blackboard: Where to start?;
- Understanding How Students Learn;
- Gathering Feedback;
- Giving Effective Feedback;
- Autonomous Learning;
- Small Group Teaching Strategies;
- Large Group Teaching Strategies;
- Focus on First Year Podcast.

These resources enable teaching staff to support a diverse student body, using different modes of delivery, pedagogic approaches and flexible learning paths while also promoting learner autonomy and self-reflection.

UCD IT Services offer the campus community a wide range of technologies to assist with teaching and research ranging from the Blackboard 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.

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 Module Design Principles and Practices for First Year Assessment. 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 also provides advice and support in relation to the design and development of assessment strategies, such as:

- Why Assess Students?;
- What is Being Assessed?;
- How do you Assess Student Learning?;
- Who Assesses Learning?;
- What if...? Answers to some Common Assessment Questions;
- First Year Assessment;
- Guide to Taxonomies of Learning;
- Learning Outcomes;
- Benefits and Challenges of Using Self-Assessment and Peer Assessment.
UCD Teaching and Learning co-ordinated a University-wide Curriculum Review and Enhancement Process from January 2016 to March 2017, and the recommendations contained in the Curriculum Review and Enhancement Process Steering Committee Final Report are currently being implemented at the local level. Furthermore, UCD Teaching and Learning co-ordinates – on a University-wide basis – a UCD Student Feedback on Modules Survey. This all-university, anonymous, online student feedback system 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.

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

Statute 21 of the University (which amends Statute 6, 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.

Links:
UCD Academic Regulations;
UCD Teaching and Learning;
UCD Assessment (a unit of UCD Registry);
UCD Assessment Code of Practice;
Module Design Principles and Practices for First Year Assessment;
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;
Irish Survey of Student Engagement (ISSE);
UCD Students’ Union - Sabbatical Officers;
UCD Students’ Union - College Officers;
UCD Students’ Union - Class Reps;
UCD Assessment Appeals Office;
Student Complaint Policy and Procedure;
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.

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

- **Structured PhD (including Transferable Skills Training Programme);**
- **Research Supervisor Induction Session (‘Getting Started’):**
  - UCD Research Supervisor Support & Development Programme (RSSDP)
  - Key Learning Outcomes
  - 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:**
  - Encouraging Writing & Giving Good Feedback
  - Making Meetings Count
  - Managing Common Challenges
- **Thesis Submission:**
  - Theses in Graduate Research Programmes
  - UCD Research Theses Process Flowchart
  - Tips for Supervisors of Research Students Approaching the Viva
  - PhD Examination - Student Information
- **Reflecting on and Interrogation of Practice:**
  - Pedagogical Approaches to Research Supervision
  - Reflection on Supervisory Practice
  - Essential Reading for UCD Research Supervisors
  - Suggested Reading

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

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

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

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

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

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

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

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

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

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

Core Competency Areas & Programmes Available:

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

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

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

All Post-Doctoral Fellows are encouraged to complete the Research Skills and Career Development Planning Document with their Principal Investigator. This document acts as a road map that helps identify both professional development needs and career objectives. The key resources provided in this regard are:

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

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

Additional **UCD Career Development and Support** for researchers includes resources relating to:

- Career Consultations;
- Career Seminars;
- 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;
- Event Calendar;
- Career Profiles.

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

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

- **Academic Development** – professional development offered by UCD Teaching & Learning is practical and evidence-based. Approaches to teaching, learning and assessment are informed by research and international good practice. The objectives are to enable participants to: Develop effective enhancement strategies and approaches for high quality student learning; Gain effective professional teaching and learning skills which promote students’ learning; Develop their expertise as innovative curriculum designers; Engage in practice-based inquiry as scholarly practitioners to facilitate high quality student learning; Enhance their talents for academic leadership and contribution to the wider teaching and learning community at UCD;

- **Postdoc Mentoring** – the Vice-President for Research, Innovation & Impact has established an online Career Development portal for all PDI/I1 contracts. This system acknowledges the fact that while it is ultimately the responsibility of the Postdoc to manage their career development, excellent mentorship deserves to be identified within the University and through funding applications to which staff and the University are applying.
In relation to Supervisor Training, UCD currently operates a supportive, organic approach to supervisor support and development which constitutes a number of local, discipline specific activities as well as a university wide Research Supervisor Induction Session ("Getting Started") support programme. At present, engagement in staff development of this nature is neither compulsory, nor a prerequisite for supervision of research students, and staff engagement is on a voluntary basis.

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

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

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

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

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

Also in the context of the Periodic Quality Review of Schools, 'Research' is a dedicated section in both the School Self-Assessment Report (SAR) and in the Review Group Report. To assist Schools in their preparation for Periodic Quality Review, the UCD Research Analytics and Reporting 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 Reporting 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;
Research and Professional Development Plan (RPDP);
Discipline Specific Modules for PhD students;
UCD Careersconnect system;
UCD Centre for Support and Training in Analysis and Research (CSTAR);
UCD Research Analytics and Reporting Team;
Research Statement Report;
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 instills in students a desire to learn and create, to question and reason, to innovate and explore, and to contribute to society at all levels. This will be achieved through the promotion of a focused set of six ambitious priorities:

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

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

The University is also committed to creating an environment where diversity is celebrated and everyone is treated fairly regardless of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, or membership of the travelling community. The University recognises the challenges it faces and has a genuine commitment to equality of opportunity for staff and students, and to promote and maintain an inclusive work and study environment, where there is mutual respect and dignity. It is fully committed to both meeting and exceeding our obligations under current legislation by doing more than what is required by law. To this end, the University Management Team Equality, Diversity and Inclusion Group was established in September 2015, and as part of the work of this group a dedicated website for Equality, Diversity and Inclusion
has been created, which includes the UCD Dignity and Respect Policy 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**;
- **Featured Events**;
- **My UCD on Facebook**;
- **Scholarships**;
- **UCD Horizons** (the modular and credit-based structure for taught degrees at UCD);
- **CAO - Explore a World of Opportunities at 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**;
- **‘Open Learning’ initiative**;
- **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**;
  - Quick Links
  - Learning and Assessment
  - Campus Facilities/Resources
  - Student Support
  - University Regulations and Policies
  - Getting Involved in UCD Life
• **Academic 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**;

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 using Online Resources**
• **Services for Researchers**

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

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

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

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

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

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

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

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

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

• Current Applications School Summary;
• Application Trends;
• Conversion Trends;
• Reasons for choosing UCD - University Summary;
• Reasons for choosing programme - University Summary;
• School Class Lists;
• Major Class Lists;
• Programme Class Lists;
• My Grading Class Lists;
• School Grading Summary;
• Student Support Statistics by Area;
• Student Engagement by School;
• Curriculum Management School Summary;
• Student Registrations - University Summary;
• Student Demographics - University Summary;
• Curriculum Trends;
• Graduate Research Students School Summary;
• Registered Students by International Indicators;
• Clubs & Societies Membership Statistics;
• Postdoc Tracking System;
• Final Destination Returns (UCD Career Development Centre).
In order to provide key information and data about students, UCD Registry recently launched the Integrated Assistance Network (IAN). IAN is UCD’s student engagement dashboard which facilitates staff in Programme and School areas to pro-actively identify students who may be struggling or potentially heading for difficulty so that timely, targeted and, most importantly, successful interventions and supports can be offered.

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

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

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

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

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

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

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

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

Many of the activities delivered by the UCD Student Centre support the development of leadership and life skills for students, including leadership, teamwork, project management, and presentation and debating skills. The Student Centre, in consultation with students, seeks to explicitly identify the life skills developed through engagement with different activities and to communicate these to students and the broader University. UCD has developed considerable expertise in the design of learning outcomes and the UCD Student Centre liaises with **UCD Teaching and Learning** to develop learning outcomes for its activities.

In relation to completion of a UCD programme of study and awarding of degrees, the **UCD Conferring Unit**
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;
- Study At UCD;
- MyUCD portal;
- UCD Access and Lifelong Learning;
- UCD Graduate Studies;
- UCD Applications;
- UCD Online Learning;
- Study at UCD - International Students;
- Disability Access Route (DARE) and Higher Education Access Route (HEAR) schemes;
- Access Courses;
- ‘Open Learning’ initiative;
- Lifelong Learning;
- Mature Years Support;
- Disability Support;
- UCD Current Students;
- UCD Library.

5. Teaching Staff (ESG 1.5)
Links and/or text relating to the institution-wide quality assurance procedures for assuring the competence of teaching staff, including staff recruitment and staff development.

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

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

UCD has an extensive framework for assuring, and enhancing, the quality of its teaching staff. This is provided for through a policy and procedural framework 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 supporting documentation and policies which are published on the online HR Policy Directory.
including:

- Academic Progression Policy
- Adoptive Leave Policy
- Adult Education Policy
- Alternative Dispute Resolution Mediation Service Policy and Guide
- Annual Leave Policy
- Career Break Policy
- Carers Leave Policy
- Child Protection Policy & Guidelines
- Compassionate Leave Policy
- Competitive Retention Policy
- Conference Allowance Policy
- Conflict of Interest Policy
- Consultancy and External Work Policy
- Dignity and Respect Policy
- Disciplinary Procedure Policy
- Employee File Access Request Policy
- Employee-Student Relationship Policy
- Equal Opportunities Policy
- Faculty Promotion Policy
- Flexi-Time Policy
- Garda Vetting Policy - Faculty and Staff
- Grievance Procedure Policy
- HR Training & Development Policy
- Head of School Appointment Process Policy
- Induction and Award of Tenure to the Grades of Lecturer / Assistant Professor / Associate Professor Policy
- Internal Mobility Policy
- Job Grading and Evaluation of Roles Above SAO4 Policy
- Job Grading of Administrative Posts Policy
- Job Sharing for Non-Academic Staff Policy
- Job Sharing for Technical Staff Policy
- Jury Service Policy
- Leadership Development Policy
- Managing Attendance & Sick Leave Policy
- Maternity Leave Policy
- Overtime Policy
- Parental Leave Policy
- Paternity Leave Policy
- Policy for Promotion to Senior Technical Officer
- Policy on Remuneration of Non-Core and Non-Exchequer Revenue Generating Activities
- Practice at the Irish Bar Policy
- Private Health Insurance Policy
- 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
- Refund of Financial Support for Academic & Professional Programmes Policy
- Relocation Policy
- Research Funded Pathway Policy
- Research Sabbatical Leave for Faculty
- Resignation Policy
- Salary Policy for Post-doctoral Researchers and Research Assistants
- Secondment Policy
- Short Term Unpaid Leave Policy (Staff on Probation)
- Smoke-Free Workplace Policy
An important mechanism used by UCD Human Resources to support the development of its teaching staff is the use of **HR Partners**. The role of the HR Partner is similar to that of a local HR Manager. Their primary objective is to support organisational effectiveness by working strategically with management teams and individual staff managers, supporting them in dealing with organisational and individual challenges, and in developing proactive and planned staffing, employee relations and organisational strategies.

