

University College Dublin (UCD)

2023

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Annual Quality Report (Institution) Reporting Period 2021-2022

Annual Quality Report (Institution) PART A: INTERNAL QA SYSTEM Reporting Period 2021-2022

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PREFACE

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

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

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

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

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Guidelines on Completing the Report

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

Submission Process and Timeline

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

Completing the AQR

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

Report Structure

Part A: Internal QA System

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

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

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

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

Case Studies

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

Links to Reference Documents Cited in this Template¹

Legislation

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

QQI Documents

[Statutory QA Guidelines \(QAG\)](#)

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

[Other QQI Policy Documents](#)

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

Other National/International References

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

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

PART A: INTERNAL QA SYSTEM

Table 1

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

Introduction and Overview of Institution

This is the AQR for **University College Dublin (UCD)** for the reporting period **1 September 2021 – 31 August 2022**.

It is to be submitted by **24 February 2023**.

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

The Institution

UCD traces its origins to the foundation of the Catholic University of Ireland (CUI) by John Henry Newman in 1854. UCD is a leading research-intensive university and is Ireland's largest university with over 37,000 students (including overseas operations) and more than 3,900 (FTEs) faculty and staff. International staff comprise 37% of the faculty and staff cohort, and international students make up 29% of the student body, with students from over 150 countries attending UCD. The University also enrolls over 4,500 students based at locations outside of Ireland. 35% of the total number of undergraduate students come from under-represented cohorts. 10,000 awards are conferred each year, and UCD is Ireland's University of first choice, leading in first-preference applications in Ireland year after year. UCD plays a key role in the national system of higher education and in the wider Irish society, and is distinguished by its scale, its diversity of programmes, the quality of its graduates, its focus on research and innovation, and its global engagement.

Since 2018, UCD has ranked number one in Ireland for Graduate Employability (QS Graduate Employability Rankings). UCD is ranked as the number two university in Ireland, and number 244 in the world, in the 2022 [US News & World Report's Best Global University Rankings](#) and was Sunday Times University of the Year 2020. UCD is globally recognised for its excellence in teaching and learning with 12 subjects ranked in the top 100 in the world (QS World University Ranking by Subject 2022). The [QS World University Rankings](#) place the University among the best higher education institutions in the world, and UCD is ranked 181 in the 2023 Rankings.

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

Through its national and international outreach and its links with alumni, Government, industry and society in Ireland, UCD continues to respond to the ongoing and future global challenges. UCD combines its distinctively Irish outlook with its powerful global impact.

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

These will be enabled and supported through our governance structures, policies and procedures, quality assurance mechanisms, and our faculty, staff and students reflecting our core values of excellence, creativity, integrity, collegiality, engagement, and diversity.

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

Process for Development and Approval of the AQR

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

1.0 Internal QA Framework

1.1 Governance and Management of Quality

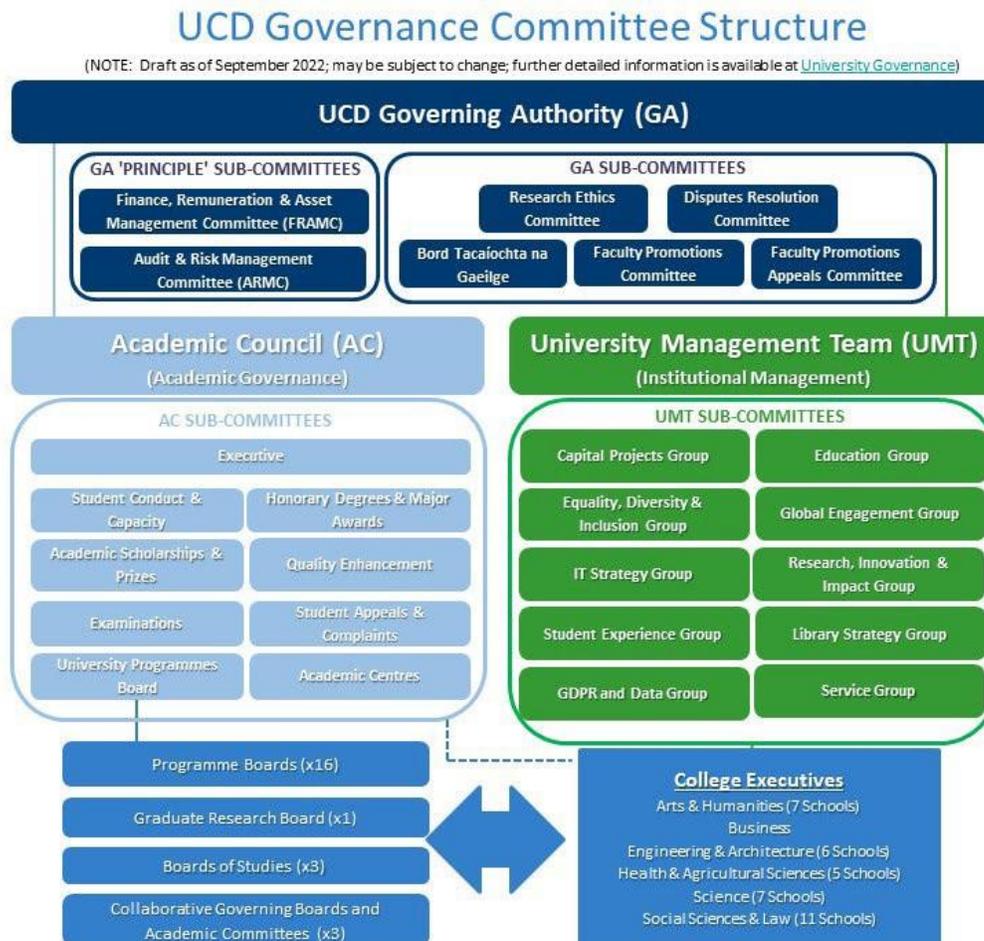
Overarching Governance and Management Structures for Quality Assurance

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

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

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

Figure 1 – UCD Governance Committee Structure



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

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

The University takes a multi-layered approach to quality assurance and quality enhancement through key decision-making points at University, College, and School levels in relation to quality assurance of both its academic and support functions. There are a wide number of roles at senior management level within the University which play a role in monitoring and enhancing quality in their respective domains, including:

- UCD President and the President's Office

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

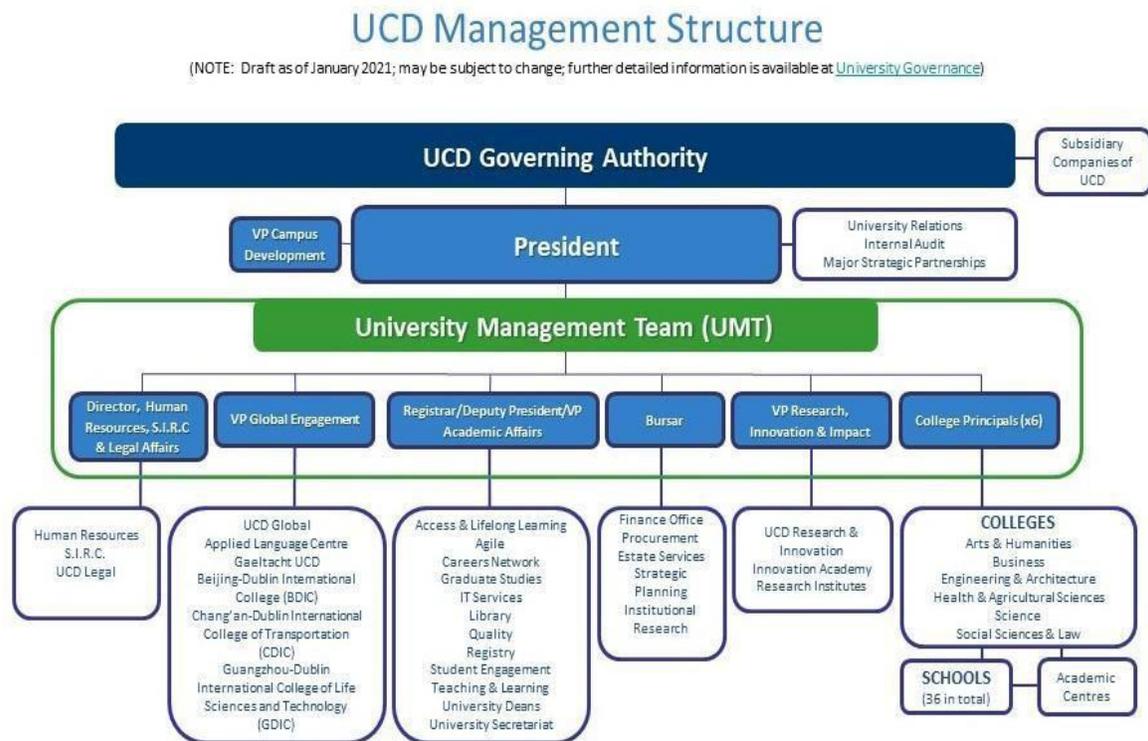
At College and School level there are a number of key roles through which oversight and management (including resourcing) of the quality of teaching, learning, research and student experience is managed, including:

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

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

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

Figure 2 – UCD Management Structure



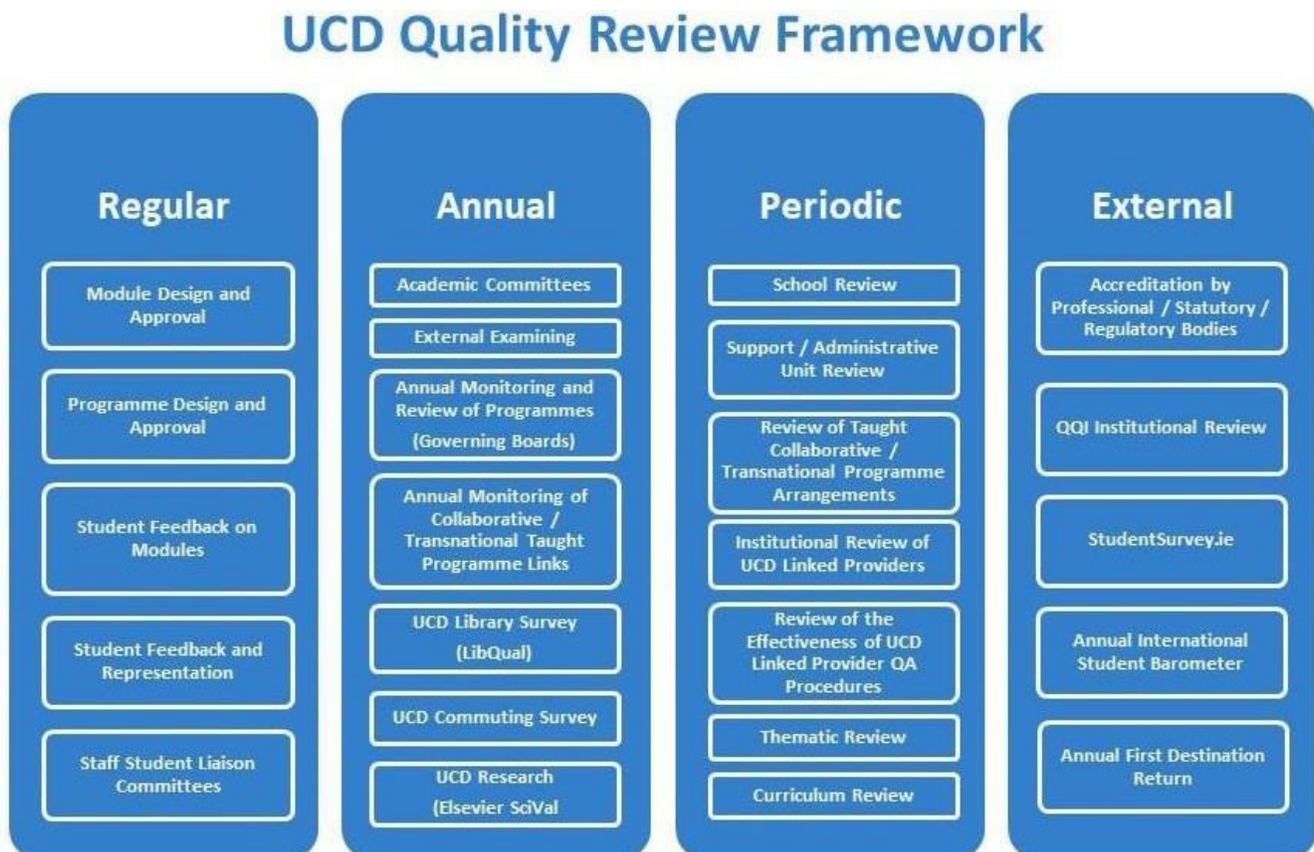
Quality Assurance Policies and Procedures within the Institution related to the Institution's Strategy

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

The aim of the [UCD Quality Assurance and Quality Enhancement Policy](#) is to enhance the effectiveness of the institution's core activities of learning, teaching and research and their effective management. This policy is also applicable to UCD's collaborative and transnational arrangements, its Linked Providers (referred to as Recognised Colleges within UCD) and its support units supported by appropriate guidelines and business processes. The policy addresses all areas of University activity taking cognisance of their contribution to, and alignment with, the University's Strategic Goals. It also recognises the University's commitment to integrating Equality, Diversity and Inclusion into its policies and decision-making structures.

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

Figure 3 – UCD Quality Framework



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

Overview of the System for Quality Assuring Research Activity

The system for quality assuring research activity, which includes governance, design, managing, resourcing, monitoring and review of research activities across the institution, is overseen by the Vice-President for Research, Innovation and Impact. Research, innovation and impact are central to the UCD strategy, and the [Office of the Vice-President for Research, Innovation and Impact](#) provides support for researchers and scholars and is responsible for developing and meeting UCD's strategic objectives for research, specifically for:

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

The new [UCD Strategy 2020-2024: Rising to the Future](#) sets out an objective to 'increase the quality, quantity, and impact of our research scholarship and innovation', and outlines four new major themes for UCD:

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

The UCD Strategy for Research, Innovation and Impact to 2024, [Shaping the Future](#), was published in March 2021. The strategy draws on the active involvement of all units of the University. Actions include:

- A major programme of initiatives in support of a positive research culture, promoting excellence in what and how it is delivered.
- Targeted support for cross-cutting research activity at scale, where researchers come together from across disciplines to address major national and global challenges.
- Significant expansion of online support for research and innovation, including a new integrated system for end-to-end management of research projects. The [research impact toolkit](#), recently launched Promote Your Research website and other existing support is available through the [research portal](#) and the [research website](#).
- Further investment by UCD in internal research funding schemes, including the launch of the next phase of the EQUIP programme, and continuation of the HEA-funded scheme of costed extensions for research graduate students and researchers whose research was interrupted by the pandemic.
- The Output-Based Research Support Scheme (OBRSS) (UCD login required) was redesigned in 2021 to comply with UCD's Statement on the Responsible Use of Research Metrics (RURM).
- A new research leadership development programme called '[THRIVE - Leadership in Research](#)'.
- Expansion of research and innovation facilities, including a new AgTech Innovation Centre at Lyons Farm and a strong research presence within major capital developments on the Belfield campus.

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

- Publication Volume: The number of journal publications for UCD per calendar year from the Scopus/SciVal database;

- Research Awards: Externally Funded Research Awards Value - 3 Year Average Awards Value - 3 Year Average;
- Field-Weighted Citation Impact;
- Number of co-authored Papers with International collaborators.

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

- Horizon scanning, Opportunity matching, Pipeline development
- Proposal development
- Budget optimisation
- Proposal submission
- Register Your Award
- Promoting Your Research
- Commercialise Your Research
- Research Analytics & Reporting
- Research Impact
- Engaged Research

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

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

The internal periodic review process for schools incorporates an assessment of the quality of the research activity within the School review process. It includes an assessment of the school's research strategy and management of research activity, research outputs, how research links with teaching activity, assessing the research performance with regard to research productivity, research income and recruiting and supporting doctoral students and research staff. 'Quality of Postgraduate Research Education and Research Activity' is a dedicated section in both the School Self-Assessment Report (SAR) and in the Review Group Report. To assist Schools in their preparation for Periodic Quality Review, the [UCD Research Analytics and Impact Team](#) (part of the Office of the Vice-President for Research, Innovation and Impact), in conjunction with the [UCD Library](#) and [UCD Institutional Research](#), provides support to Schools, such as the provision of data analytics, and works with Schools to develop appropriate metrics for monitoring at all stages of the review process.

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

The [UCD Research Analytics and Impact Team](#) also provides Heads of Schools and their nominees with access to a [Research Activity Dashboard](#), which provides a view of research activity at College, School and Institute level,

showing information and metrics on research funding, staff and publications. The report provides valuable information to support the Quality Review Process and research management, including:

Research Funding

- Proposals and Awards: Volume, value, and % overhead for past 5 years
- Active Grants: Current volume, value, average duration
- Research Grants: Budget Vs actual expenditure

Research Publications

- RMS Profiles: Volume for past 5 years
- SciVal: Volume and Impact for past 5 years

Research Metrics

- Total Full Time Equivalent (FTE), Academic FTE, % Research Active Academics

Innovation Metrics

- Consultancy contracts
- Inventions Disclosed
- Patents Filed and Granted
- Licences
- Spin-outs

School / College / Institute and University versions of the report are available.