Functionally, HR Partners are part of the HR department but are each assigned to specific Colleges or Support Units to work as part of the senior management teams. HR Partners typically spend most of their time physically located in the College or Unit they support, ensuring their accessibility. Working as part of the management teams allows HR Partners to build a deep understanding of the operational and strategic challenges of the area and informs the best practice initiatives they can partner with the management teams in developing and implementing. These can include specific projects relating to strategy clarification, staffing models, staff planning, management reviews, staff engagement, and change management.

HR Partners work closely with specialist HR colleagues in areas such as Learning & Development, Organisational Development and Employee Relations to deliver excellent services to Schools and Units in pursuit of organisational effectiveness. HR Partners are also available to assist individual staff members who may require confidential guidance, advice or support.

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

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

A key mechanism through which UCD offers and promotes opportunities for the professional development of all members of staff is through **UCD People and Organisation Development** (part of UCD Human Resources). This area provides development opportunities for both new and existing staff, and is one of nine different training providers from across the University with the common purpose of supporting staff and faculty in their day to day activities, improving skills and expanding areas of expertise. These training providers within the University include:
• UCD IT Services;
• UCD Innovation;
• UCD Library;
• UCD Procurement & Contracts Office;
• UCD Quality Office;
• Administrative Services, UCD Registry;
• UCD Safety, Insurance, Risk and Compliance (SIRC) Office;
• UCD Teaching and Learning;
• Bord na Gaeilge.

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

• People Management Development
• Research Ethics for Faculty Supervisors
• Teaching in a Cross Cultural Environment
• Retirement Planning
• Coaching
• Unconscious Bias training
• Dealing with Distressed Students

In relation to the development of its teaching staff, UCD Teaching and Learning serves a critical role through its focus on the continuous professional development of staff as teachers, mentors, supervisors and examiners. 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. This is achieved by:

• Promoting research-informed approaches to teaching, learning and assessment with proven effectiveness and efficiency;
• Utilising institutional data to inform quality enhancement in education;
• Contributing at university level to the development of sound educational policies;
• Supporting the design of quality learning environments, systems and services;
• Empowering and rewarding outstanding teaching and educational leadership.

UCD Teaching and Learning also offers two professional qualifications for its teaching staff:

• Professional Certificate (University Teaching & Learning) - one academic year (two semesters, one module (max. 7.5 ECTS) per semester);
• Certificate of Continuing Professional Development (University Teaching & Learning) - one semester, one ECTS module.

UCD Teaching and Learning also provides extensive support for Tutor and Demonstrator Development at UCD including induction sessions, workshops, a 5 ECTS module on ‘Introduction to University Teaching and Learning for Tutors, Demonstrators and Teaching Assistants’, Graduate Teaching Assistant modules and other resources.

The University, through UCD Teaching and Learning, also supports and promotes scholarly activity which is aimed at strengthening the link between education and research, theory and practice. This is undertaken through Fellowships in Teaching and Academic Development. These Fellowships provide the opportunity for academic staff to participate actively in advancing university-wide enhancement in teaching and learning through strategic policy/practice based research, including, for example, examination of the question of research-teaching linkages in the context of a high quality student learning experience at UCD, to develop a shared understanding of the linkages between research and teaching, and to identify policies and practical ways to support academic staff to integrate and embed these dual objectives in their academic practice.

Innovation in teaching methods, and in particular exploration of the use of new technologies, is also encouraged through a number of dedicated Projects which are also supported by UCD Teaching and Learning. Current projects include:

• 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.

In order to recognise the quality and the success of its teaching staff, UCD Teaching and Learning administers a number of Teaching Awards and Grants, such as:

• Teaching Expert Award;
• President's Teaching Award;
• College Teaching Award;
• Award for Supporting Student Learning.

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

• T & L Community;
• Teaching Toolkit;
• Tutor and Demonstrator Development at UCD;
• Facilitating Self-Assessment of Teaching & Learning for Quality Review;
• Online Teaching Profile.

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 Career Development and Support for researchers includes resources relating to:

• Career Consultations;
• Career Seminars;
• Introducing Researchers to Employers;
• Labour Market Information;
• Interview Strategy – Taking Control of the Process;
• Book a meeting;
• Accessing your Online Career Development Profile;
• Training and Development Opportunities
• Event Calendar;
• Career Profiles.

UCD Research Skills and Career Development also works in conjunction with UCD People and Organisation Development to provide support and training across the following areas:

• Leading and Managing – offering and providing a vision with which people can engage, as well as managing their resources to make that vision real requires a range of skills and experience. Whether leading a School or Unit or managing a small team of people, individuals can contact UCD People and Organisation Development to discuss what options are available to support them in their development as a leader and manager;
• **Academic Development** – professional development offered by UCD Teaching & Learning is practical and evidence-based. Approaches to teaching, learning and assessment are informed by research and international good practice. The objectives are to enable participants to: Develop effective enhancement strategies and approaches for high quality student learning; Gain effective professional teaching and learning skills which promote students’ learning; Develop their expertise as innovative curriculum designers; Engage in practice-based inquiry as scholarly practitioners to facilitate high quality student learning; Enhance their talents for academic leadership and contribution to the wider teaching and learning community at UCD;

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

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

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

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

Diversity is highlighted in the University’s strategic plan as one of the core values of UCD, and one of the plan’s strategic objectives is the attraction and retention of an excellent and diverse cohort of students, faculty and staff. The **Athena SWAN Gender Equality Action Plan** is central to UCD’s ability to deliver on this objective. While the focus of Athena SWAN in Ireland is on gender equality among academic staff in STEM disciplines, many of the actions in the UCD Gender Equality Action Plan have been designed to be implemented for all employees and disciplines.
As the UCD Athena SWAN submission highlights, there are a number of challenges to address. The University has already delivered on a range of actions to address these including:

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

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

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

This is one important part of UCD’s broader agenda around Equality, Diversity and Inclusion (EDI).

Links:
UCD Education Strategy 2015-2020;
UCD Human Resources;
UCD Human Resources – Policy Directory;
HR Partners;
Equality, Diversity and Inclusion;
UCD Teaching and Learning;
UCD Research Skills and Career Development;
UCD Library;
UCD Library – Learning Support Strategy;
UCD IT Services – Our Services;
Equality, Diversity and Inclusion (EDI).

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 resources in the following areas, for example:

- **Teaching Toolkit**;
- **Programme Design and Assessment**;
- **Module Design and Enhancement**;
- **Assessment**;
- **Enhancing First Year**;
- **E-learning**;
- **Research into 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. There is no replacement for face-to-face networking, however, sharing and discussion opportunities, which we hope will arise from this online community, will bring value in information sharing and conversation across a large group of people with diverse areas of expertise with the touch of a few keystrokes. Members of this community can post information, resources, reports and notifications across a range of topics.

UCD Teaching and Learning is continually developing its series of open educational resources. The UCD Open Educational Resources website includes resources across the following topics:

- Assessing and Teaching and Learning;
- Becoming a University Teacher;
- Evaluating Teaching;
- Scholarship of Teaching;
- Engaging Students;
- Session Plans and Modules;
- Teaching Philosophy;
- Resources and Literature;
- Educational Theory;
- UCD OER Development.

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.

Innovation in teaching methods, and in particular exploration of the use of new technologies, is also encouraged through a number of dedicated **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.

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 teaching and learning:

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

- **UCD IT Services**;
- **UCD Innovation**;
- **UCD Library**;
- **UCD Procurement & Contracts Office**;
- **UCD Quality Office**;
- **Administrative Services, UCD Registry**;
- **UCD Safety, Insurance, Risk and Compliance (SIRC) Office**;
- **UCD Teaching and Learning**;
- **Bord na Gaeilge**.

Some examples of the type of personal and career development opportunities available to staff through **UCD People and Organisation Development** include the following:

- People Management Development
- Research Ethics for Faculty Supervisors
- Teaching in a Cross Cultural Environment
- Retirement Planning
- Coaching
- Unconscious Bias training
- Dealing with Distressed Students

The **UCD Library** also provides a key resource to staff, including:

- 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 staff also include:

- **Service Desks**
- **Study Rooms and Zones**
- **Laptops in the Library**
- **Using Library PCs**
- **Printing, Copying and Scanning**
- **Collection Services**
- **Support using Online 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. 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 and 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, 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 and 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;
Office of the Vice-President for Academic Affairs;
Education Strategy 2015-2020;
T&L team;
UCD Open Educational Resources (UCDOER);
UCD Access and Lifelong Learning;
UCD HR Learning and Development;
UCD Library;
UCD Library – Learning Support Strategy;
UCD IT Services – Our Services.
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:

- 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 also established a Financial Management Reporting system, which aims to:

- Provide financial management reports under a revised University Management and Governance
structure;

- 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;
- Meet end-user reporting needs by getting feedback from working groups and a sample of end-users;
- Provide training to College and School administrators.

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** provides support to academic units undergoing Periodic Quality Review, including preparatory workshop(s) to facilitate the Schools’ analysis and outline Self-Assessment Report sections using the SWOT approach; customised support for Schools’ internal stakeholder consultation, staff/students; and facilitation of Schools’ development work in accordance with approved Quality Improvement Plans (post site visit stage). These workshops are based on an input of approximately 2-3 days in the review preparation phase, and 1 day post-review work for the QIP development.

To further assist Schools in their preparation for Periodic Quality Review, the **UCD Research Analytics and Reporting 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 Reporting 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** provides an online portal of resources for staff which includes:

- Support for Proposals
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

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

- UCD IT Services;
- UCD Innovation;
- UCD Library;
- UCD Procurement & Contracts Office;
- UCD Quality Office;
- Administrative Services, UCD Registry;
- UCD Safety, Insurance, Risk and Compliance (SIRC) Office;
- UCD Teaching and Learning;
- Bord na Gaeilge.

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

- Professional Certificate (University Teaching & Learning);
- Certificate of Continuing Professional Development (University Teaching & Learning);
- Fellowships in Teaching and Academic Development;
- Projects;
- Teaching Awards and Grants;
- T & L Community.
• Tutor and Demonstrator Development at UCD;
• Facilitating Self-Assessment of Teaching & Learning for Quality Review;
• Online Teaching Profile.

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

• Disability Access Route (DARE) and Higher Education Access Route (HEAR) schemes;
• Access Courses;
• 'Open Learning' initiative;
• 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;
• Academic 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. IT Services has also published its IT Strategy 2020 which includes four strategic themes:

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

UCD Agile, which was established in October 2015, is a key support in helping the University 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
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- Collection Services
- Support using Online Resources
- Services for Researchers

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

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- Management and 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, 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 and Consultancy (e.g. Mobile IT Centre, Helpdesk and IT Centres);
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;
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- 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 Reporting 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);
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The UCD Bursar’s Office also provides extensive resources and support for University, College, School and other unit planning and management processes, such as:

- 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 also established a Financial Management Reporting system, which aims to:
• Provide financial management reports under a revised University Management and Governance structure;
• 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;
• Meet end-user reporting needs by getting feedback from working groups and a sample of end-users;
• Provide training to College and School administrators.

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

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

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

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

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

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

• Current Applications School Summary;
• Application Trends;
• Conversion Trends;
• Reasons for choosing UCD - University Summary;
• Reasons for choosing programme - University Summary;
• School Class Lists;
• Major Class Lists;
• Programme Class Lists;
• My Grading Class Lists;
• School Grading Summary;
• Student Support Statistics by Area;
• Student Engagement by School;
• Curriculum Management School Summary;
UCD also receives the outputs from the annual Irish Survey of Student Engagement (ISSE), and these outputs are evaluated at institutional, College, School and programme level, ensuring there is direct feedback of students feeding into the quality assurance and enhancement of UCD’s programmes and the student experience as a whole.

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

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

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

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

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

The policy also sets out the following priorities:

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

UCD General Data Protection Regulation (GDPR) Road Map – UCD has always and continues to strive to provide the best possible protection for personal information held by the University. With the advent of GDPR in May 2018, the university is fully committed to take all necessary actions to ensure compliance with the new 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 the new legislation. The UCD GDPR Road Map in the lead-up to the implementation of GDPR in May 2018 will be outlined on a dedicated UCD GDPR website and all updates will be posted here accordingly.

Links:
- UCD Strategy 2015-2020;
- UCD Strategy 2015-2020: 10 Strategic Objectives;
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.

UCD uses a range of mechanisms to monitor and periodically review programmes, with a view to encouraging continuous improvements. For example, **UCD Teaching and Learning** co-ordinates – on a University-wide basis – a **UCD Student Feedback on Modules Survey**. This all-university, anonymous, online student feedback is used to ensure that students are given a voice in the module enhancement process, part of UCD’s evidence-based quality assurance of its educational offerings. Module enhancement allows for the regular and incremental updating of the educational design of modules for future offerings to ensure that they continue to provide an appropriate academic challenge for students. The process makes explicit the academic judgements and pedagogic adaptations that staff implement in keeping their modules current and relevant to students’ learning needs and the goals of the discipline or subject.

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

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

- Current Applications School Summary;
- Application Trends;
- Conversion Trends;
- 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).

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 Module Design Principles and Practices for First Year Assessment. 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. These external Professional, Statutory or Regulatory Bodies (PSRBs) also provide input to curriculum review and inform both programme changes and the development of new programmes, for example: Engineers Ireland, Irish Medical Council; Psychological Society 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 instills in students a desire to learn and create, to question and reason, to innovate and explore, and to contribute to society at all levels. Aligned with these strategies, the University Management Team (UMT) has identified a number of specific programme enhancement themes which will inform the curriculum process, with a focus on research-informed and research-led education and transferable skills development in addition to an appraisal of assessment (methods and load) and use of technology to enhance learning.

The key elements of the Curriculum Review and Enhancement project comprised four interconnected and interdependent stages, as follows:

- Stage 1: Programme Vision and Values
- Stage 2: Programme Outcomes
- Stage 3: Curriculum Mapping and Alignment
- Stage 4: Action Plan and Implementation

Using Programme Outcomes as the starting point, there has been ongoing institution-wide review and enhancement of programme design for effective learning and assessment, with consideration given to the key structural features of the UCD degrees, review and improvement of the choice and flexibility that the UCD degrees offer for diverse students and the opportunities for learning in a research-intensive university through both the curricular and co-curricular student experience.

Through a review of the curriculum, gaps/areas for improvement in the curricular delivery of learning outcomes have been identified, as well as duplication of the subject content in the context of meeting specified outcomes.
Areas requiring enhancement have been identified, such as how to design assessment outcomes, but in tandem with this, consideration has been given to how to build the wider student experience into the curriculum through increased flexibility in learning content and pace, possibilities for personalised learning for students and increased co-curricular opportunities.

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;
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. In this regard, the University has published a Policy Statement and Principles on Extern Examination at UCD and 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.

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](#);
- [Policy Statement and Principles on Extern Examination at UCD](#).

### 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).

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.

Many of UCD's academic programmes are accredited by a Professional, Statutory and Regulatory Body (PSRB). This is just one of the many ways the University ensures that professional standards and quality are maintained and that students gain the skills and knowledge required by employers. A PSRB normally accredits a programme for a specific number of years, after which they return to review and re-accredit the programme for the next period.

As stated earlier, UCD uses external members on Review Groups when undertaking **Periodic Quality Review**. These external members allow UCD to benchmark academic standards and practices against leading global university comparators. This also applies to the use of international External Examiners. In this regard, the University has published a **Policy Statement and Principles on Extern Examination at UCD** and 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 the Universitas 21 network. Universitas 21 is the 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 our students and staff, and wider advocacy for internationalisation. Collectively, its 25 members enrol over 1.3 million students and employ over 220,000 staff and faculty. All Universitas 21 member institutions are research-led, comprehensive universities providing a strong quality assurance framework to the network’s activities.

Universitas 21 and the Irish Universities Association (IUA) provide a useful forum 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;
UCD Strategy 2015-2020;
UCD Global Centres;
Universitas 21;
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, 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**;
- **Featured Events**;
- **My UCD on Facebook**;
- **Scholarships**;
- **UCD Horizons** (the modular and credit-based structure for taught degrees at UCD);
- **CAO - Explore a World of Opportunities at 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 which manages the Curriculum Management System), to ensure all programme and module information is correct and up-to-date. This includes information about collaborative and transnational programmes, which is supported by UCD International.

UCD International also provides dedicated information for prospective and incoming international students, 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;
- 'Open Learning' initiative;
- 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;
  - Quick Links
  - Learning and Assessment
  - Campus Facilities/Resources
  - Student Support
  - University Regulations and Policies
  - Getting Involved in UCD Life
- Academic 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;

UCD International also provides dedicated information for current students interested in coming to study at UCD
from overseas, including information on the following topics:

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

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

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

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 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;
'Open Learning' initiative;
Irish Survey of Student Engagement (ISSE);
International Student Barometer;
UCD University Relations.
13. Link Providers (for Designated Awarding Bodies) (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for assuring engagement with linked providers including the procedures for approval, monitoring, review, withdrawal of approval and appeal for linked providers.

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 finalised two Handbooks for the Review of Linked Providers 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. In addition, the University has published Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures (v1.2, December 2017). 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;
Handbooks for the Review of Linked Providers;
Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures (v1.2, December 2017).
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 has a wide variety of collaboration links, with (potential) variable risk profiles. Therefore, UCD takes a flexible approach to the approval and monitoring of such relationships. Consequently, a number of decision-making fora can be involved, depending on the nature of the collaboration (e.g. 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 Global website and also from the Global Relations and 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

Each educational programme partnership is underpinned by a Memorandum of Agreement and the Curriculum Team in Administrative Services (UCD Registry) also maintains an Implementation Management Plan for each
collaborative arrangement to ensure that all relevant operational issues are addressed to ensure the successful activation of the collaboration.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Areas/Units</th>
<th>Number</th>
<th>Link(s) to Publications</th>
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<tbody>
<tr>
<td>2016/17</td>
<td>UCD School of Art History &amp; Cultural Policy; UCD School of Classics; UCD School of Physics; UCD School of Biosystems &amp; Food Engineering; UCD Career Development Centre; UCD Estate Services Kaplan (Business Programme), Hong Kong &amp; Singapore; UCD/Teagasc BAgSc/Professional Diploma Dairy Farm Management; National College of Art &amp; Design (NCAD).</td>
<td>9</td>
<td>Latest Review Reports can be found at <a href="#">UCD Quality Office – Quality Review Reports</a>.</td>
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<tr>
<td>2017/18</td>
<td>UCD School of Languages, Cultures &amp; Linguistics; UCD School of Economics; UCD School of Social Policy, Social Work &amp; Social Justice; UCD School of Archaeology; UCD School of Earth Sciences; UCD School of Biomolecular &amp; Biomedical Science; UCD School of Chemical &amp; Bioprocess Engineering; UCD Human Resources; Institute of Banking (IoB); Institute of Public Administration (IPA); National Institute of Business Management (Business programmes), Sri Lanka; Joint Programmes with Ulster University (Veterinary Public Health &amp; Food Regulatory Affairs).</td>
<td>12</td>
<td>Latest Review Reports can be found at <a href="#">UCD Quality Office – Quality Review Reports</a>.</td>
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<tr>
<td>2018/19</td>
<td>UCD School of Irish, Celtic Studies &amp; Folklore; UCD School of Psychology; UCD School of Education; UCD College of Business; UCD School of Nursing, Midwifery &amp; Health Systems; UCD Office of the Director of Access &amp; Lifelong Learning; UCD Applied Language Centre; Beijing-Dublin International College (BDIC);</td>
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</tr>
<tr>
<td>2019/20</td>
<td>UCD School of Music; UCD School of Sociology; UCD School of Geography; UCD School of Public Health, Physiotherapy &amp; Sports Science; UCD Bursar's Office; UCD Teaching &amp; Learning; UCD Registry; UCD Quality Office – this will be part of the QQI Institutional Review of UCD; National College of Art &amp; Design (NCAD)</td>
<td>9</td>
<td>Latest Review Reports can be found at <a href="#">UCD Quality Office – Quality Review Reports</a>.</td>
</tr>
<tr>
<td>2020/21</td>
<td>UCD School of English, Drama &amp; Film; UCD School of Politics &amp; International Relations; UCD School of Agriculture &amp; Food Science; UCD School of Biology &amp; Environmental Science; UCD School of Chemistry; UCD School of Electrical &amp; Electronic Engineering; Penang Medical College, Malaysia (with RCSI); Joint Programme with Fudan University (MSc Software Engineering).</td>
<td>8</td>
<td>Latest Review Reports can be found at <a href="#">UCD Quality Office – Quality Review Reports</a>.</td>
</tr>
<tr>
<td>2021/22</td>
<td>UCD School of History UCD School of Philosophy UCD School of Veterinary Medicine UCD School of Mathematics &amp; Statistics UCD School of Mechanical &amp; Materials Engineering UCD Library UCD IT Services</td>
<td>7</td>
<td>Latest Review Reports can be found at <a href="#">UCD Quality Office – Quality Review Reports</a>.</td>
</tr>
<tr>
<td>2022/23</td>
<td>UCD School of Information &amp; Communication Studies UCD Sutherland School of Law UCD School of Medicine UCD School of Computer Science UCD School of Architecture, Planning &amp; Environmental Policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **UCD School of Civil Engineering**  
| **UCD Student Centre**  
| **UCD International Office**  |