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

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

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

As indicated in the previous section the Governing Authority has an external Chair and 50% external members representing a broad range of external stakeholders, including students.

The [UCD Student Charter](#) outlines roles and responsibilities and expectations of the UCD community. The University works in partnership with the [Students' Union](#) to ensure that students are represented at all levels of the University and facilitated in engaging as part of the University community. Students are represented on many of the University's senior committees by [Students' Union Sabbatical Officers](#) and other elected student representatives such as the [College Student Officers](#). This includes the University's most senior academic and institutional governing bodies: Academic Council, Governing Authority and many of the University Management Team sub-committees. This includes three Students' Union representatives who are *ex officio* members of the [Academic Council Quality Enhancement Committee](#), a sub-committee of Academic Council. [Class Reps](#) are elected at the beginning of each academic year by their peers to represent different courses, schools, and stages across the UCD student journey. They are trained to ensure that the student voice is at the heart of life in UCD,

both inside and outside the classroom. Class reps also sit on UCDSU Union Council (which meets every 2 weeks during term) to represent the views of their classmates and help to steer Union policy.

The [UCD Widening Participation Committee](#) provides the formal mechanism to oversee, monitor and promote the University's achievement of a diverse and inclusive student community – including the 'University for All' initiative. The UCD Widening Participation Committee is composed of 31 representatives from the University's various programme boards, policy and support units, and students.

The [University for All](#) initiative is sponsored by the Registrar, Vice-President for Academic Affairs and Deputy President, and supported and led by the UCD Widening Participation Committee and UCD Access and Lifelong Learning. Critically, UCD's approach to widening participation and access is embedded in the University Strategy (Core Objective 2 and 4), which prompts the University community to work together to achieve a common goal of becoming a fully inclusive and diverse institution through a main-streaming approach that recognises, promotes and values diversity, fosters a spirit of inclusion, acknowledges the talent, experience and contributions of all students, and seeks to remove barriers to access, participation and success.

The University has put in place a [Student Experience Group \(SEG\)](#) that reports to the University Management Team (UMT). This group articulates key performance indicators (KPIs) to measure the student experience at UCD and links its activities to supporting the development of the student experience by providing high-level oversight and co-ordination of student supports. The group leads the development and operationalization of University activities, processes and procedures related to the student experience, including, for example, the development of support for [Mental Health and Wellbeing in UCD](#). The Athletic Union Council joins the Students' Union and the Societies Council to make up the Student Activities Committee. This is the "umbrella body" which oversees the allocation of capitation funds to the various areas of student activities, including sport and it also provides an opportunity for clubs and societies, as well as the Students' Union to air their views on matters relevant to student life.

Student feedback is an important mechanism for the University. It helps identify opportunities to improve and enhance student services and engagement and plays an important role in quality assurance processes. Formal survey mechanisms include [StudentSurvey.ie](#) or University student feedback, or through liaising with student representatives, such as Class Reps, participation in staff-student committees, so that they can represent their views or concerns at relevant school or programme meetings and other staff/student fora.

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

- [The Start of Term Survey](#)
- [StudentSurvey.ie](#) (national)
- [UCD Commuting Survey](#)

The [UMT Student Experience Group](#) has introduced a Student Representation and Partnership Agreement and Student Partnership Forum. This Agreement expands and strengthens the University's commitment to student partnership outlined in the Student Charter and sets out a shared vision for student representation. It includes principles to guide a shared approach and outlines the responsibilities of both the University and the Students' Union in relation to student representation. The purpose of the Forum is to provide a platform to advance, support and operationalise the student partnership.

In relation to additional external stakeholder input in the governance and management of quality, a number of Schools and Colleges throughout the University have established Advisory Boards which are typically comprised of individuals based outside of the University and in some instances, outside of Ireland. These Advisory Boards provide input and guidance to the respective areas in relation to programme development, student recruitment and research.

A significant number of UCD programmes, schools and institutes are also accredited by national and/or international Professional, Statutory and Regulatory Bodies (PSRBs). This external accreditation complements the various internal quality assurance and enhancement processes, as articulated through the UCD Quality Framework. The UCD Policy for Internal Reporting on Professional, Statutory and Regulatory Body (PSRB) Accreditation of UCD Programmes and Units ensures that the University quality assures its PSRB provision.

The policy enables the consideration of the outcomes of professional accreditation exercises by Governing Boards, the Academic Council Quality Enhancement Committee (ACQEC) and Periodic Quality Review Groups. The policy enables the provision of support in relation to the preparation for professional accreditation reviews and Periodic Quality Reviews.

Links to Relevant Governance Policies and Procedures/Regulations

- [Quality Assurance and Quality Enhancement Policy](#)
- [Periodic Quality Review Process](#)
- [Academic Regulations](#)
- [Academic Regulations Version History](#)
- [Programme Development, Approval and Review Framework \(PDARF\)](#)
- [Admissions Policy](#)
- [Academic Progression Policy](#)
- [Adult Education Policy](#)
- [Assessment Code of Practice](#)
- [Assessment Appeals Policy](#)
- [Code of Responsible Conduct of Research](#)
- [Continuation - Academic Progress Policy and Procedures](#)
- [Student Fitness to Practise Policy](#)
- [Student Fitness to Continue in Study Policy](#)
- [Student Appeals Policy](#)
- [Continuing Professional Development: Governance Framework and Procedure](#)
- [Dignity and Respect Website](#)
- [Bullying and Harassment Policy](#)
- [Sexual Misconduct Policy](#)
- [Equality, Diversity & Inclusion Policy](#)
- [Gender Identity & Expression Policy](#)
- [Grievance Procedure Policy](#)
- [Internships/Work Practice Experience: Guidelines and Good Practice](#)
- [Performance for Growth Policy](#)
- [Policy Management Framework](#)
- [Professional, Statutory and Regulatory Body \(PSRB\) accreditation](#)
- [Recognition of Prior and Concurrent Learning Policy](#)
- [Special Extern Examiners \(Research Degrees\)](#)
- [Subject Extern Examiners \(Subject Areas\)](#)
- [Statement on Academic Freedom](#)

- [UCD Gender Balance on Committees Policy](#)
- [UCD Governing Authority Code of Conduct](#)
- [UCD Student Code of Conduct](#)
- [UCD Student Mental Health and Wellbeing Policy](#)

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

1.2 Linked Providers, Collaborative and Transnational Provision

Collaborative Provision of Programmes

UCD engages in a wide range of collaborative arrangements, including access/feeder, articulation, exchange, franchise, joint degree awards and off-campus delivery, and these are subject to the appropriate quality assurance policies and procedures for the development, approval, implementation, monitoring and review of University programmes. A number of institution-wide decision-making fora are involved in quality assurance procedures for engagement with third parties for the provision of programmes, including the [University Management Team \(UMT\)](#), [UMT Global Engagement Group](#), [University Programmes Board \(UPB\)](#), [Academic Council](#) and its relevant sub-committees.

The University has a [Programme Development, Approval and Review Framework \(PDARF\)](#) which provides guidance on establishing new programmes and changes to programmes. Further information is provided under Section 2.0 Programme Development and Delivery. A dedicated set of resources are in place that are specific to collaborative provision. These include guidance on various topics from initiating a new programme, development of the programme, its implementation, monitoring and review phases. UCD's framework for collaborative provision is benchmarked against international best practice and comparator institutions, and also complies with relevant policies and guidelines, such as the [Irish Higher Education Quality Network \(IHEQN\) Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision \(2013\)](#).

Transnational Delivery of Programmes

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

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

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

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

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

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

Linked Providers

The University has published draft Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures and draft Guidelines for Linked Provider Institutional Review, which provides oversight of the quality assurance and enhancement of the provision delivered by UCD's partner institutions. This requires the Linked Provider to outline the quality assurance framework in place within their institution, its governance, policies and procedures, and its quality monitoring and review mechanisms. These are reviewed by the University as required under its statutory requirements as a Designated Awarding Body (*Qualifications and Quality Assurance (Education*

and Training) Act 2012) by i) approving the quality assurance procedures of those partner institutions; and ii) undertaking an institutional review of the effectiveness of those quality assurance procedures. The procedures include provision for the withdrawal of approval.

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

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

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

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

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

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

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

The University Programmes Board (UPB) reviews, approves and monitors the design, delivery, assessment and quality of the educational programmes within its remit and provides University level oversight for all programmes governed by Taught Programme Boards, the Graduate Research Board, Joint Academic Programme Boards and Boards of Studies established by the University. Furthermore, the responsibilities of UPB are to:

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

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

- To assist in the development of the Education Theme of the UCD Strategy, develop an implementation plan for this theme, and monitor, review and evaluate the progress of the UCD Strategy in achieving the University’s educational objectives;
- To report to UMT, on an annual basis, progress updates against the University’s Education Strategy Implementation Plan;
- To advise UMT on oversight and review of existing, and proposals for new, educational activity within UCD, as it relates to:

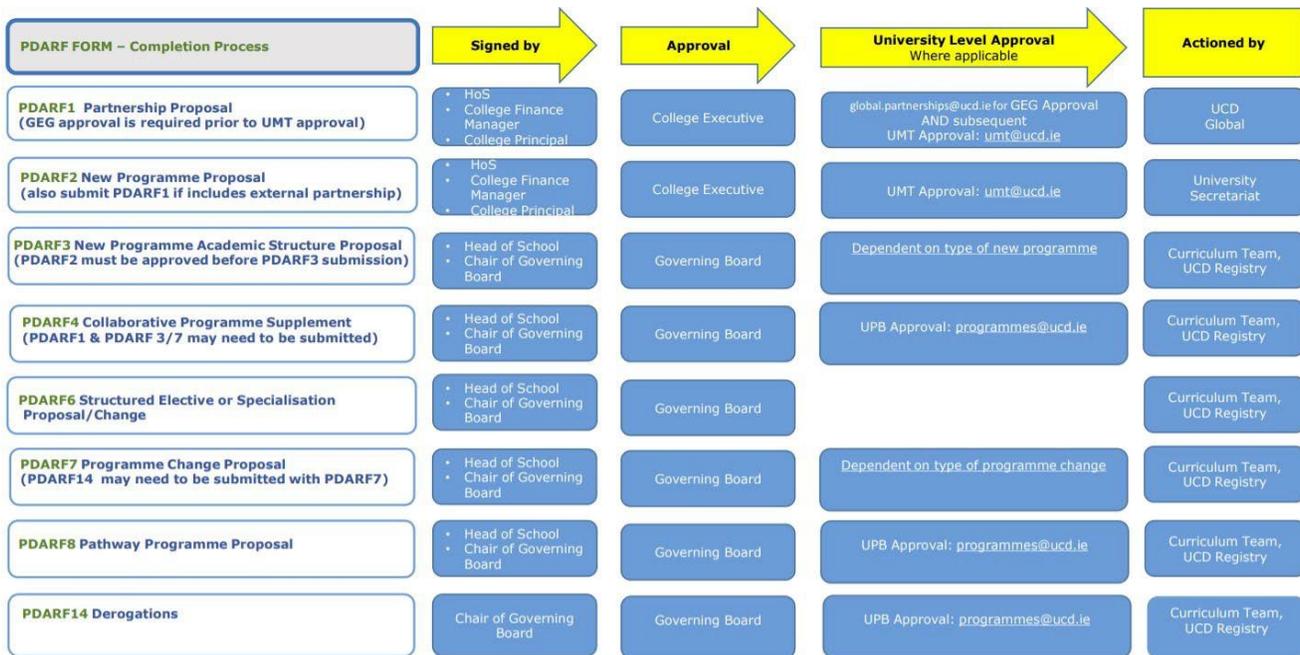
- Supporting the education providers through training and development
- Enhancement through learning from student feedback
- Infrastructure and resources for teaching and learning
- To promote the development and exchange of good practice, and establish mechanisms for recognition of teaching excellence, across UCD's Colleges, Schools and Units including Recognised Colleges; and
- To consider and respond to issues referred to the Group by the University Management Team relating to the University's educational activities.

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

The procedures and requirements relating to programme design are contained in the Academic Regulations, which is a high level, overarching framework governing the University's educational offerings and which define the parameters within which programmes may be designed and developed - this includes support for a modularised and trimesterised curriculum, utilising the European Credit Transfer System (ECTS) for all of its programmes. All of the degree award programmes offered by UCD are mapped to the National Framework of Qualifications (NFQ) and Irish Register of Qualifications through articulation of learning outcomes and their alignment with the relevant NFQ level.

The Programme Development, Approval and Review Framework (PDARF) sets out the formal institutional approval process by which new programmes and programme changes are developed, approved and implemented through the University's academic governance structures, including Academic Council and its relevant sub-committees.

Figure 4 – PDARF Flowchart



The Curriculum Team in Customer & Curriculum Operations (a unit of UCD Registry) provides support and advice to staff and faculty across 37 schools/units on curriculum management and programme approval. The College Liaisons who are part of the Curriculum Team are the key point of contact for staff and faculty and they are responsible for the management of the Curriculum Management System of curricular information at module, major and programme level, and are responsible for the University's annual upload to the NFAQ. They manage the Course Search which publishes current undergraduate and archive curriculum information to students and graduates. The team is also responsible for the creation of programmes and majors on foot of formal approval processes (outlined in figure 4); the assignment of module codes on behalf of Schools and the set-up of new registration terms. The remit of the team includes support for the implementation of Academic Regulations as they relate to programmes, majors and modules, and for the University's Programme Development, Approval and Review Framework (PDARF) process.

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

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

Professional or experiential learning has been an integral component of a number of programmes at UCD. In relation to apprenticeship/work-based learning programmes, UCD has established procedures to ensure

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

Learners also have an opportunity to upskill in highly-specialised areas with short, flexible, industry-aligned courses that are fully accredited through the University's micro-credentials. Developed at a sectoral level through Human Capital Initiative (HCI) funding they aim to address many of the barriers to life-long learning and enable learners to successfully balance further study with work and other commitments. When a learner completes a UCD micro-credential they acquire university credit (ECTS).

2.2 Admission, Progression, Recognition & Certification

Recruitment, Pre-Entry and Admission

UCD admits students to programmes from NFQ level 6 to level 10 and at various stages within these programmes. The [Admissions Policy](#) outlines the University's framework on how it admits students, who has responsibility to do so, the overarching general principles for admission, and the policies and procedures related to the Admissions policy. Co-dependent related policies and procedures are in place to align with the Admissions Policy and include: UCD Academic Regulations, Admissions Privacy Statement, Applicant Appeals, Asylum Seekers and Refugees, Recognition of Prior Learning, Relevant Offence Risk Assessment Policy, Student (Garda) Vetting, Student Fitness to Practice Policy, Taught Programme Transfer and Re-Admissions Policy, and UCD's Child Protection Policy and Guidelines.

UCD Registry - Admissions has overall responsibility, acting under delegated authority from Academic Council, for the admission of students to the University and for ensuring compliance with published entry criteria and enrolment plans. UCD Registry - Admissions manages the UCD online application system which is used primarily for non-EU applicants, applicants to graduate taught, certificate and diploma programmes and occasional students. UCD Registry - Admissions audits application decisions based on established and published entry criteria and manages the checking of qualifications where offers have been made based on scanned or copied documents.

For national/EU/EFTA/UK students application is via CAO. The Admissions team reviews and/or assesses all non-standard applicants (e.g. mature, QQI FET, EU examinations). In particular, there is a growing volume of EU applications. UCD works with the other HEIs in determining equivalence and UCD created and maintains the calculator for the assessment of EU qualifications.

The University has systematically enhanced and mainstreamed supplemental entry routes to all programmes, including, HEAR, DARE, QQI-FET, Mature, Graduate Entry, University Access, and Open Learning. The University has a widening participation target of 33% and each programme has set targets for the individual access pathways to contribute to this target. Unassigned places on any programme are reallocated within the access

quota to maximise participation of under-represented groups. Under-represented groups are targeted through UCD's outreach programme, through linked DEIS schools, Further Education Colleges, and community groups.

UCD Registry - Admissions, together with Student Recruitment and UCD Global, provides comprehensive information and advice to prospective, current, and other stakeholders on the admissions process.

Specific programme requirements are published on the [UCD Admissions](#), [UCD Student Recruitment \(MyUCD\)](#) and [UCD Global](#) websites. Prospectuses for undergraduate and graduate programmes are also published. For undergraduate recruitment & admissions, the [MyUCD portal](#) provides extensive information on the admissions process, CAO application, summer schools, open evenings and career fairs, UCD Open Day, the UCD prospectus, UCD Horizons (the modular and credit-based structure for taught degrees at UCD), the UCD Peer to Peer chat platform, the UCD Schools Liaison and Campus Tour Programme, and it provides dedicated resources for Guidance Counsellors and Parents, information on Campus life and a virtual Campus Tour.