| **Number** | 8 |

| **Link(s) to Publications** | Latest Review Reports can be found at [UCD Quality Office – Quality Review Reports](#). |

| **Year** | 2023/24 |

| **Areas/Units** | UCD School of Art History & Cultural Policy  
| UCD School of Classics  
| UCD School of Physics  
| UCD School of Biosystems & Food Engineering  
| UCD Career Development Centre  
| UCD Estate Services  
| UCD Research & Innovation  
| Kaplan (Business Programmes) Hong Kong & Singapore  
| UCD/Teagasc BAgSc/Professional Diploma Dairy Farm Management |

| **Number** | 9 |

<p>| <strong>Link(s) to Publications</strong> | Latest Review Reports can be found at <a href="#">UCD Quality Office – Quality Review Reports</a>. |</p>
<table>
<thead>
<tr>
<th><strong>Overview of internal QA governance, policies and procedures</strong></th>
<th>2018 AIQR Part 1 UCD (13Feb2018).docx</th>
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<tr>
<td><strong>PRSBs</strong></td>
<td>72</td>
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<tr>
<td><strong>Awarding Bodies</strong></td>
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<td><strong>QA Bodies</strong></td>
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</tr>
<tr>
<td><strong>Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies</strong></td>
<td>First Set of Records</td>
</tr>
<tr>
<td><strong>Type of Arrangement</strong></td>
<td>PRSB</td>
</tr>
<tr>
<td><strong>Name of the Body</strong></td>
<td>EQUIS (EFMD - European Foundation for Management Development)</td>
</tr>
</tbody>
</table>
Programme Titles and Links to Publications

- Bachelor of Commerce (BComm);
- Bachelor of Commerce (BComm) International;
- Bachelor of Science (BSc) Economics and Finance;
- Bachelor of Science (BSc) Business Analytics;
- Bachelor of Business and Law (BBL);
- Master of Accounting (MAcc);
- MSc Strategic Management Accounting;
- MSc International Law and Business;
- MSc Aviation Finance;
- MSc Energy and Environmental Finance;
- MSc Finance;
- MSc Quantitative Finance;
- MSc Food Business Strategy;
- MSc Human Resource Management;
- MSc Organisational Development and Change;
- MSc Digital Innovation;
- MSc Innovation, Entrepreneurship and Design;
- MSc Global Services Management;
- MSc International Business;
- MSc International Management;
- MSc Business Analytics;
- MSc Management;
- MSc Management Consultancy;
- MSc Project Management;
- MSc Strategic Management and Planning;
- MSc Supply Chain Management;
- MSc Digital Marketing;
- MSc Marketing;
- MSc Marketing Practice;
- MSc Biotechnology and Business;
- Master of Business Administration (MBA).

Date of last review or accreditation: 17-12-2015

Next review year: 2020

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of Arrangement: PRSB

Name of the Body: American Veterinary Medical Association (AVMA)
<table>
<thead>
<tr>
<th>Programme Titles and Links to Publications</th>
<th><a href="https://www.avma.org/Pages/home.aspx">https://www.avma.org/Pages/home.aspx</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o MVB Veterinary Medicine;</td>
</tr>
<tr>
<td></td>
<td>o MVB Veterinary Medicine (Graduate Entry);</td>
</tr>
<tr>
<td></td>
<td>o BSc Veterinary Nursing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of last review or accreditation</th>
<th>01-01-2014</th>
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<table>
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<th>Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies</th>
<th>Third Set of Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Arrangement</td>
<td>PRSB</td>
</tr>
<tr>
<td>Name of the Body</td>
<td>Engineers Ireland</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Titles and Links to Publications</th>
<th><a href="http://www.engineersireland.ie/services/accredited-courses/chartered-engineer.aspx?institute=University+College+Dublin+(UCD)">http://www.engineersireland.ie/services/accredited-courses/chartered-engineer.aspx?institute=University+College+Dublin+(UCD)</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicative list, see below:</td>
<td></td>
</tr>
<tr>
<td>PROGRAMME</td>
<td>ACCREDITATION VALID</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>BE (Hons) in Civil Engineering (Note 3)</td>
<td>From: 2005 To: 2020</td>
</tr>
<tr>
<td>BE (Hons) in Electrical Engineering (Note 3)</td>
<td>From: 2005 To: 2020</td>
</tr>
<tr>
<td>BE (Hons) in Electronic Engineering (Note 3)</td>
<td>From: 2005 To: 2020</td>
</tr>
<tr>
<td>ME in Civil and Environmental Engineering (Note 5)</td>
<td>From: 2012 To: 2018</td>
</tr>
<tr>
<td>ME in Civil Engineering (Note 5)</td>
<td>From: 2012 To: 2018</td>
</tr>
<tr>
<td>ME in Electrical Energy Engineering (Note 5)</td>
<td>From: 2012 To: 2018</td>
</tr>
<tr>
<td>ME in Electronic and Computer Engineering (Note 5)</td>
<td>From: 2012 To: 2018</td>
</tr>
<tr>
<td>ME in Energy Systems Engineering (Note 5)</td>
<td>Up To: 2020</td>
</tr>
<tr>
<td>ME in Structural Engineering (Note 5)</td>
<td>From: 2012 To: 2018</td>
</tr>
<tr>
<td>ME in Structural Engineering with Architecture (Note 5)</td>
<td>Up To: 2020</td>
</tr>
<tr>
<td>Type of Arrangement</td>
<td>Name of the Body</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>PRSB</td>
<td>Nursing and Midwifery Board of Ireland (NMBI)</td>
</tr>
</tbody>
</table>

Undergraduate Programmes (http://www.nmbi.ie/Education/Undergraduate-programmes):

- BSc Children’s and General Nursing;
- BSc General;
- BSc Psychiatric Nursing;
- BSc Midwifery.

Post-Registration Courses (http://www.nmbi.ie/Education/post-registration-courses):

- MSc Advanced Pain Management;
- MSc Advanced Pain Management with Prescriptive Authority;
- Graduate Diploma Cancer Nursing (Adult, Breast, Children, Colorectal);
- Graduate Diploma Children's Nursing;
- MSc Clinical Leadership in Healthcare;
- Graduate Diploma Clinical Leadership in Healthcare;
- Graduate Diploma Critical Care Nursing (Children, Cardiovascular, Intensive Care); Graduate Diploma Diabetes Care;
- Graduate Diploma Emergency Nursing (Adult, Children);
- Higher Diploma Midwifery;
- MSc Midwifery Practice;
- MSc Nursing Advanced Practice (Gastroenterology, Prescribing Pathway);
- Graduate Diploma Nursing Advanced Practice;
- Graduate Certificate Nursing Advanced Practice;
- MSc Nursing Education;
- Graduate Diploma Nursing (Endoscopy);
- Professional Diploma Prescription of Medication with Health Assessment;
- Graduate Certificate, Graduate Diploma, MSc Palliative Care;
- Graduate Diploma Peri-operative Nursing;
- Graduate Diploma Person Centred Care (Older People);
- Graduate Diploma Public Health Nursing.
<table>
<thead>
<tr>
<th>Type of Arrangement</th>
<th>PRSB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the Body</td>
<td>Irish Medical Council</td>
</tr>
<tr>
<td>Programme Titles and Links to Publications</td>
<td><a href="https://www.medicalcouncil.ie/Education/Career-Stage-Undergraduate/Quality-Assurance/Medical-School-Accreditation/">https://www.medicalcouncil.ie/Education/Career-Stage-Undergraduate/Quality-Assurance/Medical-School-Accreditation/</a></td>
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<tr>
<td></td>
<td>- Undergraduate Entry to Medicine (UEM)</td>
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<tr>
<td></td>
<td>- Graduate Entry to Medicine (GEM)</td>
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<tr>
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<tr>
<td>Joint research degrees</td>
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<tr>
<td>Joint/double/multiple awards</td>
<td>20</td>
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<td>Collaborative programmes</td>
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<td>Franchise programmes</td>
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<tr>
<td>Linked providers (DABs only)</td>
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<tr>
<td>Section: Collaborative Provision</td>
<td>First Set of Records</td>
</tr>
<tr>
<td>Type of arrangement:</td>
<td>Linked providers (DABs only)</td>
</tr>
<tr>
<td>Name of the Body (Bodies)</td>
<td>Institute of Banking (IoB)</td>
</tr>
<tr>
<td>Programme Titles and Links to Publications</td>
<td><a href="http://www.iob.ie">http://www.iob.ie</a></td>
</tr>
</tbody>
</table>

The University has established Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures which are used to manage 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. These 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).

| Next review year | 2018 |
| Section: Collaborative Provision | Second Set of Records |
Type of arrangement: Linked providers (DABs only)

Name of the Body (Bodies)
National College of Art and Design (NCAD)

Programme Titles and Links to Publications
http://www.ncad.ie
Approved NCAD Quality Assurance Procedures (2016)

The University has established Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures which are used to manage 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. These 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).

Next review year
2020

Section: Collaborative Provision
Third Set of Records

Type of arrangement: Linked providers (DABs only)

Name of the Body (Bodies)
Institute of Public Administration (IPA)

Programme Titles and Links to Publications
http://www.ipa.ie

The University has established Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures which are used to manage 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. These 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).

Next review year
2018

Section: Collaborative Provision
Fourth Set of Records

Type of arrangement: Collaborative programmes

Name of the Body (Bodies)
Kaplan Higher Education - Hong Kong
<table>
<thead>
<tr>
<th>Programme Titles and Links to Publications</th>
<th>Relevant Quality Review reports are available on the <a href="https://www.ucd.ie/quality-office/">UCD Quality Office website</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>❚ BBS;</td>
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<tr>
<td>❚ MSc Business.</td>
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</tr>
<tr>
<td>Next review year</td>
<td>2024</td>
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<tr>
<td>Section: Collaborative Provision</td>
<td>Fifth Set of Records</td>
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<tr>
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<td>Name of the Body (Bodies)</td>
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</table>

<table>
<thead>
<tr>
<th>Programme Titles and Links to Publications</th>
<th>Relevant Quality Review reports are available on the <a href="https://www.ucd.ie/quality-office/">UCD Quality Office website</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>❚ BBS;</td>
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<tr>
<td>❚ MSc Business.</td>
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<td>2024</td>
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<tr>
<td>Section: Collaborative Provision</td>
<td>Sixth Set of Records</td>
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<tr>
<td>Name of the Body (Bodies)</td>
<td>National School of Business Management - Sri Lanka</td>
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</table>

<table>
<thead>
<tr>
<th>Programme Titles and Links to Publications</th>
<th>Relevant Quality Review reports are available on the <a href="https://www.ucd.ie/quality-office/">UCD Quality Office website</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>❚ BSc (MIS; HRM; Management).</td>
<td></td>
</tr>
<tr>
<td>Next review year</td>
<td>2018</td>
</tr>
<tr>
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<td>Seventh Set of Records</td>
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<td>Joint/double/multiple awards</td>
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</tbody>
</table>
| Name of the Body (Bodies) | Penang Medical College - Malaysia  
(with the Royal College of Surgeons in Ireland (RCSI)) |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Programme Titles and Links to Publications</td>
<td>Relevant Quality Review reports are available on the <a href="#">UCD Quality Office website</a>.</td>
</tr>
<tr>
<td></td>
<td>▪ MB, BCh, BAO.</td>
</tr>
<tr>
<td>Next review year</td>
<td>2021</td>
</tr>
<tr>
<td>Section: Collaborative Provision</td>
<td>Eighth Set of Records</td>
</tr>
<tr>
<td>Type of arrangement:</td>
<td>Joint.double/multiple awards</td>
</tr>
</tbody>
</table>
| Name of the Body (Bodies) | Beijing-Dublin International College (BDIC) - China  
(with the Beijing University of Technology (BJUT)) |
| Programme Titles and Links to Publications | ▪ BComm Finance  
▪ BE Internet of Things Engineering  
▪ BSc Software Engineering  
▪ BSc Applied Statistics |
<p>|                          | The first Periodic Quality Review of this collaborative provision will take place in 2018-2019. |
| Next review year         | 2019 |
| Section: Collaborative Provision | Ninth Set of Records |
| Type of arrangement:     | Joint.double/multiple awards |
| Name of the Body (Bodies) | University Pantheon-Assas (Paris II) &amp; University Toulouse 1 Capitole |
| Programme Titles and Links to Publications | ▪ BCL/Master 1 - M1. |
|                          | Annual monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal Monitoring and Review of Collaborative and Transnational Taught Programmes are reviewed on an ongoing basis. |</p>
<table>
<thead>
<tr>
<th>Next review year</th>
<th>2018</th>
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</thead>
<tbody>
<tr>
<td><strong>Section: Collaborative Provision</strong></td>
<td>Tenth Set of Records</td>
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<tr>
<td><strong>Type of arrangement:</strong></td>
<td>Joint/double/multiple awards</td>
</tr>
<tr>
<td><strong>Name of the Body (Bodies):</strong></td>
<td>Justus Liebig University (JLU) Giessen - Germany</td>
</tr>
<tr>
<td><strong>Programme Titles and Links to Publications</strong></td>
<td>MSc Global Change - Ecosystem Science and Policy</td>
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</table>

Annual monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal Monitoring and Review of Collaborative and Transnational Taught Programmes are reviewed on an ongoing basis.

<table>
<thead>
<tr>
<th>Next review year</th>
<th>2018</th>
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<tbody>
<tr>
<td><strong>Articulation Agreements</strong></td>
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<tr>
<td><strong>Section: 1 Articulation Agreements</strong></td>
<td>First Set of Records</td>
</tr>
<tr>
<td><strong>Name of the Body</strong></td>
<td>Wuhan University</td>
</tr>
<tr>
<td><strong>Name of the Programme and Links to Publications</strong></td>
<td>BComm.</td>
</tr>
</tbody>
</table>

Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal Monitoring and Review of Collaborative and Transnational Taught Programmes are reviewed on an ongoing basis.

| **Section: Articulation Agreements** | Second Set of Records |
| **Name of the Body** | Xiamen University |
| **Name of the Programme and Links to Publications** | BComm. |

Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal Monitoring and Review of Collaborative and Transnational Taught Programmes are reviewed on an ongoing basis.

<p>| <strong>Section: Articulation Agreements</strong> | Third Set of Records |</p>
<table>
<thead>
<tr>
<th>Name of the Body</th>
<th>Shanghai Sport University (SUS)</th>
</tr>
</thead>
</table>
| Name of the Programme and Links to Publications | - BSc Sport & Exercise Management;  
- MSc Sports Management.  

Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal Monitoring and Review of Collaborative and Transnational Taught Programmes are reviewed on an ongoing basis. |
| Do you wish to make a final submission? | Yes, this is my final submission |
| On behalf of the President/Provost/CEO I confirm that the information submitted in this AIQR is accurate and correct. | Confirmed |
| Overview of internal governance, policies and procedures (Word Template). | Confirmed |
| Arrangements with PRSBs, Awarding Bodies, QA Bodies. | Confirmed |
| Collaborative Provision. | Confirmed |
| Articulation Agreements. | Confirmed |
| Date of Final Submission | 14-02-2018 |
Parts 2-6

Institution-led QA – Annual Information

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

Part 2: Institution-led QA – Annual

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

Section 1: Quality Assurance and Enhancement System Developments

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

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

- **Publication and promotion of the UCD Library Strategy 2016-2020, the IT Strategy 2020, the UCD Strategic Campus Development Plan 2016-2021-2026 and the UCD Human Resources Strategy 2016-2020: Growing Through People.**

- **Curriculum Review and Enhancement**: The Curriculum Review and Enhancement Process (CREP) has been focused on the taught programme portfolio (598 programmes across the various Governing Boards). The process places a strong emphasis on gaining a programme-level focus aimed at enhancing programme coherence and sequencing, and addressing some of the less positive effects of modularisation. A number of programme enhancement themes, identified by the University Management Team (UMT), informed the CREP, namely: embedding research in the undergraduate experience; the development of discipline-specific as well as a wider set of attributes and capabilities; effective and efficient definition and assessment of outcomes; and an expansion of the use of technology to enhance learning. Through the CREP, programme vision and values statements and programme outcomes have been articulated for 598 taught programmes. A curriculum mapping exercise was subsequently undertaken whereby contributing modules were mapped to the programme outcomes. Programme Review Teams finally drew together their mapping analysis and key programme information to discuss and agree opportunities for programme development and change. Following the review discussions, Programme Action and Implementation Plans were developed, detailing the proposed programme enhancements, and the timeline, milestones and deliverables for implementation of the planned changes. As a final deliverable to the CREP, reports were submitted providing a high-level summary of the proposed actions for the suite of taught programmes associated with each of the university’s Governing Boards. Further information is available on the UCD Teaching and Learning – Curriculum Review and Enhancement website.

- **Delegation of Authority**: Towards empowering local decision-making when that is the most effective approach (Objective 9 of the UCD Strategy 2015-2020), Academic Council approved a proposal in 2016-17 from the University Programmes Board (UPB) to delegate authority to Governing Boards (situated at College and School level) to approve the academic case for certain categories of new programme...
monitoring and review of the quality assurance procedures of linked providers. This process was operationalised in January 2017 and helps to streamline the programme approval process. This will provide governing boards with greater autonomy regarding their programmes as responsibility for final approval will now lie with the relevant local governing board rather than UPB.

- **Review of the Academic Council Committee on Quality (ACQ):** The ACCQ undertook a review of its function and role during 2016-17, and as a consequence, significantly revised its terms of reference, to make them more relevant to the changing higher education quality environment and to better align its activities with the UCD Strategy 2015-2020. The outcomes of the review were: 1) a change to the committee title to the **Academic Council Quality Enhancement Committee (ACQEC)** to better reflect its broad remit; 2) changes to the committee Terms of Reference to more appropriately reflect the governance, strategic and compliance/oversight functions of the Committee, as well as clearly stating its purpose as a collective decision-making body, which provides statutory oversight of institutional standards and facilitates the sharing of good practice; and 3) changes to the committee composition, whereby two membership categories, currently co-opted onto the Committee, have been formally added to the Committee (one representative of the technical staff to be nominated by the president and the graduate officer, UCD Students' Union to be an ex-officio member). The relevant changes come into effect from the 2017-18 academic session.

- **Linked Providers:** The University has made significant progress in relation to the approval, monitoring and review of the quality assurance procedures of linked providers. **Procedures for the Approval of UCD Linked Provider QA Procedures** were approved in 2016, and UCD approved the QA procedures for UCD’s three linked providers, as required by the **Quality and Qualifications (Education and Training) Act 2012.** UCD has also developed procedures for the institutional review of its linked providers in relation to the effectiveness of their quality assurance procedures – again a requirement under the 2012 Act. UCD also undertook an institutional review of one of its linked providers in 2016-17.

- **Professional, Statutory and Regulatory Bodies (PSRBs):** The ACCQ (and subsequently the ACQEC) has been responsible for a project aimed at consolidating the information about the accreditation of UCD programmes (and schools/institutes/other units, where applicable) by professional, statutory and regulatory bodies (PSRBs). As part of its Annual Institutional Quality Report (AIQR), and in accordance with its obligations under the **Qualifications and Quality Assurance (Education and Training) Act 2012** and the Quality and Qualifications Ireland (QQI) **Core Statutory Quality Assurance (QA) Guidelines,** the University is required to report and publish information on professional accreditation of its programmes (and schools/institutes/other units). Coinciding with the ACQEC project, in October 2016 QQI initiated its own project under its quality enhancement program – **sharing smart approaches between institutions and facilitating resource optimisation** – to undertake a survey of professional body accreditation across all Irish HEIs. This survey was facilitated by PARN (Professional Associations Research Network) on behalf of QQI. The UCD Quality Office was invited to evaluate and test the survey, and provided detailed feedback on the survey design directly to PARN. When the survey was launched in November 2016, it was distributed to relevant staff within UCD (on 11 November) by the Registrar and Deputy President via the University Programmes Board (UPB). PARN and QQI made several extensions to the submission deadline for the survey, to ensure a good response rate across all the Irish HEIs. The outputs of the PARN survey were made available to HEIs (including UCD) in July 2017, and building on this, ACQEC continues to oversee a project to enhance the University’s oversight of PSRB accreditation of its programmes and units.

- **Development of ‘Rowan’ – Global Partnership Database:** The Rowan – Global Partnership Database was created at the request of the University Management Team – Global Engagement Group (UMT- GEG) as part of a broader Global Engagement initiative in 2016. The objective of the system is to integrate information from across UCD to provide a directory of strategic partners and an integrated profile for each. Three of the key benefits are: 1) integrated data will help identify potential new partners and enable focus on existing UCD relationships; 2) automation of the processes in the partnership area will enhance operational effectiveness; and 3) better analytics will support strategic decisions in line with Global Engagement Strategy and related Key Performance Indicators (KPIs).