In addition to the access routes via CAO mentioned above, alternate pathways are also available to students of all ages and backgrounds to pursue their studies at UCD:

- [University Access Courses](#)
- [Lifelong Learning](#)
- [Open Learning](#)

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

UCD has put in place a range of [financial supports and scholarships](#), offering the largest scholarship programme in Ireland. The [UCD Cothrom Na Féinne \(meaning justice and equality\) Scholarship Programme](#) is the overarching brand for UCD scholarships for access students and is now Ireland's largest access scholarship scheme at undergraduate level. These scholarships are awarded to students who demonstrate motivation to pursue higher education and offer leadership in their communities while overcoming significant socio-economic and educational barriers. These awards are named after UCD's commitment and historical connection with justice and equality, or in common parlance - level the playing field. The Cothrom na Féinne scholarships awards are made to students who experience significant financial, social, and educational barriers.

UCD has also been accredited as a University of Sanctuary since 2018. The Sanctuary Programmes is offered to students who are asylum seekers/refugees.

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

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

- Graduate Options

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

Progression

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

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

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

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

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

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

The [UCD Widening Participation Committee](#) provides the formal mechanism to oversee, monitor and promote the University's achievement of a '[University for All](#)'. UCD's Widening Participation Committee plays a key role in supporting the University to recognise, promote and value diversity, foster the spirit of inclusion, appreciate the breadth of talent, experience, and contribution of all students, and strive to remove the barriers to access, participation and success. The Committee reports to the [UMT Education Group \(UMT-EG\)](#). Membership is drawn from all Governing Boards, Policy, and Support Services, in addition to Student Access Leaders and the UCD Students' Union. The Committee is provided with policy advice, expertise and operational support by [UCD Access & Lifelong Learning](#) and the Committee has a three-year term with meetings taking place five times per year.

Recognition

UCD is responsible for making its own awards as a Designated Awarding Body. UCD's academic awards are linked to the [National Framework of Qualifications \(NFQ\)](#), and on the Irish Registrar of Qualifications (IRQ) which in turn is matched to the [European Qualifications Framework \(EQF\)](#). A process is in place and agreed with QQI who manage the IRQ to provide an annual upload. Each NFQ level is based on nationally agreed standards of knowledge, skill and competence. This enables clarity on the qualifications held or on the current programme of study, provides confidence that NFQ qualifications are quality assured, and enables a comparison of Irish qualifications with national and overseas qualifications. It supports student and graduate mobility, a recognition of prior learning, both formal and informal. The list of UCD awards are aligned to an NFQ level and their ECTS credit values are included in the [Academic Regulations](#) (see Figures 5a and 5b below).

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

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

Figure 5b – UCD Academic Regulation 7.2, University Awards Table – Research Programmes

	Award Type	NFQ Level	Registration Period	Taught Credit Requirements
Research Master's Degree	Major Award	NFQ Level 9	3-6 trimesters (FT) 6-12 trimesters (PT)	No taught programme requirement
Degree of Doctor of Philosophy Degree (PhD)	Major Award	NFQ Level 10	9-12 trimesters (FT) 15 – 18 trimesters (PT)	Minimum 30 taught credits
Doctor of Medicine Degree (MD)	Major Award	NFQ Level 9	6 trimesters (FT) 12 trimesters (PT)	Maximum 20 taught credits
Doctor of Governance Degree (DGov)	Major Award	NFQ Level 10	12-18 trimesters (PT)	Minimum 90 taught credits
Doctor of Veterinary Medical Specialisation Degree (DVMS)	Major Award	NFQ Level 10	9-12 trimesters (FT)	Minimum 20 taught credits
Doctor of Educational Psychology Degree (DEdPsych)	Major Award	NFQ Level 10	9 trimesters (FT) 15 trimesters (PT)	Minimum 60 taught credits
Doctor of Clinical Psychology Degree (DPsychSc)	Major Award	NFQ Level 10	9 trimesters (FT)	Minimum 60 taught credits

In the case of most of the University's major degree programmes; Honours Bachelor Degree, Masters Degree, and Doctoral Degree, the associated levels are applicable regardless of date of award. During the process of mapping UCD awards to the NFQ, Higher Diploma programmes were reviewed and a number were re-designated as Graduate Diplomas (NFQ level 9).

Certification

Academic Regulations (regulations 2.5 and 7.2) outline the awards made by the University. The University confers major awards, minor awards, special purpose awards and supplemental awards and also provides ECTS credits for micro-credentials. All learning achievements are measured and described in terms of acquiring knowledge, skills, and competencies. Each award requires an accumulation of credits as per Figures 5a and 5b above. Awards are classified based on an award Grade Point Average (GPA), with the exception of grade neutral awards. The award GPA is determined by the Programme Examination Board applying one of the four Award GPA Rules articulated in the Academic Regulations.

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

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

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

2.3 Procedures for Making Awards

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

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

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

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

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

- Module and Programme Design

- Assessment and Feedback
- Technology Enhanced Learning
- Teaching Toolkit
- Review and Research your Teaching
- Inclusive and Intercultural Learning

Furthermore, the University has developed an online system to support curriculum teams to engage in periodic curriculum review and enhancement activities. Developed in UCD InfoHub, this system incorporates a repository for **Programme Vision and Values** statement and **Programme Outcomes** for all taught programmes and an interactive curriculum mapping tool to facilitate programme teams to: examine alignment of individual modules to programme outcomes; understand the nature and amount of assessment across a programme stage; and ensure coherence within and between programme stages. The tool provides visual maps to aid programme teams to review and enhance an aspect of their programme or the entire programme on a periodic basis. Guidelines, including discussion prompts and resources, are provided by [UCD Teaching and Learning](#) to support programme teams to undertake a curriculum mapping and enhancement process.

The measurement and assurance of the achievement of learning outcomes by learners is principally mediated through the system of assessment in UCD. Section 4 of the [Academic Regulations](#) outlines the regulations with reference to assessment, grading, and feedback. Colleges, Schools and UCD Registry ensure that information for students on all aspects of their assessment is explicit, transparent, targeted towards students, up-to-date, readily available, and emphasised at the outset of a module to guide student learning. The principles that underpin assessment in UCD aim to promote consistency across the University, and parity in student experience of assessment; and act as an important reference point for setting and maintaining UCD's academic standards. These academic standards are also assured through input from [Extern Examiners](#), student surveys including the [Start of Term Survey](#), [StudentSurvey.ie](#) (national) and student [Module Feedback surveys](#). The Review Group Reports for each School within the University as part of the [Periodic Quality Review Process](#) also include a dedicated section on the Quality of Programmes and the Student Learning Experience, which ensures that School approaches to ensuring that learners acquire the relevant standard of knowledge, skill and competence are reviewed and evaluated externally.

2.4 Teaching, Learning and Assessment

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

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

UCD Teaching and Learning reports to the [Office of the Registrar and Deputy President](#) and operates under the leadership of the Dean of Undergraduate Studies. The [T&L team](#) adopts an evidence-based enhancement

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

The UCD Teaching and Learning team works in partnership with Colleges, Schools, and academic administrative units, liaising closely with the Vice-Principals for Teaching and Learning (College-level), Associate Deans and School Heads of Teaching and Programme Directors. UCD Teaching and Learning provides an extensive number of online [resources](#) and also facilitates the sharing of knowledge and expertise across the institution through an online [T & L Community](#). The T&L Community (hosted in Google Currents) is for sharing and discussing any information relating to Teaching and Learning and currently has a membership of over 450 UCD faculty and staff. Members of this community can post information, resources, reports, and notifications across a range of topics. It complements face-to-face events, workshops and lunch-time fora organised by UCD Teaching and Learning.

UCD Teaching and Learning also issues a regular Teaching and Learning Newsletter to all faculty and 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. Further information is available at [UCD Teaching & Learning - News and Events](#).

UCD offers a wide variety of assessment opportunities to students underpinned by the following principles:

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

UCD Assessment (a unit within UCD Registry), in consultation with the Academic Council Committee on Examinations (ACCE), has published a UCD Assessment Code of Practice which draws from the Academic Regulations and other assessment related policies to provide guidance to staff around the general principles, responsibilities, norms and standards required to ensure appropriate conduct of assessment in the University. The University has also published Programme Assessment and Feedback Strategies to highlight the importance of a programmatic approach to addressing the well-documented challenges associated with diversity of assessment and assessment load in modular curricula.

There is also a defined Grade Approvals Process which articulates the process by which the University formally reviews, audits and ratifies its grades and degree awards each trimester.

The process includes:

- Grading and grade entry;
- School review, audit and assurance of the grades for the modules coordinated by the School, and students individual performance in the modules coordinated by the School;
- Programme review, audit and assurance of students individual performance on the programmes governed by Programme; consideration and approval of grades submitted by Schools; progression; and recommendation of degree awards and honours classifications;
- Publication of grades and degree awards to students;
- The responsibilities of faculty and staff with respect to grading and grade approvals, and functions of examination boards and committees, are defined in the Academic Regulations. All grading activities are expected to be delivered in accordance with the principles set out in the Academic Regulations and the Assessment Code of Practice.

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

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

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

A key element of the teaching and learning process is feedback. Students receive feedback on their work within 20 days of submission as stipulated by the Academic Regulations. Students have the opportunity to offer feedback on their module experience at the end of each trimester.

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

Figure 6 – Student Feedback on Modules Survey Process

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

Academic Integrity and Freedom Among Staff and Students

Academic integrity is fundamental to teaching and learning. UCD has developed a number of standards and guidelines to support students, ensuring that academic integrity is at the heart of what they do in their assignments and assessments. [UCD Student Engagement, Conduct, Complaints and Appeals](#) has published a [Student Guide to the Plagiarism Policy](#) and the UCD Library has also published a [Library Guide on Academic Integrity – Referencing, Citation & Avoiding Plagiarism](#) as well as offering an [Academic Integrity Course - Brightspace Explore Module](#) which provides a comprehensive basic understanding of academic integrity to all students. The interactive course teaches students the principles of citing, referencing, and avoiding plagiarism. The focus is on the principles and includes examples of different referencing and citation styles. It is composed of an interactive tutorial, a quiz, and a certificate. The course is available to all students for the duration of their study in UCD. After widespread consultation among faculty and students, led by the Dean of Undergraduate Studies, UCD developed clear guidelines on academic integrity and guidance in relation to online and at distance assessments which are published on the UCD Teaching and Learning website at [How Do I Support My Students' Academic Integrity?](#) as well as [Guidance on Academic Integrity in Online and At-Distance Assessments](#).

Academic integrity is one of the three key principles of the [UCD Student Code of Conduct](#). According to the [Student Plagiarism Policy](#), *"Academic Integrity is one of the core values of the UCD Education Strategy and includes adherence to the highest ethical and academic standards. Students, researchers and staff achieve academic integrity through sound academic writing, avoiding plagiarism, and use of appropriate referencing and citation"*. This policy reflects the legislative changes brought in by the *Amendment Act 2019 to the Qualifications and Quality Assurance (Education and Training) Act 2012*. The University also works closely with QQI on its developing and supporting a sectoral approach on academic integrity.

The [Brightspace Virtual Learning Environment \(VLE\)](#) is used to support teaching, learning and assessment activities, facilitating communications between lecturers and students, guidance and resources to help students to navigate the module, a space for discussion, reflection, formative assessment and feedback. The value and utility of the VLE came to the fore during the COVID pandemic and both lecturers and students have become more confident in this learning environment. [Urkund](#) is UCD's originality/similarity checking or plagiarism prevention tool in Brightspace. Urkund means manuscript or document in Swedish. It is called originality checking as Urkund compares text in student assignments with the text in documents in its archives to see if there are any matches. It is up to the lecturer to determine whether any such matches constitute plagiarism. The Urkund archive includes all UCD submissions (including those imported from SafeAssign), student submissions from other participating universities, material publicly available on the world wide web and a wide range of academic databases and journals.

Regarding academic freedom at UCD, a [Statement on Academic Freedom](#) was developed through an Academic Council Task Force which was given responsibility to consider the matter. One of the major purposes of a university, outlined in the *Universities Act (1997)* is the advancement of knowledge. Academic freedom is essential for such advancement. It protects and nurtures the freedom of thinking and expression in teaching, learning and research that is at the very core mission of a university. The principle and ethos of academic freedom have been endorsed by both the Academic Council and Governing Authority of UCD. This freedom, within the law, to put forward new ideas and controversial or unpopular opinions is enshrined in [Statute 25 \(Chapter 1\) of the University](#).

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

3.0 Learner Resources and Support

Library, Student Social and Study Facilities

UCD Library supports overall University strategy in the areas of student experience, education, research, innovation, and promulgation of Irish cultural heritage. It provides access to thousands of information resources that are critical to both student and faculty academic success and a range of innovative services and advanced technologies that support both student learning and leading-edge research activities. The mission of UCD Library is to be a leader in enriching the student experience, to empower global engagement, and to act as an intellectual centre for the UCD community, providing an inspiring and inclusive environment for learning, collaboration, and knowledge creation; engaged as partners in education and research; engaging as leaders in library service development and the curation and preservation of the University's shared heritage.

UCD Library provides services from five sites on two campuses. Across these sites and online, the Library provides access to collections, services and facilities that support a wide range of campus stakeholders. These include study spaces, social learning hubs, laptop loans, group study facilities, an extensive e-book collection and a wide range of online journals and databases. UCD Library is also part of the IReL consortium which provides access to a large number of online resources, supporting research across Irish University Libraries. IReL also supports open access strategies for the university and leads the negotiation of new 'transformative' open access agreements

Library spaces support a range of learning activities. These include the two 'Hub' spaces on Level 1 of the James Joyce Library which are social learning spaces that enable students to engage in interactive learning activities. The Writing Center and the Maths Support Center are also located inside the James Joyce Library envelope on Level 1. Space available and usage across the various UCD Library sites are identified in Figure 7 below:

Figure 7 – UCD Library space and facilities

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

Libraries and their overall size

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

Study space provision

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

Photocopying and printing services in UCD libraries

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

Teaching Space provision in UCD libraries

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

Closed access storage facilities

The UCD Library has developed a range of bespoke resources to support the development of critical literacies, including digital literacy, and works closely with Undergraduate & Taught Postgraduate Boards, Teaching & Learning Committees, Research Committees and Schools and Colleges. Supports for researchers in publishing, managing data and developing critical researcher literacies have been developed in collaboration with UCD Research as well as [Subject Guides](#) for each academic subject area in the University. [College Liaison Librarians](#) act as primary contacts for support.

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

The UCD Library is also subject to Periodic Quality Review and also supports academic schools undergoing quality review through the provision of subject data and reports.

In relation to social activity, the [UCD Student Village](#) offers the following:

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

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

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

IT Services: Infrastructure & Supports for Students

[UCD Connect](#) provides access to all the central applications available such as Brightspace (virtual learning environment - VLE), Google Mail, SISWeb (Student Information System), Calendar/Timetable and Google Drive. A range of software applications are available to download free of charge, as well as other services such as a library account, online file storage, UCD noticeboard and UCD news. UCD Connect is available 24/7. Wireless access to the UCD network is available campus-wide including student residences 24/7.

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

Google Workspace enables users to log-in with their UCD Connect details to communicate and collaborate through an integrated range of apps, accessible across multiple devices. As well as accessing UCD email (Gmail), Google Calendar, Google Drive, Google Chat, Google Currents and Google Keep. Zoom has been fully integrated

with Brightspace VLE and is the Virtual Classroom service for teaching, allowing students to attend online lectures and collaborate with peers remotely.

The Student IT Guide is designed as a user-friendly introduction for students to the key IT services available at UCD. A wide range of technologies to assist with teaching, research and career development are also provided (e.g. e-Portfolios, High Performance Computing, etc.)

For incoming students, they are encouraged to download the free UCD Mobile App, to access useful information about orientation and the range of IT services and supports available. The UCD Mobile app is available for Apple and Android devices. They are also encouraged to check out the IT Services website and the Discover IT section in the 'Introduction to UCD' module when they first log into Brightspace VLE. The Student IT Guide provides detailed information in relation to core services, including:

- UCD Connect – the gateway to IT Services' supports
- Brightspace – UCD's Virtual Learning Environment
- IT Accounts at UCD (e.g. email, etc.)
- IT Facilities (e.g. Computer labs, Google Drive, etc.)
- IT Support Hub – solution focused self-help system
- IT Security, keeping students and devices safe online
- Software Applications Downloads (e.g. Office 365, etc.)
- Wireless Services across campus

Students can follow UCD IT Services updates on Twitter ([@ucditservices](#)) for the latest news and service announcements, to keep them engaged with ongoing technology enhancements impacting them.