- **Publication of the Equality, Diversity and Inclusion Annual Report covering the period 2015-16:** The UCD Strategy 2015-2020 sets out its commitment to equality, diversity and inclusion. Strategic Objective 5 commits the University to the “attraction and retention of an excellent and diverse cohort of students, faculty and staff”. The University recognises that equality of opportunity, the promotion of diversity, and the elimination of discrimination is fundamental to the achievement of this strategic objective. The University’s long-held commitment to equality, diversity and inclusion has been further developed
through EDI activities over the 2015-16 period and UCD will continue to build on this programme of work, and identify new opportunities for mainstreaming Equality, Diversity and Inclusion in order to improve both employee and student experience and effectiveness within the University. The report seeks to demonstrate the University’s commitment to Equality, Diversity and Inclusion, and show how this is delivered through employee and student activities.

- **UCD Human Resources Work Programme Delivery**: With the publication of the [UCD Human Resources Strategy 2016-2020: Growing Through People](#), 2016-17 saw significant changes within the UCD HR team in how the team structures are configured to respond better to the community. A key activity for the UCD HR team has been the output from the three Development, Recognition & Reward Working Groups representative of Staff, Faculty and Technical employee groups. A series of recommendations was developed by each group, for consideration by the University Management Team (UMT). The UMT are now working through the full set of recommendations, where some recommendations are already being implemented. UCD HR is actively rolling out a series of integrated initiatives that will support the progress of Staff members who wish to develop their career in UCD. One such initiative is the implementation of a Job Families Framework for professional and administrative roles, which will enable better career planning for individuals. In addition, a business case has been submitted to the Department of Education and Skills for a Job Evaluation Scheme which would allow UCD HR to review and address grading anomalies, where they exist.

- **UCD Registry – Head of School Pack**: In 2016-17, UCD Registry introduced an online resource for Heads of School, based on feedback following consultation with a number of Heads of School. The aim of the pack is to provide information about how UCD Registry can help Heads of School in this role. The information pack will be updated on an ongoing basis, and covers the following key areas: Registry Contacts; Registry Key Dates (e.g. registration period & examination dates); Recruiting Students; Admitting Students; Assessing Students; Editing Module and Major Information; Fees, Grants and Scholarships; Approving your Programme; Registering Students; Timetabling, Managing Module Places and Electives; Training and System Access; and Reporting.

- **UCD Awarded the Athena SWAN Bronze Institutional Award**: UCD was awarded the Athena SWAN Bronze Institutional Award in March 2017. Receiving this award is a welcome recognition of UCD’s commitment to its community to enhance gender equality in the University and is a significant milestone. The Athena SWAN Award was established to promote the advancement of women’s careers in higher education and research. Since its initiation, UCD’s Athena SWAN project has involved close collaboration between UCD Human Resources and UCD Research and Innovation. In addition, many colleagues from across the University have engaged in the consultation process. It is as a result of University-wide collaboration that success has been possible.
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:

- Review of the Academic Council Committee on Quality (ACCQ), including a change of name to the Academic Council Quality Enhancement Committee (ACQEC) and revision of its Terms of Reference;
- Approval of Procedures for the Approval of UCD Linked Provider QA Procedures, and approval of the QA procedures for UCD’s three Linked Providers;
- Enhancements to the Annual Report on UCD Collaborative and Transnational Taught Programmes;
- Publication of Examples of Positive Practice / Indicators identified in UCD Quality Review Reports (Issue 8);
- Enhancement of the system for recording and monitoring accreditation of UCD programmes/schools/institutes/other units by Professional, Statutory and Regulatory Bodies (PSRBs);
- Review of the University’s Subject Extern Examiner policy.

The University also established two new key leadership posts in the Office of the Registrar and Deputy President which have a quality assurance and enhancement dimension:

- Associate Professor Marie Clarke took up the role of Dean of Undergraduate Studies; and
- Professor Jason Last took up the new role of Dean of Students.
- They joined Associate Professor Barbara Dooley, Dean of Graduate Studies and Deputy Registrar, in leading on the delivery of the University strategy for education and students.

A number of other changes have been made to Part One of the Annual Institutional Quality Review (AIQR). A summary of these is as follows:

- Change to committee title for the Academic Council Committee on Quality (ACCQ) to Academic Council Quality Enhancement Committee (ACQEC);
- Change of reference to Programme Boards and Graduate School Boards to the more generic ‘Governing Boards’ as this term is now being applied to all academic programme boards at College and School level across the University;
- Inclusion of reference to the University’s evolving system for the monitoring of relationships with Professional, Statutory and Regulatory Bodies (PSRBs);
- Addition of Dean of Students and Dean of Undergraduate Studies roles to the list of leadership positions;
- Updates to the UCD Governance and Management of Quality diagrams to reflect amended structures and processes;
- Updates to weblinks pursuant to a review and re-launch (February 2018) of the UCD Quality Office website.
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 (2016-17) is as follows:


- **Academic Council (AC)** – 10 November 2016, 27 April 2017

- **Academic Council Executive Committee (ACEC)** – 3 October 2016, 23 November 2016, 15 March 2017, 10 May 2017

- **Academic Council Committee on Quality (ACCQ)** – 12 October 2016, 15 February 2017, 17 May 2017


- **University Programmes Board (UPB)** – 6 October 2016, 24 November 2016, 23 February 2017, 30 March 2017

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

Periodic Quality Review completed in the 2016-17 reporting period are as follows:

- National College of Art & Design QA Procedures – Approval Process
- UCD/Teagasc BAgSc/Prof Diploma Dairy Farm Management
- UCD School of Physics
- UCD School of Business - Kaplan (Business Programme), Hong Kong & Singapore
- UCD School of Art History & Cultural Policy
- National College of Art & Design
- UCD School of Classics
- UCD Estate Services
- UCD School of Biosystems & Food Engineering
- UCD Career Development Centre
- UCD School of Languages, Cultures & Linguistics
- UCD School of Chemical & Bioprocess Engineering

Periodic Quality Review reports for the 2016-2017 period can be found at: [http://www.ucd.ie/quality](http://www.ucd.ie/quality)

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

| Number of new Programme Validations/Programme Approvals completed in the reporting year | 34 |
| Number of Programme Reviews completed in the reporting year | 6 |
| Number of Research Reviews completed in the reporting year | 1 |
| Number of School/Department/Faculty Reviews completed in the reporting year | 7 |
| Number of Service Unit Reviews completed in the reporting year | 2 |
| Number of Reviews of Arrangements with partner organisations completed in the reporting year | 3 |
2.3 Profile of reviewers and chairs internal approval/evaluations and review for reviews completed in the reporting period.

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<td>Internal</td>
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<td>Student</td>
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<td>Other</td>
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<td>International</td>
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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 Reporting 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 (i.e. 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 (i.e. if they have an ‘Active’ status); and v) Workload: This shows a student’s total credits in the current year. If they are registered to more than the normal credits workload (normally 60 credits) for their Programme and stage, the flag is raised.

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

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

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

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

An area that has had a significant impact on internal quality assurance processes in the reporting period was the publication by QQI of *Statutory QA Guidelines for Providers of Research Degree Programmes*. QQI issued these guidelines in March 2017. Pursuant to the publication of these guidelines, an internal mapping exercise of UCD provision against the guidelines has been initiated, with oversight from the Academic Council Quality Enhancement Committee (ACQEC). The objective is to demonstrate the University’s alignment with the guidelines, and identify any gaps which may exist, and develop an action plan to address any such gaps.

### 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 2016-17 external reviewers were from the University of Oxford (UK), University of Nottingham (UK),
University of Bristol (UK), University of Roehampton (UK), University of Glasgow (UK), Loughborough University (UK), University of Manchester (UK), University of Birmingham (UK), University of Ulster (UK), Glasgow School of Art (UK), London College of Fashion (UK), Nanyang Business School (Singapore), Colorado State University (USA), University of California, Berkeley (USA), Ohio State University (USA), McGill University (Canada) and Carleton University (Canada).
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. Examples of recent enhancements include:

- Revision and enhancement of the UCD Quality Assurance and Enhancement Policy (latest update: February 2016);
- Publication of the UCD Annual Institutional Report on Quality by the UCD Academic Council Quality Enhancement Committee (ACQEC) for the University Management Team (UMT) and the Governing Authority;
- Publication of Examples of Positive Practice identified in the UCD Quality Review Reports and other quality related activities, September 2016 - September 2017: Issue 8;
- Publication of the Annual Report on UCD Taught Collaborative/Transnational Education Provision 2015-16;
- Publication of the Periodic Quality Review reports for the 2016-17 reporting period;
- Publication of the Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures (v1.2, December 2017), including also the approval of the QA procedures of UCD’s three Linked Providers.

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. A short survey is sent to all reviewers, both internal and external to UCD, who participated in quality reviews completed during the reporting period. A total of 28 surveys were circulated, from which there were 13 responses (46%), with a higher response rate from external reviewers.

Overall reviewer feedback was positive, with over 85% of all respondents indicating that all areas were excellent or good (no elements were rated as ‘poor’). In the case of arrangements for drafting of the Review Group Report, whilst feedback was positive (77% excellent or good), a small number of reviewers indicated that these arrangements were ‘satisfactory’. Feedback on travel arrangements and accommodation was only sought from external reviewers, and 86% of respondents reported their experiences as ‘excellent’.

Feedback from Review Groups also indicates that overall, UCD units prepared well for Periodic Quality Review, with the majority of Self-Assessment Reports (SAR) providing a useful analysis of the units core activities. The UCD Quality Office provides SAR exemplars to units preparing for review, and briefing sessions for SAR Co-ordinating Committees, and will continue to explore opportunities to further enhance the ‘reflective’ aspect of SARs.
engaged positively with the Periodic Quality Review process. A number of unit heads noted that preparation for review, combined with the Review Group Report recommendations for enhancement, provided a positive driver for change.

In relation to oversight and quality assurance of **UCD's Taught Collaborative/Transnational Educational Provision**, a number of examples of positive practice were noted in the annual report published in the reporting period, including:

- Very good collaboration, fluid and efficient communication between Programme Managers in UCD and in the partner institutions.
- Weekly video links between Dublin and Beijing and day-to-day email interaction was used to coordinate and manage the programme delivery and development.
- Small class size, availability of notes well in advance of class, frequent email updates, conversational tone of lectures.
- Interactive online initiatives, such as polling and mini quizzes worked out quite well offering students immediate feedback on their learning progress.
- Comprehensive Orientation Programme for incoming students supported by an active Peer Mentoring Programme which runs throughout the first semester.
- Academic writing skills session has been incorporated into Orientation programme from December 2017 onwards.
- The Student Handbooks are detailed and comprehensive.
- The student portal was launched mid recruitment cycle in 2016. The portal is intended to provide students who have accepted a place on one of the programmes with an overview of UCD and general information while they await their orientation and programme to begin in full.
- Student staff liaison committee (SSLC) meetings were held each semester. One student representative from each cohort (10 in total) attended to identify issues positive and negative relating to their respective programmes and their delivery.
- Student performance/progression meetings were scheduled each semester, with individual students whose results did not indicate a trajectory to complete their degree in the normal timeframe.