Student Supports/Welfare

The University makes available an extensive range of support for learners from pre-entry through to graduation and beyond. UCD recognises that studying at university can be challenging at times for students, and there is a strong support network for students at UCD. From health services to specific programme advisers, student welfare and support is at the heart of what the University does. The [UCD Current Students](#) website includes information on registration, term dates, fees, exams, and student services with a view to providing a 'one-stop-shop', holistic and student-centred set of resources.

UCD Dean of Students

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

College/School Offices

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

Student Desk

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

UCD Access and Lifelong Learning

UCD Access and Lifelong Learning helps to accommodate different learning contexts and fosters a University culture that is inclusive and responsive to all including school leavers, regardless of socio-economic background or disability, adults beginning their higher education, those wishing to study flexibly and people who wish to continue learning and pursue intellectual enrichment and fulfilment.

UCD Global

UCD Global signposts on a range of support for students, such as Student Advisers, the Student Health and Counselling Service, the Chaplaincy, and Disability Services offered through the Access and Lifelong Learning Centre. The UCD Global Experience Team provides information, guidance, and support on the international elements of the student experience. This could include support with complex immigration queries, cross-cultural advice, assistance during a crisis, or settling into life in Ireland. Students are encouraged to engage with other international students through the [UCD Global Facebook group](#) and [UCD Global Lounge](#) and ongoing support is provided by UCD Global. In addition to these specific supports international students also participate in existing supports for all students.

Peer Mentoring in UCD

Peer Mentors are senior students who volunteer to welcome incoming students and are supported by their Student Adviser or Student Progression Manager. Peer Mentors play a key role in the success of the orientation programme here at UCD, providing a welcoming environment for new students and making it a far less daunting experience. Peer Mentors are a valuable source of information for their mentees answering their many questions and queries in a relaxed environment. Peer Mentors arrange meetings and social events for their mentees, campus tour, introducing them to important learning resources such as the libraries along with our many social hubs. The UCD Peer Mentoring Programme aims to help new students make friends and settle into their course. Students are encouraged to get involved in social activities and develop specific study skills. Peer Mentors, with their knowledge and experience of academic and personal support available in UCD, assist new students in solving problems which can easily overwhelm them at the beginning of their journey. Peer Mentors enhance the overall quality of the first-year experience whilst also enhancing the core skills of the Peer Mentors as they develop their organisational, communication and leadership qualities. Peer Mentors are that reassuring voice that new students need so that they are eased into their new environment where they will continue to develop into resilient and self-assured UCD graduates.

Student Advisers

UCD has a comprehensive Student Adviser support structure, whereby all students have a Student Adviser attached to their programme or with responsibility for specific cohorts such as Mature Students and Postgraduate Research Students. Student Advisers are an easily identifiable and approachable source of support and information on personal, financial, and social matters. The Student Adviser team comprises 16 trained student support professionals who offer comprehensive and embedded support in the buildings where students are located, making them an accessible and familiar source of assistance and advice. This support structure is unique in the Irish third level sector and concentrates on delivering person-centred support which is easily accessible and sign-posting students to other support services as necessary. This service provides early intervention to support

students over the course of their UCD education. The service encourages the students to equip themselves with the tools to solve many of the issues they encounter within a supportive structure.

Chaplains & Prayer Rooms

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

Student Engagement, Conduct, Complaints and Appeals (SECCA)

SECCA delivers fair, impartial, and transparent procedures for responding to student complaints and appeals to a range of university decisions relating to student assessment, progression or standing and to allegations of student misconduct. Processes are accessible to all students through the following policies: [Student Complaints Policy](#), [Student Appeals Procedure](#), [Assessment Appeals Policy](#), [Student Code of Conduct](#) and the [Student Discipline Procedure](#). The SECCA team provides advice to students and staff in relation to their application. Learning from complaints and appeals processes supports the enhancement of the student experience.

Promoting Dignity and Respect

Under the remit of the Dean of Students, and together with [UCD Equality, Diversity and Inclusion \(EDI\)](#), a range of initiatives have been delivered including the establishment of [UCD ESHTe \(Ending Sexual Harassment and Violence in Third Level Education\)](#), a staff/student group that has led to a proactive and coordinated approach to the consideration of sexual assault and harassment and most recently leading on actions in response to the [Framework for Consent: Ending Sexual Violence and Harassment in Irish Higher Education Institutions](#). In addition SECCA and EDI established a [Report and Support Tool](#) for students and staff to report incidents of bullying, harassment and sexual misconduct. This initiative has led to UCD representation on a number of national groups focused on ending sexual violence in third level education, including the project and steering group established to develop a sector version of a reporting tool. The University also has a published policy on EDI which is applicable to all members of the UCD Community.

EDI also oversees a [Dignity and Respect Support Service](#) which works proactively with employees and students who disclose issues of bullying, harassment or sexual misconduct, and those who are reported for such issues. The Dignity and Respect Support Advisers, who are experienced and trained to support, respond, and advise on all reports of a dignity and respect nature, provide a supportive, confidential environment in which to discuss the issues and will support students and employees in making decisions that are right for their situation.

Student Financial Supports

Students may experience financial problems during their time for various reasons and the University provides some financial support to students undergoing temporary difficulties and to those with ongoing low-income challenges.

Student Health Service

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

Alumni Buddy Programme

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

Students' Union

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

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

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

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

The **Maths Support Centre (MSC)** is an informal drop-in centre available as a free service to all UCD students registered to a level 0, 1 or 2 module, irrespective of their programme of study. Students receive one-to-one or small-group maths tuition during drop-in service hours. Students can attend during these hours to use the MSC as a maths study space, where they can work at their own pace with a tutor on-hand if they have any questions. Outside of these hours, the MSC is open as a group study space for mathematics (and other students) during library opening hours. The MSC aims to enhance students' knowledge of mathematics and guide them to becoming more self-directed learners. Most importantly, the MSC is staffed by dedicated and experienced tutors who can offer individual support in Mathematics, Statistics, Applied and Computational Maths (ACM), or any other numerate subject such as Architecture, Economics, Engineering or Nursing where problems can arise due to a lack of mathematical understanding. The MSC is especially committed to supporting and guiding first year and pre-entry students who have doubts about their background in mathematics and those from targeted widening participation initiatives who aim to increase their confidence in maths.

The **Writing Centre** offers high-quality tuition in writing to all undergraduate and postgraduate students interested in improving their writing skills. It offers one-to-one tuition and a range of workshops/seminars. The Centre strives to ensure that students are helped to communicate, structure, and present their knowledge and ideas in a written format, and develop their subject expertise and critical thinking skills. Students can drop-in without an appointment or they can book 50-minute or 30-minute sessions.

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

Supports for International Learners

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

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

Supporting Student Engagement

In addition to the supports outlined in the previous section, the University has put in place a [Student Experience Group \(UMT-SEG\)](#) 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.

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

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

[UCD Teaching and Learning](#) has developed extensive resources and support for staff and students to facilitate and enable blended and online teaching and learning. [Technology Enhanced Learning \(TEL\)](#) has become the norm in higher education. The term TEL is used to describe learning that is enhanced, supported, mediated, or assessed by the use of educational technologies. In UCD the term Technology Enhanced Learning (TEL) is used

as an inclusive term which supports a spectrum of learning delivery modes; from face-to-face/web-enhanced to learning that is delivered as part of a blended/hybrid approach to that which is delivered fully online.

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

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

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

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

The [IT Support Hub](#) supports students via its IT Helpdesk and to access IT support. This self-service portal enables users to log support incidents, communicate with IT Services and request services. They also provide face-to-face support for all UCD staff and students.

4.0 QA of Research Activities and Programmes

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

The [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 is also cognizant of the [QQI Statutory QA Guidelines for Providers of Research Degree Programmes](#).

The UCD Structured PhD programme is characterised by a significant original contribution to scholarship, based largely on a major research project which is also complemented by the development of a range of transferable and professional skills. Promotion of and support for the quality assurance and enhancement of the Structured PhD programme is provided through UCD Graduate Studies, which has published a number of resources online for students, including resources and good practice for supervising PhD candidates, via the [UCD Research Student Hub](#). This includes resources for:

- Research Programmes
- Research Student Handbook
- Thesis Submission
- IUA PhD Graduate Skills Statement 2021
- Register for Taught Modules
- Research and Professional Development Plan (RPDP)
- Training and Development
- Promote Your Research
- Research Integrity Training
- Student Supports
- Working with your Supervisor
- Graduate Research Board

An Online Research Student Induction Day is delivered for all September-start and January-start research students. The purpose of the induction sessions is to provide information on the research degree in UCD i.e. the regulations, the expectations the students can have of the University, and supports available to the student; and to develop a PhD community. The induction event has contributions from the Dean of Graduate Studies, current research students, supervisor, research student advisor, research student career and skills consultant and a host of student support units across the University e.g. Library, Access and Lifelong Learning, and the [UCD PhD Society](#).

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. In addition to Supervisor(s), Schools will appoint a Research Studies Panel for each research student early in their first year. The purpose of the Research Studies Panel is to support and enhance the supervisor-student relationship, to monitor student progress during the course of their doctoral studies and to provide advice and support both to the student and their supervisor(s).

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

Research and professional development planning is integral to the Structured PhD programme at UCD. The purpose of such planning is to ensure that a student's work is clearly focused on achieving their research and professional development goals. This will play a major part in informing the trajectory of their PhD research and in their training and development as a researcher. To this end, each student, supported by the Research Studies Panel must document their educational, training and personal and professional development needs which along with the proposed programmes of research and training generates a [Research and Professional Development Plan \(RPDP\)](#). Review of a student's RPDP is an essential part of the student's Stage Transfer Assessment.

For UCD PhD graduates, their skill-set will naturally include the advanced research and analytical techniques required to undertake high level research in their field. Students are also expected to possess a range of transferable skills, relevant to the successful completion of their research project and to broader career development, and these are benchmarked against the [Irish Universities Association \(IUA\) PhD Graduate Skills Statement](#). Graduate Studies have developed a portfolio of Transferable Skills workshops aligned with the IUA skills recommendations and have grouped these workshops into those which are relevant for Stage 1 and Stage 2 doctoral students. Workshops which assist students in navigating the structured elements of the PhD and also the key relationship with their supervisors are provided by UCD Graduate Studies. Workshops are developed internally with colleagues in the Writing Centre (Doctoral Week and WOW - writing on Wednesdays), UCD Library (Research Tool Kit), UCD Careers Network and Student Advisors. External experts in doctoral training are also incorporated into the annual programme (e.g. Thesis Boot Camp, Turbocharge your Writing, Imposter Syndrome).

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

UCD Graduate Studies has developed a unique [Research Supervisor Support and Development Framework \(RSSDf\)](#) which supports research supervisors who are new to supervision and those who are more experienced and wish to refresh their practice. The framework addresses the provision of ongoing professional development as well as the capture of experience and CPD activity in a Research Supervisor Register (in development) and recognition and reward (Dean of Graduate Studies Award for Excellence in Doctoral Supervision). Induction for new academics to UCD is supported through development of an online Fundamentals in Research Supervision at UCD programme (completed), while a Refresher Programme (in development) for more experienced academics will support those who would like to revisit international developments in supervisory practice, pedagogy and governance. Graduate Studies also supports research supervisors with a dedicated [Supervisor Hub](#) on the Graduate Studies website.

These resources illustrate the University's commitment to enhancing the quality of its research programmes and supporting students who undertake such programmes. They also reflect the changing needs of society insofar as graduate research students are now provided with a more expansive set of transferable skills to help prepare

them for employment in a wide variety of fields. There are also a number of policies and codes of practice that are particularly focused on ensuring the quality of UCD's research programmes and the research student experience. These include:

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

UCD is ranked number one in Ireland for graduate employability and is unique in Ireland in having a dedicated and professionally qualified Career and Skills Consultant for graduate research students. The Career and Skills Consultant for Graduate Research Students works in partnership with UCD Graduate Studies to support students to explore and plan their career options beyond the PhD programme. This includes:

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

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

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

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

Training and Development is available in the following areas:

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

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

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

Along with one-to-one careers meetings with a Principal Investigator, UCD Postdoctoral Researchers are entitled to one-to-one career development meetings with the Research Careers team over the course of their contract.

Additional [UCD Research Careers and Professional Development](#) support for researchers includes resources relating to:

- Welcome Letter to Postdocs from the Vice President for Research, Innovation and Impact
- Dedicated website with a specific section for “New Starters”
- Access to Psychometric testing and feedback
- Access to “Career Development Portal” on the UCD InfoHub system
- Ability to download a training certificate at the end of contract
- Online events calendar
- Alumni round table sessions
- Employer engagement opportunities
- Specific Funder sessions

In relation to Principal Investigator/Mentor development, [UCD Research Careers and Professional Development](#) works in conjunction with [UCD People and Organisation Development](#) to provide support and training.

In relation to Supervisor Training, UCD currently operates a supportive, organic approach to supervisor support and development which constitutes a number of local, discipline specific activities as well as a university wide [Research Supervisor Support and Development Programme \(RSSDp\)](#) run by UCD Graduate Studies. All academics new to UCD are required to attend a Research Supervisor Induction Session. Information regarding these sessions is normally communicated to new staff by HR or via their respective Colleges.

The [UCD Centre for Support and Training in Analysis and Research \(CSTAR\)](#) operates as an independent not-for-profit centre based in UCD. CSTAR offers a consultancy and training service to individuals, institutions and companies carrying out health research in Ireland. The mission of CSTAR is to enhance the quality and increase the quantity of health research in Ireland. To achieve that, the Centre strives:

- To become an integral part of the leading Irish research teams and provide a research support environment to build lasting relationships between academics, state agencies, private businesses, and charity organisations.
- To develop effective partnerships with national and international organisations that have the common goal to build a state-of-the-art, coordinated umbrella of services for patient care, clinical research, evidence-based medicine and related areas or research.

Within the quality assurance procedures for Periodic Quality Review, postgraduate research students are a specific group of students that the Review Group meets during the site visit. This allows the Review Group to assess the quality of the taught and research student experience.

5.0 Staff Recruitment, Development and Support

UCD Human Resources Strategy

The [UCD Human Resources Strategy 2020-2024 – The Revolution of Work](#), builds on successes and progression already achieved through its previous strategy, Growing Through People. The new strategy envisages a supportive, developmental environment and culture based on four established strategic pillars, which set out the University's work programme for the Human Resources team to enable the implementation of UCD's people agenda in pursuit of its mission, vision, and strategic objectives. This strategy commits to the achievement of specific and measurable deliverables during 2020-2024, and it is designed to provide a supportive community in which every member of the University is enabled to achieve their full potential. It is aligned with best practice and focuses on all employees: leaders, people managers and individual colleagues. The four key pillars are:

1. Transforming Service Partnership
2. Building Organisational Capability
3. Enhancing our Performance Culture
4. Becoming an Employer and University of Choice

The [HR Partners](#) team has a pivotal role to support local leadership teams in Schools, Colleges and Support Units to help deliver on the objectives set-out in the [UCD Human Resources Strategy 2022-2024 – The Revolution of Work](#), and to align the strategy to local priorities. It encompasses the same strategic period as the UCD Rising to the Future Strategy 2020-2024. It features many of the core strategic foundations within the previous (2016-2020) Human Resources strategy as many of these are still very pertinent and proving to yield good returns for UCD, but it will also be reflective of the rapidly evolving nature of the workplace.

The University has also published Human Resources policies and processes to support the achievement of both the University and Human Resources strategies.

Equality, Diversity and Inclusion

Diversity is highlighted in the University's strategic plan as one of the core values of UCD, and one of the plan's strategic objectives is the attraction and retention of an excellent and diverse cohort of students, faculty and staff. The University's [Equality, Diversity and Inclusion \(EDI\) Strategy and Action Plan 2021–2024](#) is central to UCD's ability to delivery on this objective. In addition, the [Public Sector Equality and Human Rights Duty](#), [Athena Swan Gender Equality Action Plan 2020-2024](#), the [Dignity and Respect Review](#) implementation and the HEI Framework for Promoting Consent and Preventing Sexual Violence all support the achievement of the University strategy and creation of an inclusive and respectful environment.

The Equality, Diversity and Inclusion (EDI) Strategy and Action Plan 2021–2024 has six key strategic objectives:

1. To support the University in its mission and vision to continue to be an equitable, diverse and inclusive community;
2. To enhance the student and employee experience to attract and support those from all backgrounds to excel at study and work, and to become the University of choice for all including those from under-represented groups;
3. To promote a culture of dignity, respect and wellbeing for all, and eliminate all forms of discrimination;

4. To develop a framework to capture robust and reliable equality and diversity data for students and employees across the University's 10 grounds in order to monitor progress in areas of under-representation;
5. To raise awareness amongst the University community by promoting greater understanding and engagement with EDI issues across the University;
6. To collaborate with external bodies on EDI related matters with a view to becoming the leading third level institution in Ireland to advance equality, diversity, and inclusion.