These examples help to highlight the effectiveness of UCD’s quality assurance policies and procedures in relation to its review and monitoring of collaborative/transnational educational provision.

### 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. Periodically, however, more significant projects are initiated at a cross-institution level, such as the current **Curriculum Review and Enhancement Process (CREP)** which is linked to **UCD Strategic Initiative 2: Defining Educational Excellence**. The work programme in support of this strategic initiative is organised around six themes (with a number of sub-streams included in some instances) as follows:

1. **Outcomes-led curriculum review and enhancement**
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 involves the Registrar and Deputy President, the Chair and Deputy Chair of the Review Group, representatives from the UCD Quality Office, the head of unit that has been reviewed and three to four members of staff from that unit. This meeting is informed by an updated QIP which highlights current progress on planned actions arising from the report recommendations, and as such, provides an indication of the impact of the various UCD quality assurance processes.

As part of the internal reflection of the outputs of the Quality Review Reports, an annual report on quality assurance and enhancement activity 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 - Quality Review Reports.

The annual publication of Examples of Positive Practice identified in UCD Quality Review Reports, September 2016 - September 2017: Issue 8) provides an excellent demonstration of the impact of quality assurance and enhancement procedures through their implementation within the reporting period. This report is organised along the following topics, which mirrors the structure of the Periodic Quality Review reports:

1. Organisation and Management
2. Staff and Facilities
3. Functions, Activities and Processes (Support Units)
4. Management of Resources
5. Teaching, Learning and Assessment
6. Curriculum Development and Review
7. Research Activity
8. Management of Quality and Enhancement
9. User Perspective (Support Units)
10. Support Services
11. External Relations

Autonomy and quality enhancement are key elements in the Irish higher education quality framework. UCD is committed to the principle of continuous quality enhancement - this involves taking deliberate steps to bring about improvement in the activities of the University. The dissemination of positive practice examples in this report is a key way of doing this.

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

The University periodically analyses key themes arising from Periodic Quality Review of academic and support units under recommendations and/or commendations, for example:

- UCD Annual Institutional Report on Quality 2015-16 by the UCD Academic Council Quality Enhancement
In the reporting period, the Review Group Report findings can be grouped under five key themes:

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<thead>
<tr>
<th>Teaching and Learning</th>
<th>Student Feedback</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>Diversification of Pedagogical Approaches</td>
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<td>Curriculum Development</td>
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<td>Student Learning Experience</td>
<td>Student Engagement</td>
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<tr>
<td>Graduate Profile and Career Path</td>
<td>The First Year Experience</td>
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<td>Research Quality</td>
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<th>Institutional Strategy</th>
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<td>Resources (staffing, space, facilities)</td>
<td>Internationalisation &amp; International Links</td>
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<tr>
<td>Staff Development</td>
<td>Alignment of School/Unit/University Strategies</td>
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<tr>
<td>Support for PhD students</td>
<td>Research Mentoring</td>
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<td>Research Strategies</td>
<td>External Funding</td>
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Follow-up is an integral part of the process. The individual Review Group Report recommendations are being considered and actioned as appropriate, at School/Unit and/or institutional level. The decisions on improvement, which are made in the follow-up to self-assessment and review, provides a framework within which each unit can continue to work towards the goal of developing and fostering a quality culture in the University.

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

- Quality Review Reports
- Thematic Review Reports
- Institutional Review Reports
- Collaborative/Transnational Provision Reports
Part 4: Quality Enhancement

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

4.1 Improvements and Enhancements for the Reporting Period

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

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

- **Publication and promotion of the UCD Library Strategy 2016-2020, the IT Strategy 2020, the UCD Strategic Campus Development Plan 2016-2021-2026 and the UCD Human Resources Strategy 2016-2020: Growing Through People.**

- **Curriculum Review and Enhancement:** The Curriculum Review and Enhancement Process (CREP) has been focused on the taught programme portfolio (598 programmes across the various Governing Boards). The process places a strong emphasis on gaining a programme-level focus aimed at enhancing programme coherence and sequencing, and addressing some of the less positive effects of modularisation. A number of programme enhancement themes, identified by the University Management Team (UMT), informed the CREP, namely: embedding research in the undergraduate experience; the development of discipline-specific as well as a wider set of attributes and capabilities; effective and efficient definition and assessment of outcomes; and an expansion of the use of technology to enhance learning. Through the CREP, programme vision and values statements and programme outcomes have been articulated for 598 taught programmes. A curriculum mapping exercise was subsequently undertaken whereby contributing modules were mapped to the programme outcomes. Programme Review Teams finally drew together their mapping analysis and key programme information to discuss and agree opportunities for programme development and change. Following the review discussions, Programme Action and Implementation Plans were developed, detailing the proposed programme enhancements, and the timeline, milestones and deliverables for implementation of the planned changes. As a final deliverable to the CREP, reports were submitted providing a high-level summary of the proposed actions for the suite of taught programmes associated with each of the university’s Governing Boards. Further information is available on the UCD Teaching and Learning – Curriculum Review and Enhancement website.

- **Delegation of Authority:** Towards empowering local decision-making when that is the most effective approach (Objective 9 of the UCD Strategy 2015-2020), Academic Council approved a proposal in 2016-17 from the University Programmes Board (UPB) to delegate authority to Governing Boards (situated at College and School level) to approve the academic case for certain categories of new programme proposals, programme change proposals, and derogation requests. This process was operationalised in January 2017 and helps to streamline the programme approval process. This will provide Governing Boards with greater autonomy regarding their programmes as responsibility for final approval will now lie with the relevant local Governing Board rather than UPB.

- **Review of the Academic Council Committee on Quality (ACCQ):** The ACCQ undertook a review of its function and role during 2016-17, and as a consequence, significantly revised its terms of reference, to make them more relevant to the changing higher education quality environment and to better align its activities with the UCD Strategy 2015-2020. The outcomes of the review were: 1) a change to the committee title to the Academic Council Quality Enhancement Committee (ACQEC) to better reflect its broad remit; 2) changes to the committee Terms of Reference to more appropriately reflect the
governance, strategic and compliance/oversight functions of the Committee, as well as clearly stating its purpose as a collective decision-making body, which provides statutory oversight of institutional standards and facilitates the sharing of good practice; and 3) changes to the committee composition, whereby two membership categories, currently co-opted onto the Committee, have been formally added to the Committee (one representative of the Technical Staff to be nominated by the President and the Graduate Officer, UCD Students’ Union to be an ex-officio member). The relevant changes come into effect from the 2017-18 academic session.

• **Linked Providers:** The University has made significant progress in relation to the Approval, Monitoring and Review of the Quality Assurance Procedures of Linked Providers. **Procedures for the Approval of UCD Linked Provider QA Procedures** were approved in 2016, and UCD approved the QA procedures for UCD’s three Linked Providers, as required by the *Quality and Qualifications (Education and Training) Act 2012*. UCD has also developed procedures for the institutional review of its Linked Providers in relation to the effectiveness of their quality assurance procedures – again a requirement under the 2012 Act. UCD also undertook an institutional review of one of its Linked Providers in 2016-17.

• **Professional, Statutory and Regulatory Bodies (PSRBs):** The ACCQ (and subsequently the ACQEC) has been responsible for a project aimed at consolidating the information about the accreditation of UCD programmes (and schools/institutes/other units, where applicable) by professional, statutory and regulatory bodies (PSRBs). As part of its Annual Institutional Quality Report (AIQR), and in accordance with its obligations under the *Qualifications and Quality Assurance (Education and Training) Act 2012* and the Quality and Qualifications Ireland (QQI) *Core Statutory Quality Assurance (QA) Guidelines*, the University is required to report and publish information on professional accreditation of its programmes (and schools/institutes/other units). Coinciding with the ACQEC project, in October 2016 QQI initiated its own project under its quality enhancement programme – *sharing smart approaches between institutions and facilitating resource optimisation* – to undertake a survey of professional body accreditation across all Irish HEIs. This survey was facilitated by PARN (Professional Associations Research Network) on behalf of QQI. The UCD Quality Office was invited to evaluate and test the survey, and provided detailed feedback on the survey design directly to PARN. When the survey was launched in November 2016, it was distributed to relevant staff within UCD (on 11 November) by the Registrar and Deputy President via the University Programmes Board (UPB). PARN and QQI made several extensions to the submission deadline for the survey, to ensure a good response rate across all the Irish HEIs. The outputs of the PARN survey were made available to HEIs (including UCD) in July 2017, and building on this, ACQEC continues to oversee a project to enhance the University’s oversight of PSRB accreditation of its programmes and units.

• **Development of ‘Rowan’ – Global Partnership Database:** The Rowan – Global Partnership Database was created at the request of the University Management Team – Global Engagement Group (UMT-GEG) as part of a broader Global Engagement initiative in 2016. The objective of the system is to integrate information from across UCD to provide a directory of strategic partners and an integrated profile for each. Three of the key benefits are: 1) integrated data will help identify potential new partners and enable focus on existing UCD relationships; 2) automation of the processes in the partnership area will enhance operational effectiveness; and 3) better analytics will support strategic decisions in line with Global Engagement Strategy and related Key Performance Indicators (KPIs).

• **Publication of the Equality, Diversity and Inclusion Annual Report** covering the period 2015-16: The UCD Strategy 2015-2020 sets out its commitment to Equality, Diversity and Inclusion. Strategic Objective 5 commits the University to the “attraction and retention of an excellent and diverse cohort of students, faculty and staff”. The University recognises that equality of opportunity, the promotion of diversity, and the elimination of discrimination is fundamental to the achievement of this strategic objective. The University’s long-held commitment to equality, diversity and inclusion has been further developed through EDI activities over the 2015-16 period and UCD will continue to build on this programme of work, and identify new opportunities for mainstreaming Equality, Diversity and Inclusion in order to improve both employee and student experience and effectiveness within the University. The report seeks to demonstrate the University’s commitment to Equality, Diversity and Inclusion, and show how this is delivered through employee and student activities.