The University is currently implementing its [Athena Swan Gender Equality Action Plan 2020-2024](#). Further detail is provided in Part B, Section 1.1 Strategic QA Updates.

Recruitment

The Resourcing Team is responsible for the recruitment and selection of all faculty and staff at UCD. The University seeks to attract, retain, and develop an excellent and diverse cohort of faculty and staff that reflects the University's values of excellence, creativity, collegiality, engagement, integrity, and diversity.

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

The [Policy on Equality, Diversity and Inclusion](#) informs the University's recruitment practices. In partnership with EDI, the Resourcing Team has completed a number of actions from the Athena Swan Gender Equality Action Plan 2020-2024 including updating Job Descriptions, promoting the use of the Gender Decoder Tool, promoting the use of the Inclusive Recruitment Practices Guidelines, and enhancing communications with applicants and new employees. These actions further support the quality and diversity of the applicant pools.

UCD is committed to the principle of appointment on merit and the [Recruitment and Selection Policy](#) sets out a fair, rigorous and transparent process which is applied consistently, ensuring the best candidate for the job is selected. All decisions relating to recruitment and selection must be consistent with the criteria advertised for the post and the Resourcing Team works closely with Hiring Managers to ensure these standards are maintained. The team developed a set of questions for Interview Boards which reflect the Core Competencies under Job Families along with questions on EDI for all posts. These standardised questions have delivered greater efficiency for Boards of Assessment and ensure consistency for candidates.

The Covid-19 pandemic has enabled the development of new recruitment process that is more inclusive and will continue to evolve providing more options and greater flexibility to Hiring Managers in the future.

The Resourcing Team works closely with colleagues in Staff Development to provide training for University staff engaged in the recruitment process, presenting annually to groups such as new Heads of School and Researchers, and delivering Interview Skills Training throughout the year.

To ensure a positive and inclusive recruitment process [Work at UCD website](#) provides candidates with all the relevant information on the recruitment process along with an overview of staff benefits in one location. The website also provides information on living and working in Ireland to assist candidates moving from overseas. A dedicated onboarding page has been developed which brings all the key information together for new staff joining

UCD as well as useful checklists for managers. A welcome email is sent from UCD Human Resources to the new staff member providing a link to the webpage.

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

Staff Management

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

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

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. It is fully committed to meeting and exceeding its obligations under current legislation. To this end, the University Management Team [Equality, Diversity and Inclusion Group](#) was established, and as part of the work of this group a dedicated website for [Equality, Diversity and Inclusion](#) has

been created, which includes the University's new UCD Dignity and Respect Policy (and related framework) and additional supplementary procedures to ensure UCD meets and exceeds its obligations in this respect.

Staff Development

UCD values excellence and understands that excellent performance requires excellent people working in a supportive environment. To this end, the Faculty Promotions Policy has been developed, along with a complementary UCD Development Framework for Faculty, which is a tool that should be used by faculty to reflect both personally and within the context of a development conversation on their strengths and opportunities for growth. This framework identifies a number of dimensions under each of the categories of Faculty achievement:

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

Faculty can assess their current position on the framework across the various dimensions.

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

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

An E-Learning P4G Reviewee module is available to staff in scope for P4G. For reviewers, training is provided which builds on a coaching approach to quality conversations that was introduced during the Leadership and People Management Programme and People Management Programmes.

Acknowledging that due to Covid-19 a protracted timeframe has had an impact on the planned trajectory of embedding P4G in UCD, expectations with regard to the maturity of the model should be cognisant of the context and landscape within which it is operating. Further enhancements are expected to be realised over the coming years including technical improvements and enhanced training and materials, policy revision, and alignment with current and planned University processes, programmes, and initiatives.

[UCD's Leadership and People Management Programme \(RISE\)](#) is designed to support individuals and teams in their personal and professional development. The programme is aligned with UCD's strategic objectives, competencies and values. UCD has focused on building capability through its Leadership and People Management Programme (LPMP & PMP), cognisant of the findings from UCD's Culture and Engagement surveys, which have previously indicated that performance management, staff development and reward and recognition were areas for the University to improve upon. The LPMP and PMP programmes have been in place since 2017 and have now been revised following extensive consultation with the people management population of the University.

Early feedback from the programme continues to be very positive. The programme will enhance the development of the institution's leadership cohort within the University by supporting them through skills, knowledge, and behavioural development to re-focus efforts in a way that reflects the impact the global pandemic has had on society and the UCD community as both an unprecedented opportunity and challenge. This reflects the ambitions of Theme 04 of the UCD Strategy which endeavours that UCD develops the interpersonal and intrapersonal skills needed to live and work successfully in a world which is transforming and increasingly global. Furthermore, aligned with Enabler 5, the programme aims to increase the 'agility required of managers and leaders to operate in an increasingly turbulent world'.

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

The Newly Appointed Assistant Professor (NAAP) Development Programme continues to support the newly appointed members of faculty in UCD through dedicated development seminars, mentoring opportunities, and networking events.

The University also continues to support the Advance HE Aurora Leadership Development Programme, which is a leadership development training programme aimed at women and those who identify as a woman. It aims to encourage those in academic and professional roles to think of themselves as leaders; to develop leadership skills and to help institutions like UCD optimise the leadership potential of women and those who identify as a woman.

A key mechanism through which UCD offers and promotes opportunities for the professional training and development of all members of staff is through [UCD HR People and Organisation Development](#). This area provides development opportunities for both new and existing staff and is one of nine different training providers from across the University with the common purpose of supporting staff and faculty in their day to day activities, improving skills and expanding areas of expertise. The revised general training course schedule for all employees offers over thirty half and full-day sessions designed to align with UCD core competencies. The offering features a mix of on-campus and online programmes, together with many new course titles reflecting the evolving ways of working. These are updated annually through online or in person delivery and offerings include:

- People Management Development
- Leadership Skills Development
- Managing and working in a Hybrid working environment
- Competency Development aligned with the UCD Development Frameworks
- Project Management skills (QQI certification)
- Research Ethics for Faculty Supervisors
- Mentoring at UCD
- Retirement Planning

- Coaching
- Dealing with Distressed Students

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

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

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

Module offerings include Becoming a Better University Teaching, Assessing for Teaching & Learning, Designing Modules for Learning, Active Learning with Technology, Problem-based Learning, Teaching Across Cultures, Getting Published in Teaching.

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

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

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

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

- Exploring the impact of research teaching linkages on the undergraduate experience

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

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

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

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

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

UCD Research Skills & Career Development provides staff with access to [training and development](#) opportunities across four core competency areas.

In addition to technical expertise, additional development is provided that include people and time management skills and communications skills, 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, Principal Investigators and others.

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

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

The University also provides the [Leadership in Research Development Programme \(THRIVE\)](#) which provides development for future research leaders.

6.0 Information and Data Management

Decision-making across the University is informed by data and UCD has developed a set of Key Performance Indicators (KPIs) embedded against each of the themes in its strategic plan and are directed towards the set of designated objectives.

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

In relation to the provision of support for management of resources, [UCD Institutional Research](#) provides data support for University planning and management activities directed toward fulfilling the goals and objectives of the University. Institutional research is a support function within UCD which aims to inform decision making and planning at senior management level. The Director of Institutional Research reports to the Director of Strategic Planning and their activities also informs the work of the UCD Quality Office. The Director of Institutional Research, for example, provides statistical data and information for use in the Periodic Quality Review process which includes information on applications, student registrations, graduations, and retention rates along with school-level analysis from relevant student and staff surveys such as [StudentSurvey.ie](#). This suite of reports is shared with self-assessment teams via a secure Google Drive and gives each unit under review a consistent and reliable source of information to inform their self-assessment process. A suite of reports is also made available to Heads of School via InfoHub, to assist planning and quality assurance processes; these management-level reports include but are not limited to:

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

The [UCD Research Analytics and Impact Team](#) also provides Heads of Schools and their nominees with access to a [Research Activity Dashboard](#), which provides a view of research activity at College, School and Institute level, showing information and metrics on research funding, staff and publications. The report is available through InfoHub. This report is aimed at Heads of Schools and their nominees and provides a view of research activity at School level, showing information and metrics on research funding, staff and publications, using a combination of the university business systems and Bibliometrics data.

Research Publications

- RMS Profiles: Volume for past 5 years
- SciVal: Volume and Impact for past 5 years

Research Metrics

- Total Full Time Equivalent (FTE), Academic FTE, % Research Active Academics

Innovation Metrics

- Consultancy contracts
- Inventions Disclosed
- Patents Filed and Granted
- Licences
- Spin-outs

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

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

The UCD Finance Office, together with IT Services, provides Budget Management Reporting support which enables financial planning for staff costs.

For additional internal reporting and information management purposes, and accessed via UCD Connect, the InfoHub online reporting system delivers fast access to information in UCD's business systems e.g. student information, Human Resources reports and Finance reports. It provides high-level summaries. Key institutional data is considered as part of the Periodic Quality Review of schools and support units.

Governing Boards have primary responsibility for monitoring the progress of students on the programmes for which they are responsible, and have access to extensive reporting tools within the InfoHub Report Catalogue

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

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

UCD receives the outputs from the annual [StudentSurvey.ie](#), and these data are further analysed by UCD Institutional Research at institutional, College, School and programme level, ensuring there is direct feedback of students feeding into the quality assurance and enhancement of UCD's programmes and the student experience as a whole. Module feedback and Extern Examiners' reports are also reviewed annually by Governing Boards and the University.

Every year the [UCD Careers Network](#) conducts, on behalf of the University, a [Graduate Outcomes Survey](#). Issued to graduates of all full-time and part-time courses at NFQ levels 8, 9 and 10, this survey captures whether UCD graduates are in employment, in further study or training, or seeking employment, nine months after graduation. The data collected is submitted to the HEA for use in publications, and it is also available internally to staff in UCD through the InfoHub Report Catalogue.

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

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

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

UCD IT Services also provides resources for Research IT - this range of services is designed to support and facilitate researchers in their use of IT as an enabler for their research activities. The range of services provided is tailored to support the needs of the research community and includes access to a HPC environment ideal for researchers who need access to substantial computing resources, allowing them to greatly reduce the time required to perform large scale calculations. Brightspace training modules make access to the Sonic cluster easier by allowing researchers to take a series of short training videos which will aid them in using the high-performance cluster.

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 System, 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, while at the same time ensuring that such services are used in a compliant manner. 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. This policy provides all users with clear guidance on the acceptable, safe, and respectful use of the University's IT resources. A new Device Protection Policy provides guidelines on the users' responsibility on ensuring that any device used to access University's IT resources is appropriately secured and protected.

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

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

UCD Office of the Data Protection Officer (DPO) – the functions of this office include assisting and advising the University on matters concerning the application and implementation of the General Data Protection Regulation (GDPR), the Data Protection Act 2018, and the European Communities (Electronic Communications Networks and Services) (Privacy and Electronic Communications) Regulations 2011. In addition, this office serves as a contact point for requests from individuals regarding the processing of their personal data and the exercising of their rights. It is also the interface between the Data Protection Commission (DPC) and UCD.

UCD Data Protection Road Map – A supporting framework 'UCD Data Privacy Strategy & Action Plan 2020-2024' is in place to ensure that everyone in the UCD community is aware of their rights and obligations under these legislations with mandatory training on data protection and security for all staff. UCD has appointed a Data Protection Officer (DPO), established an Office of the DPO and developed a university-wide internal network of 'GDPR Champions' to promote data privacy throughout the entire academic and administrative structure.

7.0 Public Information and Communication

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

- External communication
- Marketing
- Brand and reputation
- Crisis management
- Social media
- Major university events and publications

Education and Training Programmes

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

- [Courses](#)
- [Applying to UCD](#) (includes admissions criteria, policies and procedures)
- [Visiting UCD](#)
- [UCD Prospectus](#)
- [Open Evenings & Career Fairs](#)
- [My UCD on Facebook](#)
- [Virtual Tour](#)
- [Scholarships](#)
- [UCD Schools Liaison & Outreach Programme](#)
- [Parents webpage](#)
- [Guidance Counsellor Resource Pages](#)
- [UCD Horizons](#) (the modular and credit-based structure for taught degrees at UCD)
- [CAO – Think Bigger UCD](#)
- [Campus Life](#)
- [Summer School](#)
- [UCD Open Day](#)
- [Peer to Peer Chat platform](#)

This information is collated and managed by the UCD Registry units of Student Recruitment and Admissions. These units work with Schools, in co-ordination with the UCD Registry Curriculum Team to ensure all programme and module information is correct and up-to-date, including information about collaborative and transnational programmes.

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

- Why UCD?

- [What Can I Study?](#)
- [Coming to Ireland Student Life](#)
- [Meet UCD](#)

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

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

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

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

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

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

- [Academic Regulations](#)
- [Taught Programme Transfer and Re-Admission Policy](#)
- [Policy on Recognition of Prior Learning](#)
- [Policy on Progression in Doctoral Programmes](#)

Research and Related Services

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

Quality Assurance Policies and Procedures

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

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

The UCD Quality Office is responsible for managing the Periodic Quality Review process. Further information and guidance on the review process, its guidelines, procedures and review schedule is published on the [UCD Quality Office website](#). A wide range of internal supports such as those from Human Resources, Equality Diversity and Inclusion, Library, Teaching and Learning, Research, and Institutional Research are also available to support schools and units undergoing review and these are published at [UCD Supports & Resources for Quality Review](#).

Evaluation and Findings from Quality Assurance Evaluations

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

8.0 Monitoring and Periodic Review

Self-Evaluation

Self-evaluation and monitoring of the University's activity is a key component of the [Periodic Quality Review Process](#). Quality Enhancement/Quality Assurance at UCD is not a static but a dynamic process that enables a school/unit under review to reflect on its activity. Guidelines and procedures are in place to conduct reviews and are approved by ACQEC Oversight on implementation and monitoring is at the levels of the unit, its relevant College, and the University through ACQEC, UMT and Governing Authority.

The University's strategic and holistic approach to Periodic Quality Review acknowledges the various aspects of a school/unit's operations and their mutual dependency. Separate guidelines have been developed for academic schools, support units, Linked Providers, and transnational programme provision and these are available on the [UCD Quality Office website](#). These guidelines cover areas such as strategy; organisation, management and staffing of the school/unit; management of resources and facilities; functions, activities and processes; quality of programmes and student learning experience; quality of postgraduate research education and research activity; management of quality and enhancement; support services and external relations. It involves consideration of a wide range of data information using the University's InfoHub data system, feedback from students, staff and other stakeholders, reports such as external examiners, accreditation reports, etc. It ensures that members of the school/unit come together to reflect upon what they are trying to achieve in all aspects of their work, and how these different areas of activity impact upon one another. All members of the school/unit, both faculty and staff, participate in the review and have an opportunity to contribute to the Self-Assessment Report and site visit. The primary focus of the review is on quality enhancement.

Periodic Review of Schools and Professional Support Units

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

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

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

Criteria used for Recruitment of External Independent National and International Experts

External Reviewers/Evaluators

The University has approved the criteria for the appointment of external reviewers. The following must be considered by schools/units when nominating external Review Group members. These include:

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

Exclusions include:

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

Extern Examiners

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

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

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

Furthermore, the [UCD Policy for Theses in Research Degree Programmes](#) provides an outline of the responsibilities of the Special Extern Examiner.

Engagement with External Quality Assurance

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

The University engages with QQI on an ongoing basis through the Annual Quality Report, Quality Dialogue Meetings, Irish Universities Association (IUA) committees, projects, and through contributions to the development or review of policies. It also engages with the professional, statutory, and regulatory bodies that accredit professional programmes.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

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

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

2.	Type of arrangement (PRSB/awarding body/QA body)	PSRB
	Name of body:	American Veterinary Medical Association (AVMA)
	Programme titles and links to publications	School of Veterinary Medicine - Undergraduate; MVB Veterinary Medicine (5 yr); Graduate Entry Veterinary Medicine (4 yr); https://www.avma.org/
	Date of accreditation or last review	2020
	Date of next review	2027

3.	Type of arrangement (PRSB/awarding body/QA body)	PSRB
	Name of body:	Engineers Ireland

Programme titles and links to publications	https://www.engineersireland.ie/		
	Programme	Graduating Classes	
		From:	To:
	Bachelor of Engineering (Honours) in Biomedical Engineering	2018	2023
	Bachelor of Engineering (Honours) in Civil Engineering	2013	2023
	Bachelor of Engineering (Honours) in Electrical Engineering	2013	2023
	Bachelor of Engineering (Honours) in Electronic Engineering	2013	2023
	Bachelor of Engineering (Honours) in Mechanical Engineering	2013	2023
	Master of Engineering in Biomedical Engineering	2011	2023
	Master of Engineering in Chemical and Bioprocess Engineering	2019	2023
	Master of Engineering in Civil, Structural & Environmental Engineering	2019	2023
	Master of Engineering in Electrical Energy Engineering	2012	2023
	Master of Engineering in Electronic and Computer Engineering	2012	2023
	Master of Engineering in Energy Systems Engineering	2011	2023
	Master of Engineering in Engineering with Business	2011	2023
	Master of Engineering in Materials Science & Engineering	2011	2023
	Master of Engineering in Mechanical Engineering	2011	2023
Master of Engineering in Structural Engineering with Architecture	1982	2023	
Date of accreditation or last review	See table above		
Date of next review	See table above		

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

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

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

5. Type of arrangement (PRSB/awarding body/QA body)	PSRB
Name of body:	Irish Medical Council
Programme titles and links to publications	Undergraduate Entry to Medicine (UEM); Graduate Entry to Medicine (GEM); https://www.medicalcouncil.ie/
Date of accreditation or last review	2020
Date of next review	2025

9.2 Collaborative Provision

Definitions:

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

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

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

Type of arrangement	Total number
Joint research degrees	5
Joint/double/multiple awards	54
Collaborative programmes	68
Franchise programmes	0
Linked Providers (DABs only)	2

NOTE: UCD is engaged in a broad and diverse range of collaborative arrangements, not all of which fall within the five categories above.

1. Collaborative provision (Type of collaborative provision)	Linked Provider
Name of body (/bodies):	Institute of Banking (IoB)
Programme titles and links to publications	Specific details of all IoB programmes are available at https://iob.ie/programmes .
Date of last review	May 2019
Date of next review	2025-2026

2. Collaborative provision (Type of collaborative provision)	Linked Provider
Name of body (/bodies):	National College of Art and Design (NCAD)
Programme titles and links to publications	Specific details of all NCAD programmes are available at https://www.ncad.ie/students/programme-information/ .
Date of last review	October 2021
Date of next review	2028-2029

3. Collaborative provision (Type of collaborative provision)	Collaborative Programmes
Name of body (/bodies):	RCSI and UCD Medical College (RUMC)
Programme titles and links to publications	Specific details of all RUMC programmes are available at https://www.rcsiucd.edu.my/programmes/ .
Date of last review	October 2014
Date of next review	2022-2023

4. Collaborative provision (Type of collaborative provision)	Collaborative Programmes, dual degree awards
Name of body (/bodies):	Beijing-Dublin International College (BDIC)
Programme titles and links to publications	Specific details of all BDIC programmes are available at https://www.ucd.ie/bdic/ .
Date of last review	June 2020
Date of next review	2025-2026

5. Collaborative provision (Type of collaborative provision)	Collaborative Programmes, dual degree awards
Name of body (/bodies):	Chang'an-Dublin International College of Transportation (CDIC)
Programme titles and links to publications	Specific details of all CDIC programmes are available at https://www.ucd.ie/cdic/ .
Date of last review	None to date - CDIC opened in September 2020
Date of next review	Not yet confirmed

6. Collaborative provision (Type of collaborative provision)	Collaborative Programmes, dual degree awards
Name of body (/bodies):	Guangzhou-Dublin International College of Life Sciences & Technology (GDIC)
Programme titles and links to publications	Specific details of all CDIC programmes are available at https://www.ucd.ie/gdic/ .
Date of last review	None to date - GDIC opened in September 2020
Date of next review	Not yet confirmed

7. Collaborative provision (Type of collaborative provision)	Joint/double/multiple awards
Name of body (/bodies):	University of Ulster
Programme titles and links to publications	Specific details of programmes are available at https://www.ucd.ie and https://www.ulster.ac.uk .

Date of last review	February 2018
Date of next review	2024-2025

9.3 Articulation Agreements

Definition:

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

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

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

3. Articulation agreement:	
Name of body (/bodies):	Shanghai University of Sport (China)

Programme titles and links to publications	MoU Institutional Cooperation - Institutional Understanding (Health & Agricultural Sciences) http://sus.admissions.cn/
Date of agreement/arrangement or last review	29 September 2021
Date of next review	28 September 2026
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

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

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

University College Dublin (UCD) 2023		

**Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2021-2022**

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

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

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

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

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

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

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

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

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

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

Case Studies

QQI recommends that written case studies should:

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

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

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

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Institutional Strategic Objectives

The University operates an integrated system for quality assurance and enhancement which contributes to the achievement of its strategy. Following the launch of the [UCD Strategy 2020-2024, 'Rising to the Future'](#) the University has set four key themes of Creating a Sustainable Global Society, Transforming through Digital Technology, Building a Health World, and Empower Humanity. These four themes will be embraced in four core objectives and the University will have a set of key performance indicators and targets against which it will track its progress. The four objectives are:

- Objective 1: Increase the quality, quantity and impact of our research, scholarship, and innovation.
- Objective 2: Provide an inclusive educational experience that defines international best practice and prepared our graduates to thrive in present and future societies.
- Objective 3: Continue to build our engagement locally, nationally and internationally.
- Objective 4: Attract, retain and develop an excellent and diverse cohort of students, faculty and staff.

The pursuit of these strategic themes and core objectives will be facilitated by six key enablers, which will provide the foundations for success. The six enablers are:

- Enabler 1. Recruit additional excellent faculty members.
- Enabler 2. Increase our student population, enhancing quality, and diversity.
- Enabler 3. Build world-class academic facilities and student amenities.
- Enabler 4. Implement advanced systems and services to support operations.
- Enabler 5. Develop faculty and staff.
- Enabler 6. Generate additional non-exchequer income.

Ongoing monitoring by the University on implementation of the strategic plan is undertaken through UMT, GA, the Extended Leadership Group supported by the Strategic Planning Unit and the Institutional Research Unit. Furthermore, in November 2021 it was announced that there will be a steering group for each of the four Strategic Themes with identified UMT champions and Co-Chairs. Each Theme Steering Group will be representative of all sectors of the University community: faculty, staff, students, and alumni. A call for expressions of interest from the UCD community to participate in these steering groups was circulated, and in January 2022 the appointed steering group Co-Chairs were announced. This will enable ongoing progress and momentum in relation to meeting the goals of the University strategy.

UCD Library Strategy

In February 2022, the UCD Library launched the [UCD Library Strategic Plan 2021-2025, The Library of the Future](#). Since the launch of the UCD Strategy 2020-2024, Rising to the Future, changes that were underway in the global higher education and research landscape have accelerated dramatically. The global pandemic saw a shift to online and blended learning take effect overnight and the opening up of scientific research became not just a target for research funders but an imperative in the fight against the spread of Covid-19. These developments have assumed the availability of appropriate digital infrastructure, access to information online and supporting digital competencies and literacies. While there is an expectation for a return to more normal campus activities once the pandemic subsides, evidence from universities in other parts of the world suggests a move towards a

more blended learning environment. This shift will require an alignment of library services and activities with wider university priorities such as transforming through digital technology.

Emerging into a post-pandemic environment the University's experience has emphasised the growing importance of libraries in higher education, research, and wider society. The lockdowns experienced all over the world have also served as a reminder of the continued importance of the library as place; a critical resource for learners, a community space that acts as a constant in times of flux and a space for individuals to be inspired. Throughout the new strategic plan various manifestations of the library emerge:

1. The Library as a global hub for research and digital scholarship
2. The Library as learning commons
3. The Library as a community resource and hub
4. The Library as an inclusive space
5. The Library as a guardian of our heritage

The following pillars for the Library have been developed in line with the strategic themes in the UCD Strategy 2020-2024, Rising to the Future:

- Pillar 1 – Leading, Engaging and Partnering with Communities
- Pillar 2 – Enhancing the Learning Experience and Empowering Students
- Pillar 3 – Creating an Inclusive Library for All
- Pillar 4 – Fostering Critical Digital Literacies
- Pillar 5 – Advancing Open Research and Global Digital Scholarship

Under each of these pillars a number of initiatives have been identified.

Future Campus Project

UCD Campus Development is overseeing the Future Campus project which will provide new state of the art teaching, learning and research facilities for students and staff, enhancing the UCD experience. The project also includes improvements to the public realm, the planting of 978 mature & semi mature tree specimens and an enhanced welcoming landscape design.

The [Future Campus Phase 1 \(Phase 1\)](#) will be the first part of the Stephen Holl Architects designed campus masterplan to be implemented. Phase 1 of the masterplan promises to elevate the campus arrival experience, shape a welcoming new quad and create an inspiring new Entry Precinct for UCD, making new connections extending its transformative open nature into the existing campus.

The Phase 1 project comprises three key integrated elements:

The Centre for Creativity: an architectural competition winning design for 12,650sq.m accommodation, which will include academic accommodation for studios, workshops, maker spaces, review, and display spaces. It will also include accommodation for faculty and ancillary accommodation for academic programmes. In addition, the building will also perform an important outreach and public engagement role, demanded both by the function, the location, and the strong architecture of the Centre for Creativity.

The Centre for Future Learning: comprising 11,580sq.m of high-quality active teaching and learning infrastructure, the design is based on international practices in academic spaces. The Centre of Future Learning will be a hub for active learning in the precinct and near the centre of the campus, enabling easy access to the full academic community. The accommodation will include a variety of formal learning spaces (classrooms and lecture

space) along with informal learning spaces. As the largest teaching and learning hub it will be supported to ensure that the building utilisation is optimised, and service quality is appropriate to the desired student and faculty experience.

Landscaping: fulfilling the objectives of the UCD Strategic Campus Development Plan, the University has continued to invest in the quality of the campus and landscape as it develops the buildings on campus. For Phase 1, significant tree planting and landscaping improvements will be delivered. 978 specimen trees along with over 9,100 young trees will be planted as part of the project. The existing woodland walk between Belfield Wood and the R138 entrance will be widened and a new connecting tree line planted, providing a wildlife corridor and an enhanced amenity. As these new and replacement trees grow and mature, they will strengthen and densify the existing campus woodlands.

Additionally, two major amenity spaces will be delivered:

- **The Arrival Plaza:** Providing a much-needed pedestrian link from the front entrance to the core of the campus. This entrance plaza combined with the architecture of the Future Campus will greatly improve wayfinding on the Belfield Campus.
- **The Ardmore Quad:** A high quality space and landscaped area, framed by the Centre for Creativity, the Centre for Future Learning and Ardmore House. It is intended that this quad space will provide outdoor amenity spaces, enhancing the setting for Ardmore House and retaining and improving the setting of some high-quality mature trees on campus.

All planning consents for the project are in place, and site landscaping and infrastructure enabling works commenced in July 2021 and were concluded in August/September 2022.

[Athena Swan Gender Equality Action Plan 2020-2024](#)

The University continues to implement the Athena Swan Gender Equality Action Plan 2020-2024 as it moves into its third year of implementation. An interim report was submitted to UMT and GA to provide an update on progress around implementation and impact of activities undertaken. UCD will commence its Athena SWAN silver application process in late Spring 2023.

In addition, seven UCD Schools across the campus were conferred with Athena SWAN bronze awards in 2021-2022. 24 Schools (65%) are now accredited in UCD which covers 86% of employees working in UCD Schools and 81% of UCD students. This exceeds the University KPI of 22 Schools by 2022. The Gender Equality Action Group established a working group to review UCD's internal School Athena SWAN application programme and this work was completed in Spring 2022 with a range of recommendations. One key recommendation was the development of a Gender Equality and EDI Accelerator fund which will be launched in Autumn 2022. Applications will be invited for funding in three areas: gender and EDI capacity building activities, seed projects with a view to achieving HEA's Gender Equality Enhancement Funding and transforming gender and EDI research into practice. These strands have been designed to support Schools/Colleges to pilot innovative initiatives from their respective gender equality action plans (including EDI initiatives).

A sample of other initiatives undertaken in 2021-2022 as part of the EDI Strategy and GEAP 2020 - 2024 include:

- Publication of a **Race and Ethnicity Equality Review Report** by the Race and Ethnicity Equality Working Group. This report contains quantitative and qualitative research and key recommendations. An EDI sub-group on Race and Ethnic Equality will be established to translate these recommendations into an action plan taking into consideration the recent launch of the [HEA Race Equality Implementation Plan](#). The Race

and Ethnicity Working Group also ran a Race and Ethnicity Campaign throughout 2021-2022 and the purpose was to raise awareness and promote a culture where all members of the University Community have the right to study or work in an environment that it is safe and inclusive and that all form of racism are unacceptable and are not tolerated by UCD.

- UCD employees who have experience of fertility treatment were invited to attend a focus group session in June 2022 to share experiences and contribute to the development of workplace support for employees undergoing fertility treatment. This session included an update from the Chair of National Infertility Support and Information Group. Further consultation is currently underway and a policy and supporting documentation will be developed in Autumn 2022.
- A Menopause Working Group has been established. The changing age of Ireland's workforce means that there are many menopausal employees in the workplace. The work of this group will help to create a supportive working environment for all employees and foster an environment in which colleagues can openly and comfortably instigate conversations or engage in discussions about the menopause.
- UCD successfully secured funding from the Irish Human Rights and Equality Commission to undertake a project to support the implementation of the 'Public Sector Equality and Human Rights Duty' in UCD and the university sector more broadly. The purpose of the project was to enable a coordinated approach by the university sector to meet the requirements of the Public Sector Duty, to identify clear practical steps that the sector can take to meet those requirements, and to learn from experts nationally and internationally around how best to achieve this. This report has now been completed and an EDI Public Sector Duty sub-group will be established in trimester 1 of 2022-2023 academic year to translate the report into a user-friendly toolkit and guide.

The Mental Health and Wellbeing Steering Group, managed by Culture and Engagement and EDI, rolled out initiatives to support employees experiencing mental health and wellbeing difficulties including:

- The development of the Mental Health and Wellbeing policy
- The creation of a directory of supports for those experiencing mental health and wellbeing difficulties
- Availability of training provided by See Change for key roles involved in mental health and wellbeing
- The development of a bespoke training programme for managers and employees to enable them to be able to support colleagues and signpost to supports
- Ongoing awareness raising e.g. Promotion of the Green Ribbon Campaign and events/webinars

Following the completion of the Dignity and Respect Review and approval of the recommendations by UMT and GA in May 2021, an implementation plan was developed and rolled out during the 2021-2022 academic year by a project group consisting of key stakeholders. Key elements included:

- Publication of a new Bullying and Harassment policy and Sexual Misconduct policy;
- Establishment of a Dignity and Respect Oversight Group which includes diverse internal and external representation to provide oversight around dignity and respect;
- Establishment of a new dedicated Dignity and Respect Support Service in November 2021 fully operational with three dedicated Dignity and Respect Support Advisers supporting members of the UCD Community. This service was officially launched in May 2022 by the Minister for Further and Higher Education, Research, Innovation and Science;
- Appropriate external involvement at each major stage of the Dignity & Respect procedure;
- Development of a comprehensive Dignity and Respect training strategy including a tiered training approach including a full-day, face-to-face training programme for People Managers and a half-day session for key signposted roles. Online training has also been developed for all members of the UCD Community as well as student online active bystander training;

- Development of a communications strategy to ensure that members of the UCD community are aware of the supports on offer and that UCD does not tolerate bullying, harassment or sexual misconduct;
- Enhanced data collection mechanisms and reporting commitments to ensure there is transparency around dignity and respect in UCD.

Changes to the QA System

Within the reporting period, the *Guidelines for Internal Periodic Review (Academic Schools)* were reviewed to ensure they are fit-for-purpose and reflect best practice. This led to publication, in April 2022, of the revised [Handbook for Internal Periodic Quality Review \(Academic School\)](#). Enhancements include revision of the quality process and procedures, a review of the self-assessment report that included consolidation of chapters on teaching and learning and curriculum development and collaborative provision, and revision of the chapter on research and innovation; revised outline timetable for site visits; and revised timelines for completion of Review Group Reports.

1.2 Update on Planned QA Objectives identified in Previous AQR

UCD Institutional Review

The previous AQR and associated planned objectives related to the outcome of the Institutional Review of UCD in October 2019 and the publication of the [Institutional Review Group Report](#) in April 2020 and [Quality Improvement Plan \(QIP\)](#) in July 2020 through which a work plan on progressing and implementing the recommendations was agreed by the University. All recommendations were addressed in the QIP with allocated responsibility for implementation. Six-month update reports on implementation were provided to the Governing Authority.

A risk assessment approach to monitoring implementation of the Progress Report was prepared by the Director of Quality with controls put in place to manage implementation and future reporting on progress to Governing Authority on an annual basis and UCD's next institutional review scheduled for 2026/27. A total of 18 recommendations were made by the Review Group with two recommendations determined by the University to require no action. A total of 50 actions with varying scales of actioning were associated with the 16 active recommendations with agreed leads and timelines. Ongoing monitoring and reporting of progress will be overseen by ACQEC with annual reports to UMT and GA.