• **UCD Human Resources Work Programme Delivery:** 2016-17 saw significant changes within the UCD HR team in how the team structures are configured to respond better to the community. A key activity for the UCD HR team has been the output from the three Development, Recognition & Reward Working Groups representative of Staff, Faculty and Technical employee groups. A series of recommendations was developed by each group, for consideration by the University Management Team (UMT). The UMT are
now working through the full set of recommendations, where some recommendations are already being implemented. UCD HR is actively rolling out a series of integrated initiatives that will support the progress of Staff members who wish to develop their career in UCD. One such initiative is the implementation of a Job Families Framework for professional and administrative roles, which will enable better career planning for individuals. In addition, a business case has been submitted to the Department of Education and Skills for a Job Evaluation Scheme which would allow UCD HR to review and address grading anomalies, where they exist.

- **UCD Registry – Head of School Pack**: In 2016-17, UCD Registry introduced an online resource for Heads of School, based on feedback following consultation with a number of Heads of School. The aim of the pack is to provide information about how UCD Registry can help Heads of School in this role. The information pack will be updated on an ongoing basis, and covers the following key areas: Registry Contacts; Registry Key Dates (e.g. registration period & examination dates); Recruiting Students; Admitting Students; Assessing Students; Editing Module and Major Information; Fees, Grants and Scholarships; Approving your Programme; Registering Students; Timetabling, Managing Module Places and Electives; Training and System Access; and Reporting.

- **UCD Awarded the Athena SWAN Bronze Institutional Award**: UCD was awarded the Athena SWAN Bronze Institutional Award in March 2017. Receiving this award is a welcome recognition of UCD’s commitment to its community to enhance gender equality in the University and is a significant milestone. The Athena SWAN Award was established to promote the advancement of women’s careers in higher education and research. Since its initiation, UCD’s Athena SWAN project has involved close collaboration between UCD Human Resources and UCD Research and Innovation. In addition, many colleagues from across the University have engaged in the consultation process. It is as a result of University-wide collaboration that success has been possible.

- **Review of the Academic Council Committee on Quality (ACCQ)**, including a change of name to the Academic Council Quality Enhancement Committee (ACQEC) and revision of its Terms of Reference;

- **Approval of Procedures for the Approval of UCD Linked Provider QA Procedures**, and approval of the QA procedures for UCD’s three Linked Providers;

- **Enhancements to the Annual Report on UCD Collaborative and Transnational Taught Programmes**;

- **Publication of Examples of Positive Practice / Indicators identified in UCD Quality Review Reports (Issue 8)**;

- **Enhancement of the system for recording and monitoring accreditation of UCD programmes/schools/institutes/other units by Professional, Statutory and Regulatory Bodies (PSRBs)**;

- **Review of the University’s Subject Extern Examiner policy**.

- The University also established **two new key leadership posts** in the Office of the Registrar and Deputy President which have a quality assurance and enhancement dimension: Associate Professor Marie Clarke took up the role of **Dean of Undergraduate Studies** and Professor Jason Last took up the new role of **Dean of Students**. They joined Associate Professor Barbara Dooley, **Dean of Graduate Studies and Deputy Registrar**, in leading on the delivery of the University strategy for education and students.

**4.2 Quality Enhancement Highlights**

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

See above section on ‘Improvements and Enhancements for the Reporting Period’.
Part 5: Objectives for the coming year

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

5.1 Quality Assurance and Enhancement System Plans

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

Examples of quality assurance system plans for the 2017-18 period, which include projects already underway, are:


- 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;

- 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 take all necessary actions to ensure compliance with the new legislation. As an initial step, 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 the new legislation. The UCD GDPR Road Map over the coming weeks and months includes:
  - A UCD wide ‘Personal Data Mapping Exercise’, which will help to establish the scope, nature and type of personal data currently held in UCD;
  - A Gap Analysis based on the outcome of the Mapping Exercise, which will help guide plans to transition from the current state of compliance to the new state of compliance required by GDPR;
  - An exercise that will identify any policies, procedures and guidelines that will need to be brought in line with GDPR;
  - A GDPR communication and awareness campaign for all faculty, researchers, staff, and UCD members, to make sure everyone in UCD is aware of and compliant with the new Regulation. A dedicated GDPR website has also been created and updates will be posted here accordingly.

- Publication of the Equality, Diversity and Inclusion Annual Report covering the period 2016-17. The UCD Strategy 2015-2020 sets out its commitment to Equality, Diversity and Inclusion. Strategic Objective 5 commits the University to the “attraction and retention of an excellent and diverse cohort of students, faculty and staff”. The University recognises that equality of opportunity, the promotion of diversity, and the elimination of discrimination is fundamental to the achievement of this strategic objective. The University’s long-held commitment to equality, diversity and inclusion has been further developed through EDI activities over the 2015-2016 period and UCD will continue to build on this programme of work, and identify new opportunities for mainstreaming Equality, Diversity and Inclusion in order to improve both employee and student experience and effectiveness within the University. The report will seek to demonstrate the University’s commitment to Equality, Diversity and Inclusion, and show how this is delivered through employee and student activities;

- Ongoing updates to the UCD quality assurance and enhancement framework to Approve, Monitor and Review UCD Collaborative and Transnational Taught Programmes. This also includes review of the University’s policy and procedure in relation to Inter-Institutional Co-Supervisory Agreements (for research degree programmes);

- Mapping of UCD Provision to QQI Statutory QA Guidelines for Providers of Research Degree
Programmes – QQI issued these guidelines in March 2017. A provisional mapping of the UCD framework for research degree programmes was undertaken for the Academic Council Quality Enhancement Committee (ACQEC), as part of its general oversight of institutional quality. The provisional mapping exercise indicates that UCD is broadly aligned with the expectations of the guidelines, and internal discussions are ongoing in relation to identification of gaps and the development of action plans to address any such gaps.

- In accordance with the procedures set-out in the Handbook for UCD Linked Providers, and following the approval of the QA procedures of UCD’s three Linked Providers, UCD will develop guidelines for the monitoring of the implementation of UCD Linked Provider QA procedures.

- Student & Academic Services Review – in order to support the achievement of its strategic objectives and the initiatives outlined in the UCD Strategy 2015-2020, the university has embarked upon a phased programme of review of some of its key support activities and how they are delivered. The University Management Team (UMT) formed the Student and Academic Services Review Steering Group and asked it, as a first phase, to focus on the programme front line, and the supports which enable it, in order to ensure that we deliver excellent programme supports to students, faculty and staff, that we do this with the best use of our resources and experience, and that we enable sustainable growth as a consequence. Currently the manner in which UCD delivers ‘programme front line’ student and academic services, the organisation of College/School Office, Programme Office and Graduate School support varies across the University. The review will use the lessons learned, good practices, both UCD’s and external, and insights gained from these different approaches in informing its considerations and recommendations. UCD intends that recommendations from the review will be implemented for the 2018-19 academic year.

- Changes to Academic Regulations – in November 2017, the Academic Council considered a draft of a new set of UCD Academic Regulations, and endorsed a proposal for further development of the draft and formal consultation in the new year. The formal consultation process will be launched on Monday 5 February 2018 and will close at noon on Friday 23 February 2018. This will enable the Academic Council Executive Committee (ACEC) Regulations Review Working Group to be informed by the feedback received, and to prepare a final draft for submission to Academic Council for its meeting on Thursday 26 April 2018. The objectives of this review of the Academic Regulations are:
  - Ensure the fully modularised and semesterised nature of the UCD curriculum
  - Enable capacity for flexibility and innovation in learning and assessment
  - Offer students a fully outcomes-based curriculum
  - Strengthen programme coherence
  - Ensure clarity of responsibility for modules, assessment and programmes
  - Provide more opportunities to learn outside the classroom
  - Promote timely and flexible student progression
  - Standardise language, e.g. in relation to Majors, Specialisations, and Subjects
  - Review research and doctoral degree regulations and consolidate regulations where appropriate
  - Insofar as possible, communicate in plain English
  - Amend the Academic Regulations to be future proofed and backward compatible to the greatest extent possible

- Teaching and Learning initiatives – UCD Teaching and Learning is extremely active in supporting a wide variety of initiatives which support the student experience and enhance the quality of teaching and research (including the link between the two). Examples of such activities in 2017-18 include:
  - Teaching and Learning Awards
  - Universal Design for Curriculum Design book publication
  - Tutor Induction Workshops
  - Accredited Modules for Tutors, Demonstrators and Teaching Assistants
  - Introduction to the Virtual Classroom Workshop
  - National Forum for Enhancement of Teaching and Learning in Higher Education Seminar
  - Teaching ‘International’ Students Seminar
  - UCD Students’ Awareness and Experiences of Research in their Undergraduate Programmes report publication
  - Exploring the Understandings and Perceptions of Research-Teaching Linkages amongst UCD Faculty report publication
  - Lecturer Induction, A Guide for Early Career Academics
Future VLE (Virtual Learning Environment) – UCD has conducted a VLE Review with the objective of choosing the most appropriate platform for its diverse user needs into the future. Strategically, this project falls under UCD Strategic Objective 2: To Provide an Educational Experience That Defines International Best Practice (UCD Strategy 2015-2020) and it relates to the supporting UCD IT Strategic themes of Enhancing Educational Technology Services and Contributing to the Student Experience (IT Strategy 2020). Blackboard has been the main VLE in place in UCD for the past 15 years, over which time it has undergone a number of smaller iterations, and is now hosted externally by Blackboard in Amsterdam. The VLE marketplace has changed over this time and there are new competitive product offerings which the Future VLE Project Team has considered in order to choose the best fit and value for money for UCD. A key objective of this review was to capture the voice of all of UCD’s customers in terms of their requirements, usage and their preferred features of a VLE – staff and student surveys were therefore undertaken in Phase 1 of the project. A new supplier has now been selected, and implementation and rollout of the new system will commence in 2018.

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 2017-18 are as follows:

Academic Unit Reviews:
- UCD School of Social Policy, Social Work & Social Justice
- UCD School of Archaeology
- UCD School of Earth Sciences
- UCD School of Biomolecular & Biomedical Science

Support Unit Reviews:
- UCD Human Resources
- UCD Applied Language Centre

Linked Provider Reviews:
- Institute of Bankers
- Institute of Public Administration

Collaborative Taught Provision Reviews:
- National Institute of Business Management, Sri Lanka (Business Programmes)

5.3 Other Plans

Preparation for the QQI CINNTE Institutional Quality Review of UCD will begin in 2018.
Part 6: Periodic Review

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

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

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

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

UCD will undergo its next institutional review, by QQI, in 2019-20. Preparation for this will commence shortly. Preliminary briefings will be given to Academic Council Quality Enhancement Committee (ACQEC), Governing Authority, Academic Council and the University Management Team (UMT).

An overview of the overall impact of the various quality enhancement processes can also be found in the UCD Annual Institutional Reports on Quality.

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.

See Part 3: Effectiveness and Impact above.

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

Themes which will be relevant to the 2019-20 Institutional Review of UCD by QQI will be outlined in the Institutional Self-Evaluation Report (ISER).