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Authority	9 September 2021, 7 October 2021, 16 December 2021, 27 January 2022, 24 March 2022, 12 May 2022, 23 June 2022
Academic Council	23 September 2021, 25 November 2021, 21 April 2022
Academic Council Quality Enhancement Committee	6 October 2021, 24 November 2021, 2 February 2022, 28 April 2022
University Programmes Board	14 October 2021, 2 December 2021, 17 February 2022, 7 April 2022, 5 May 2022

University Management Team	7 September 2021, 21 September 2021, 5 October 2021, 19 October 2021, 2 November 2021, 16 November 2021, 30 November 2021, 14 December 2021, 18 January 2022, 1 February 2022, 15 February 2022, 1 March 2022, 15 March 2022, 29 March 2022, 12 April 2022, 26 April 2022, 11 May 2022, 24 May 2022, 7 June 2022, 21 June 2022
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1.3.2 QA Leadership and Management Structural Developments

In the reporting period (1 September 2021 – 31 August 2022) the following leadership and management developments occurred:

- A new Acting President was appointed
- A new Acting Registrar, Deputy President and Vice-President for Academic Affairs was appointed
- A new Dean of Graduate Studies was appointed
- A new University Librarian was appointed
- A new College Principal was appointed in the UCD College of Arts and Humanities
- A new College Principal was appointed in the UCD College of Science
- New Heads of School took up their roles in the following Schools:
 - UCD School of Irish, Celtic Studies and Folklore
 - UCD School of Languages, Culture and Linguistics
 - UCD School of Economics
 - UCD Sutherland School of Law
 - UCD School of Philosophy
 - UCD School of Politics and International Relations
 - UCD School of Social Policy, Social Work and Social Justice
 - UCD School of Electrical and Electronic Engineering
 - UCD School of Agriculture and Food Science
 - UCD School of Nursing, Midwifery and Health Systems
 - UCD School of Earth Sciences
 - UCD School of Physics

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
UCD Finance Office	4-8 October 2021	UCD Finance (02/2022)
National College of Art & Design (NCAD) (Linked Provider)	18-22 October 2021	National College of Art and Design (NCAD) Institutional Review Report (02/2022)
UCD School of Chemistry	7-11 March 2022	Not yet available
UCD School of Biology & Environmental Science	21-25 March 2022	Not yet available
UCD School of Philosophy	4-8 April 2022	Not yet available
UCD Library	4-8 April 2022	Not yet available
UCD School of Geography	11-15 April 2022	Not yet available
UCD School of Politics & International Relations	11-15 April 2022	Not yet available
UCD School of History	18-22 April 2022	Not yet available
UCD School of English, Drama & Film	Site Visit postponed due to COVID-19	N/A

1.4.2 Expert Review Teams/Panels³ involved in IQA

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

Guide

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

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/ Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	22	6	2	1	13		
<i>of those:</i>							
On-site processes							
Desk reviews	13				13		
Virtual processes	9	6	2	1			
Average panel size for each process type*	11.7	3.7	4	4			

* excluding secretary if not a full panel member

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

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

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	9	4	5		7	2				8	1
Secretary* NOTE: <i>UCD does not utilise a Secretary role, but does use a Deputy Chair, information for which is included in the numbers here</i>	7	2	5		7						
Academic/Discipline Specific	18	7	11				14	3	1	18	
Student Representative	0										
QA	0										
Teaching & Learning	0										
External Industry / Third Mission	0										

NOTE: The above data does not include reviews postponed to the next reporting period due to Covid-19.

2.0 IQA System – Enhancement and Impacts

Governance and Management of Quality

World University Rankings

In 2022, UCD was ranked in the world top 50 in four subjects: Library & Information Management, English Language & Literature, Archaeology, and Veterinary Science according to the latest QS World University Rankings by Subject. The University ranks number one in Ireland in 20 out of 51 subjects ranked by QS, up from 16 in 2021:

Arts & Humanities

- Archaeology
- Architecture / Built Environment
- History

Social Sciences & Management

- Business & Management Studies
- Library & Information Management
- Politics & International Studies
- Sociology
- Sports-related Subjects
- Statistics & Operational Research

Engineering & Technology

- Engineering - Chemical
- Engineering - Civil & Structural
- Petroleum Engineering

Life Sciences & Medicine

- Anatomy & Physiology
- Veterinary Science

Natural Sciences

- Earth & Marine Sciences
- Environmental Sciences
- Geography
- Geology
- Geophysics
- Mathematics

And UCD has 12 subjects now ranked in the QS top 100, up from eight in 2021, and 37 subjects in the Top 200. The 2022 edition of QS World University Rankings has again named UCD as among the best universities globally in the study of 42 out of 51 subjects, up from 38 in 2021. Eight subjects improved their positions from last year, with Library & Information Management now the University's highest performing subject at 24th, an increase of 21 places. Alongside this, UCD is now ranked in all five broad subject areas, with the QS classification of Arts & Humanities remaining its strongest having entered the Top 100 at the 92nd position, up from 113 in 2021.

Key Leadership Changes

There were significant changes in leadership in the University within the reporting period, including the appointment of a new Acting President; Acting Registrar, Deputy President, and Vice-President for Academic Affairs; Dean of Graduate Studies; University Librarian; two new College Principals and 12 new Heads of School.

UCD Library Strategy 2021-2025

In February 2022, the UCD Library launched the [UCD Library Strategic Plan 2021-2025, The Library of the Future](#). Since the launch of the UCD Strategy 2020-2024, Rising to the Future, changes that were underway in the global higher education and research landscape have accelerated dramatically. The global pandemic saw a shift to online and blended learning take effect overnight and the opening up of scientific research became not just a target for research funders but an imperative in the fight against the spread of Covid-19. These developments have assumed the availability of appropriate digital infrastructure, access to information online and supporting digital competencies and literacies. While there is an expectation for a return to more normal campus activities once the pandemic subsides, evidence from universities in other parts of the world suggests a move towards a more blended learning environment. This shift will require an alignment of library services and activities with wider university priorities such as transforming through digital technology.

Revised Handbook for Internal Periodic Quality Review (Academic School)

Within the reporting period, the *Guidelines for Internal Periodic Review (Academic Schools)* were reviewed to ensure they are fit-for-purpose and reflect best practice. This led to publication, in April 2022, of the revised [Handbook for Internal Periodic Quality Review \(Academic School\)](#). Enhancements include consolidation of chapters on teaching and learning and curriculum development, as well as external relation and collaborative provision; revised outline timetable for site visits; and revised timelines for completion of Review Group Reports.

Programmes of Education and Training

Education and the Student Experience

Despite the challenges of Covid-19 the University continued to successfully deliver on its programmes of education and training. Led by the Registrar and Deputy President, a whole-university response by faculty and staff continued in 2021-2022, informed and enhanced by student feedback, learning from the previous reporting period, and staff and stakeholder feedback. Significant supports to faculty, staff and students were provided for at-distance learning, including programmes with professional accreditation. The priority was to support students to progress in their learning. Ongoing resources were provided to staff to enable the delivery of semester teaching and online assessment, and IT resources were developed to support students and staff online. Additional supports to students were provided through funding by the HEA and University such as laptops, additional student assistance funding, additional supports for our access students, and additional assistive technology.

Staff Recruitment, Management and Development

Faculty Promotions – New Development Framework

In June 2022, UCD Human Resources launched the new [Faculty Promotions Development Framework](#). UCD seeks to ensure that the University's faculty and staff are enabled to achieve their full potential and are appropriately rewarded for their contribution. In this section you will find details of the criteria for promotion and an outline of the application and the assessment process. You will also find a summary of the Policy, information on the current [Development Framework for Faculty](#), a selection of [frequently asked questions](#) along with more information on the supports available to applicants. Applications for promotion are considered on a rolling basis by the Faculty Promotions Committee. All applications are judged on an individual basis against the UCD Development Framework for Faculty. There is no internal quota system in place for Faculty promotions. The [Faculty Promotion Policy](#) provides detailed information on the roles of the various parties including the Head of School, College Principal, Faculty Promotions Committee and President. The role that External Assessors play in the assessment of applications is also outlined in the Policy.

Performance for Growth (P4G) updates

Following a review in 2018 an Action Plan was developed to further embed P4G into UCD. The Review included inputs from stakeholders and participants. Engagement with P4G was 92% across UCD for cycle 2021-2022. The Action Plan includes:

- P4G system improvements
- Enhanced online resources
- Training modifications
- Further Alignment with Planned University Processes, Programmes and Initiatives

The UMT considered the review documentation including the recommendations and activities comprehended under the associated P4G Action Plan 2021-2024. Their resulting feedback noted that there is now consistency across the organisation in relation to P4G conversations – both formal and informal. Colleagues can have more realistic conversations in terms of both goals and career opportunities and the UMT see a more manifest engagement and a sustained engagement within the organisation. The members of the UMT fully endorsed what has been achieved and proposed in the review documentation and associated P4G Action Plan 2021-2024 and stated that they continue to support the fundamental principles of P4G and regard it as a significant component to UCD.

P4G gives staff the opportunity to reflect on their contributions over the period, to receive recognition of and feedback on their successes and challenges, to plan for the future, and to identify development needs. Over the past difficult years P4G has enabled discussions on the extraordinary efforts and challenges faced by every member of the UCD community and P4G again provides the space to reflect, and importantly look ahead, setting objectives in preparation for the excellent outcomes that can be achieved over the next 12 months. Training sessions for Reviewers and Reviewees were available during April and May, with all information and supporting materials provided on the [P4G webpage](#).

UCD Leadership and People Management Programme (RISE)

The new RISE (Respect, Inspire, Support Employee experience) programme supports the ongoing development of all people managers and leaders across the University. The programme, launched in May 2022, is a joint initiative between UCD People and Organisation Development and an external training partner, Flow Group. By December 2022 we expect 290 participants across academic, technical and professional roles will have completed the RISE programme with further cohorts commencing in 2023.

Hybrid Working

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

Human Resources has also published detailed [guidelines](#) that are updated regularly relating to remote and hybrid working.

Furthermore, the University Management Team (UMT) established a UCD Hybrid Trial Review Working Group and this group held its first meeting in June 2022. The Working Group membership is drawn from across the University to bring multiple perspectives. The group has agreed three sub-groups to focus on the key areas of 1) Evaluation and analysis (survey and other data gathering mechanisms); 2) Community Consultation and Feedback (through events in summer 2022); and 3) Development of a Draft Policy for UMT consideration and approval. The Working Group independently received and considered all feedback from the community in the context of its co-created, values-based and transparent approach to inform the development of the new policy. The Group has aimed to achieve balance, learning from what has worked well and what areas need enhancement from the University's hybrid working trial thus far while also critically protecting the vibrancy of the UCD student and employee experience on campus. The activities of the working group have continued into the 2022-2023 academic session.

UCD LinkedIn Learning Platform

Running concurrently with existing development support for staff, the University launched the UCD LinkedIn Learning Platform for employees in October 2021. LinkedIn Learning enables access to an online eLearning package of over 16,000 courses and, importantly as part of the University's inclusive and global agenda, courses are offered in 7 languages. The availability of this resource is part of the roadmap towards a blended development experience for staff combining classroom learning with online learning in which learners can, in part, control the time, pace, and place of their learning. During the first year of LinkedIn Learning in UCD, 1,700 colleagues (46%) have activated their LinkedIn Learning license, over 50,500 LinkedIn Learning videos have been viewed and 1,235 courses have been completed across UCD totaling 2,087 hours of engaged learning via this platform. The platform continues to be a valuable resource with activated learning licenses now increased to 1,998.

Updates to Parental Leave and Adoptive and Surrogacy Leave Policies

In May 2022, UCD Human Resources published updates to the [Parental Leave](#) and [Adoptive and Surrogacy Leave](#) policies.

Parental Leave is available to employees with continuous service of one year who are natural or adoptive parents, and also extends to persons acting in loco parentis in respect of an eligible child. Employees who have less than one year's service are entitled to a pro-rata parental leave entitlement after three months' service in UCD, if the child is approaching the age threshold. Part-time employees are entitled to unpaid parental leave on a pro-rata basis. The leave may be taken in blocks of weeks or, in agreement with the Head of School/Unit, it may be broken down into pre-planned time off in the form of half days or full days. The proposed period of leave must be agreed with the Head of School/Unit and approved by UCD HR. All public holidays that fall during the period of parental leave can be taken at the end of the parental leave or as time in lieu on dates to be discussed and agreed with the Head of School/Unit.

Under the consolidated **Adoptive Leave** Acts, an adoptive parent is entitled to 24 weeks Adoptive Leave from the date of the placement of the child. An equivalent period of Surrogacy Leave is also applicable to an intending parent i.e. those involved in a surrogacy arrangement. Surrogacy Leave is an additional benefit provided by UCD. UCD ensures employees are supported before, during and after their Adoptive / Surrogacy Leave. The purpose of this policy is to ensure that UCD employees are supported before, during and after their adoptive leave. This Policy applies to all UCD employees who are in receipt of a salary under a permanent contract, a contract of indefinite duration (CID), or a fixed-term contract as defined in the Protection of Employees (Fixed Term Work) Act 2003 and who are entitled to benefit under the consolidated Adoption Acts. In addition to detailed definitions of terms, the policy sets out in detail the roles of the applicant, School / Unit and UCD HR in the adoptive leave process.

New Policies on Breastfeeding and Supporting the Employment of Persons with Disabilities

In Summer 2022, two new policies were published in relation to [Breastfeeding](#) and [Supporting the Employment of Persons with Disabilities](#).

The policy on **Breastfeeding** promotes a culture of support for breastfeeding so that those returning from maternity leave feel valued and able to continue to breastfeed/lactate on their return to the workplace. It aligns with the EU Work Life Balance Directive where employees will be entitled to take paid breastfeeding/lactating breaks for two years (104 weeks).

The policy **Supporting the Employment of People with Disabilities** promotes equality of opportunity in the attraction, employment, retention, and development of persons with disabilities. This policy demonstrates the University's commitment to taking proactive steps to ensure its workplace culture supports employees with disabilities to feel confident and comfortable to disclose disabilities so that supports can be provided if required to enable employees to thrive at work. Guidance materials for employees and managers will be developed to support the implementation of this policy and will complement the existing process on reasonable accommodations. In addition, a disability awareness raising programme is currently under development to provide information on entitlements, responsibilities and supports available.

Interview Skills Training Course

UCD Human Resources enhanced the **Interview Skills Training Course** to offer a second module focused on the practical aspects of recruitment in UCD such as creating a Job Description or using the Online Hiring Form system.

The Resourcing Team within UCD Human Resources fosters a culture of continuous improvement. The Resourcing Team has worked closely with the Information Systems Team to introduce a number of enhancements to the recruitment system which has increased the functionality available to users and improved the experience of both candidates and Boards of Assessment. Automated communications have replaced several manual tasks and in doing so have reduced risks around GDPR and increased efficiency. The team has had a number of audits within the reporting period in addition to the standard Comptroller and Auditor General Audit. Internal Audit noted a number of good practices were in place and that the recruitment and selection process is online and user-friendly and policies, procedures, and relevant forms are easily accessed on the UCD HR webpage. The Health Research Board – Science Foundation Ireland Audit of Research Funded Recruitment found no issues with the design or operational effectiveness of the Resourcing process.

Teaching, Learning and Assessment

New Module in Leading in University Teaching and Learning

[UCD Teaching and Learning](#) announced in February 2022 that it will offer a new module “Leading in University Teaching & Learning”. This module is designed to support staff leading in university teaching and learning and is available as part of the Professional Programmes in University Teaching and Learning. This module is aimed at faculty and academic related staff engaged in leading their colleagues in university teaching and learning. The module will enable participants to critically reflect on their personal and professional leadership skills and to apply leadership theory to their practices. In addition it will explore:

- Different approaches to programme design and implementation
- Best practices in leading change in teaching and learning enhancement/policies
- Different international, national, institutional case studies of policies and practice in leading change

To fulfil the module assessment requirements participants will need to demonstrate how they have applied their learning from this module to a current leadership challenge or initiative. Therefore, module participants should be leading colleagues either through a formal leadership role in their school/college or through a significant teaching and learning initiative.

Supports and Resources for Learners

Academic Advising Initiative

This strategic initiative is focused on the development of an institutional framework for academic advising for student success. The framework will be aligned to UCD mission and values and will be developed in partnership with students and in consultation with the wider UCD community. It is envisaged that the framework will be sufficiently flexible to facilitate the development of bespoke academic advising systems in UCD, reflecting different advising contexts, student cohorts and disciplinary needs.

UCD students have access to a range of advice and support services. Notwithstanding this, the University has identified a significant policy gap with reference to the formalised provision of academic advice to students. To address this the Registrar/Deputy President has established an [Academic Advisory Working Group](#). An initiative team, based in [UCD Teaching and Learning](#), is responsible for the management and coordination of the initiative, with high-level oversight provided by the Working Group. Funding from the HEA/National Forum for the Enhancement of Teaching and Learning is being leveraged in support of this initiative.

The initiative comprises five inter-related work strands:

- Consultation and Research
- Academic Advising Pilot Projects
- Technology Enhanced Advising
- Professional Development for Academic Advisers
- Policies to Enable University-wide Implementation

Following a competitive process seventeen project teams across the university were awarded funding to pilot different models of academic advising in partnership with students. Further information on these projects is available at [Academic Advising Projects](#).

Information and Data Management (including analysis and impact of information gathered via [StudentSurvey.ie](#))

UCD Strategy and KPIs

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

Research Activity Dashboard

The [UCD Research Analytics and Impact Team](#) provides Heads of Schools and their nominees with access to a [Research Activity Dashboard](#), which provides a view of research activity at College, School and Institute level, showing information and metrics on research funding, staff and publications. The report is available from the Research tab in InfoHub (UCD Connect username and password required). This report is aimed at Heads of Schools and their nominees, and provides a view of research activity at School level, showing information and metrics on research funding, staff, and publications, using a combination of the university business systems and

bibliometrics data. Secure delivery via InfoHub ensures that information for each School can only be viewed by senior management (or nominees) in a School, its parent College, university management, and UCD Research. The report provides valuable information to support the Quality Review Process and research management.

StudentSurvey.ie

[StudentSurvey.ie](#) asks students about their experiences of higher education, including their academic, personal, and social development, and how their institutions provide opportunities and support for this development. The survey for postgraduate research students (Masters by Research and PhD) opens every second year during February – March for a three-week fieldwork period that is also specific to each institution. The questions have been designed to match the experiences of research students and have been pre-tested with groups of research students in several institutions. UCD receives the outputs from this annual nationwide survey, and these outputs are evaluated at institutional, College, School, and programme level, ensuring there is direct feedback of students feeding into the quality assurance and enhancement of UCD's programmes and the student experience as a whole.

Public Information and Communication

UCD Public Engagement

[Public Engagement](#) describes the many ways that UCD's research, teaching and contributions to society are influenced by and shared with the public for mutual learning. At UCD, we have a vibrant community of researchers, educators and public engagement practitioners who participate in activities and initiatives in public engagement. Activities and programmes run by UCD and its members take place across the full spectrum of public engagement, from informing and inspiring through to consulting and collaborating. For individuals based in UCD a [Community of Practice listserv](#) has been established (UCD email address required). This Community of Practice is dedicated to promoting engaged research and public engagement.

Engaged Research describes research approaches and methodologies which involve collaboration with public and research stakeholders and which aim to improve, understand or investigate issues of public concern. Public research stakeholders include:

- Public or professional service and product users
- Government and policymakers – local, national and international
- Civil and civic society organisations, for example charities, patient advocates, local community group

Public Engagement creates the opportunity for people to exchange ideas and information and learn from each other. Public engagement:

- Develops institutional ambassadors and role models, thereby raising the profile of UCD academics nationally and internationally.
- Develops the communication skills of UCD researchers and students.
- Underpins the civic and civil responsibilities of the university by inviting various publics to experience its work and engage with its communities.
- Contributes to addressing UCD's six research priorities in Agri-food, Culture, Economy and Society, Energy, Environment, Health and ICT, through collaboration, co-production and involvement with multiple stakeholders and diverse audiences.

Other Parties Involved in Education and Training

Professional, Statutory and Regulatory Bodies (PSRBs)

The University continues to engage with more than 70 Professional, Statutory and Regulatory Bodies that approve or accredit UCD programmes, schools, and institutes. A directory of such bodies and the programmes/schools/institutes that they accredit is published at [UCD Quality Office – Professional Accreditation](#). The University continues to work with these bodies and considers their reports in the context of the Periodic Quality Review process.

Self-Evaluation, Monitoring and Review

Athena Swan

In Summer 2022, three [Athena Swan](#) Bronze accreditations were conferred: the UCD School of Computer Science, the UCD College of Business and the UCD School of History. 23 Schools now have Athena SWAN bronze awards in UCD which represents 86% of employees working in UCD Schools and 81% of UCD students. The University KPI of 21 Schools by 2022 has now been surpassed. It is anticipated that a first UCD silver School submission will also be made in the next round of applications as the University also prepares to make a Silver Award application for the whole University starting next year. Athena Swan Bronze accreditation signals that a School has undertaken an evidence-based analysis of barriers to gender equality in the School and developed a credible Gender Equality Action Plan to address the challenges. The next stage of the Silver Award requires demonstration of impact of measures already adopted to address gender equality alongside a plan to further address inequalities.

Race and Ethnicity Equality Review Report

A [Race and Ethnicity Equality Review Report](#) was published in June 2022 by the Race and Ethnicity Equality Working Group. This report contains quantitative and qualitative research and key recommendations. An EDI sub-group on Race and Ethnic Equality will be established to translate these recommendations into an action plan taking into consideration the recent launch of the [HEA Race Equality Implementation Plan 2022-2024](#).

Institutional Review

As highlighted above, UCD continues to make progress in relation to the recommendations which arose from the Quality and Qualifications Ireland (QQI) CINNTE quality review of UCD which took place in October 2019. Ongoing, annual reporting is provided against the [UCD Institutional Quality Improvement Plan \(IQIP\) \(July 2020\)](#). See also Section 3.1, QA and QE supporting the Achievement of Strategic Objectives, for further details on progress on the IQIP.

School Review

Due to the ongoing risks associated with the Covid-19 pandemic, quality reviews continued to be conducted virtually. Online site visits took place for the UCD School of Chemistry (7-11 March 2022), UCD School of Biology and Environmental Science (21-25 March 2022), UCD School of Philosophy (4-8 April 2022), UCD School of Geography (11-15 April 2022), UCD School of Politics and International Relations (11-15 April 2022) and the UCD School of History (18-22 April 2022). The site visit for the UCD School of English, Drama and Film was postponed due to Covid-19 and availability of external reviewers. This whole School approach covers areas such as organization and management, staff and facilities, teaching and learning, curriculum, research and innovation, management of quality and enhancement, support services, external relations, transnational provision.

Unit Review

Due to the ongoing risks associated with the COVID-19 pandemic, quality reviews continued to be conducted virtually. Online site visits took place for the UCD Finance Office (4-8 October 2021) and the UCD Library (4-8

April 2022). This whole unit approach covers areas such as planning, organisation and management; functions, activities and processes; management of resources; and user communication and perspectives. The Review Group Report for the UCD Finance Office is available at [UCD Finance \(02/2022\)](#).

Linked Provider Review

The review of the National College of Art & Design (NCAD), which was postponed from 2021-2022 due to COVID-19 and availability of extern reviewers, took place on 18-22 October 2021. The Review Panel Report is available at [NCAD Institutional Review Report \(02/2022\)](#).

Annual Programme Reporting for Collaborative and Transnational Provision

Annual update reports on collaborative and transnational programmes were submitted to the UCD Quality Office in March 2022 and considered by ACQEC.

Third-Mission Activities, Societal and Community Engagement

UCD COVID-19 Response

The University has continued to manage the impacts and risks to faculty, staff and students during the pandemic. A dedicated website on the [UCD COVID-19 Response](#) highlights the University's contribution to the pandemic. Supporting students to return to campus in September 2022 was a priority in line with public health advice and this involved significant university-wide preparation by the University community through the COVID Consultative Committee, UCD SIRC, UCD Estates, and the Reopening Campus Services and Facilities Working Group. This included space audits, preparation of teaching spaces and ensuring ongoing monitoring of air quality, advice, safety equipment and PPE, supports for on-campus students, provision of information such as FAQs and guides. In particular, the [UCD National Virus Reference Laboratory \(NVRL\)](#), which provides a diagnostic and reference service for clinicians investigating viral infections throughout Ireland, has played a key role in working with the Health Service Executive as a primary testing centre for COVID-19. University faculty and staff have also responded through their research, participation on national committees providing advice on COVID-19, provision of specialized CPD module training, provision of Contact Tracing facilities and staffing, provision of a HSE Vaccination Centre on-campus in O'Reilly Hall and provision of materials and equipment. The University has also participated in the new EU vaccine clinical network to accelerate the trialing of COVID-19 vaccines (VACCELERATE) and UCD is the National Coordinator.

UCD Public Engagement – Case Studies

[UCD Public Engagement](#) includes a wide range of events, programmes and activities, across the spectrum of informing/inspiring through to consulting and collaboration. Examples of public engagement that have been run by UCD members and by our external partners include:

Informing and Inspiring

- Maths Sparks
- Gaeltacht UCD
- Hope Fest – a wellness event for those experiencing homelessness

Consulting

- Virtual Learning for people with Autism Spectrum Disorder
- Amgen Biotech Experience
- Involving Patients and Carers in Cancer Research
- The Science Apprentice

Collaborating

- The Patient Voice in Arthritis Research

- Farmers Have Hearts
- The Trial

Internationalisation

UCD's Ukrainian Response

UCD stands in solidarity with the people of Ukraine. The University supports students, researchers and academic staff who wish to join the UCD community. To help with this, an [online enquiry form](#) has been created. Information on support services for UCD students and staff affected by the war in Ukraine, and on ways that the UCD community can contribute can be found at [UCD Current Students – Support for Ukraine](#).

2.1 Initiatives within the Institution related to Academic Integrity

In February 2022, the UCD Library launched a [Brightspace Explore Academic Integrity Course](#) with support from the National Forum for the Enhancement of Teaching and Learning. This course provides a comprehensive understanding of academic integrity to all students. The interactive course teaches students the principles of citing, referencing, and avoiding plagiarism. The focus is on the principles of academic integrity, and the course includes examples of different referencing and citation styles. It is composed of an interactive tutorial, a quiz, and a certificate.

The University updated its [Statement on Academic Freedom](#) in April 2022. This statement stipulates that, in order to achieve the optimum efficiency and effectiveness in the operation of a university, academics must have confidence in the governance and management of the institution to articulate and implement its strategy and to account for its use of public funds. University management must likewise have the confidence to trust the wisdom and collegial integrity of academic staff in the operation of the university. The relevant State agencies, acting on behalf of society, must also have confidence that the universities fulfil their responsibilities of accountability for funding received. Only by the operation of such three-way trust and belief can the full benefits to all of academic freedom be realised. Therefore, we should recognise a number of key principles of academic freedom. These are grounded within the legislation of the *Universities Act, 1997* and the policy statement of the International Association of Universities and are broadly in line with similar principles adopted in other universities abroad and in Ireland.

Three key principles that should serve to inform the Academic Council, together with other governance and management units in the University, regarding issues of academic freedom are as follows:

- 1. Freedom of Expression.** Policies of the University should recognise that freedom of expression is a core value of university life that has served it well throughout its history. No policy should be adopted that would deliberately or inadvertently diminish or inhibit freedom of expression among members of the university – either staff or students. Staff and students should understand and be mindful of the obligations and responsibilities that are gifted through freedom of expression.
- 2. Teaching and Learning.** The University, through its policies, should foster a teaching and learning environment that encourages the search for the truth, facilitates the exchange of informed opinion between teacher and student, and values diversity of opinion and critique articulated in a constructive manner. Diversity of opinion in all facets of teaching and learning, including teaching and learning styles, subject matter and learning outcomes, should be a natural consequence of academic freedom. Academics should not be required to present as valid what they believe, on the basis of experience and informed opinion, to be untrue or inaccurate. Students should be empowered to question that for which inadequate evidence is presented. Notwithstanding the facets of freedom articulated above, the teaching staff of the University should be expected to deliver a curriculum arrived at through collegial discussion at discipline, school, college, or university level as appropriate.
- 3. Research and Dissemination.** The University should ensure the maintenance of an environment, both intellectual and physical, that fosters the search for truth and excellence in research. Policies should facilitate individuals and groups in pursuit of their research goals and aspirations. Support for specific areas of research, such as those deemed key university strategic areas, should not be pursued in a manner that would actively disadvantage other types or areas of research. History has shown that many of the greatest research advances came as a result of a long period of dedicated research in areas that were not at the time deemed profitable, useful, desirable or important. However, the lack of funding or other opportunities in a particular area does not negate the obligation of all academic and research staff in the University to conduct research to the highest possible standard and to communicate the results in the most appropriate manner.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

Progress on implementation of the [UCD Strategy 2020-2024: Rising to the Future](#) has continued. The University was reviewed in 2019-2020 and prepared an Institutional Quality Improvement Plan (IQIP) in response to the Institutional Review Panel Report which was approved by Governing Authority in June 2020. A one-year progress report was approved by Governing Authority in June 2021 and submitted to QQI in June 2021. 2022 marks the second year of reporting by the University on progress made in implementing the recommendations.

The following outlines the progress made within the current reporting period in relation to the prioritised recommendations of the Review Team. Oversight on implementation is the responsibility of a Steering Committee chaired by the Registrar, Vice-President for Academic Affairs and Deputy President.

No. (# relates to UCD Institutional Review Report recommendations)	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.</i> <i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
4.9	The review team recommends that UCD review its QA processes and consider consolidating processes to ensure that schools have the capacity, and are enabled, to effectively self-evaluate, reflect and implement quality improvements.	a. UCD will review its QA processes as part of its institution-wide consultation process (see p. 1) and seek to ensure greater alignment between its QA processes and leadership roles and responsibilities, enhancing recognition and ongoing embedding of quality at institutional and School level and supporting Schools and Units in self-evaluation, reflection, and implementation of the necessary quality enhancements. b. Academic Council Quality Enhancement Committee (ACQEC) will identify and consider opportunities to integrate and align quality processes with the strategic priorities of the UCD Strategy, Rising to the Future 2020-2024, UCD annual planning process, and alignment with university governance (see also recommendation 4.91). Responsible: ACQEC (lead), UMT, Registrar, VPRII, College Principals, UCD HR, Director of Strategic Planning, and UCD Director of Quality Update: QA processes and policies are reviewed by the University on an ongoing basis. This includes: the school quality review process has been reviewed and will be considered by ACQEC at its meeting in April 2022 with implementation piloted for 2022 quality reviews. This follows a collaborative review by UCD Quality, UCD Teaching and Learning, UCD Research and Innovation, UCD Institutional Research and UCD EDI, and will include aligning the SAR format to reflect existing institutional and school quality policy and processes. Ongoing consultation with school heads on the pilots will form part of the process.
4.33	The review team recommends that UCD reflect on the reasonableness of expectations placed on	a. Review Head of School role and responsibilities. UCD Agile will work with the Heads of School Group. Responsible: UCD HR (lead), UMT Extended Leadership Group, and UCD Agile

	<p>faculty in key leadership roles such as heads of school. UCD must ensure that schools and professional service units are adequately resourced to ensure that faculty can deliver a high-quality learning and research experience.</p>	<p>Update: Given Covid impact, competing strategic priorities, recalibration of Enabler 4 and imminent appointment of new Acting President and Acting Registrar, UCD HR and Agile will convene a meeting with the foregoing to determine timeline for this project.</p>
4.34	<p>The review team recommends that UCD review the implementation of the Researcher Career Framework to ensure that that it is equally and equitably implemented across the university so that faculty on fixed-term contracts (e.g. postdoctoral fellows, faculty and staff appointed to international campuses) have the opportunity to undertake appropriate career development.</p>	<p>We will review the RCF to ensure our postdoctoral community is well supported.</p> <p>Responsible: UCD HR (lead), UCD Careers Network and UMT Research, Innovation and Impact Group.</p> <p>Update: The annual review of the Researcher Career Framework (RCF) took place in June 2022, following the launch of the Postdoc Survey in May 2022. Consultation with the Research Staff Association takes place on a quarterly basis to gather further feedback from the Postdoctoral community.</p> <p>Principal Investigators Engagement strategy sessions took place in November 2021 for the six Colleges, to raise awareness of the RCF and associated supports within UCD. 75 PIs attended from a population of approximately 200. As a result, PIs are more aware of the RCF framework, benefits, associated processes and supports available to them. To maintain awareness amongst our current and new PIs, two additional sessions (STEM and AHSSL) will be rolled out again in T1 2022/2023.</p> <p>Feedback of the new website has been very positive and is considered more user friendly and engaging. Google Analytics function of the website show steady engagement from July 2021 to March 2022, peaking in September 2021, most likely due to the soft launch of the website at the first Postdoc Orientation of academic year 21/22. Currently 1.7k users.</p> <p>Engagement with the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) continues in relation to implementation of the Irish Universities Association (IUA) RCF Framework on a sectoral basis. The IUA has identified University priority issues regarding Grading and Salary Structure, and specifically Salary Scales and Pay Policy. A request has been made by the IUA for the revised salary scale structure to be implemented across the universities. Any changes around the current pay approach will be led by HR Services and consultation with key stakeholders at the implementation phase.</p> <p>This action is complete.</p>
4.58	<p>The review team recommends that the university capitalise on the extent of quantitative data and external benchmarking available to derive greater analytical value from this data to inform decision-making.</p>	<p>Better identifying opportunities to combine or extrapolate already extant information to better inform decision-makers at UCD.</p> <p>c. Working Group to review and prioritise opportunities for combining and extrapolating information already available at UCD.</p> <p>Responsible: Registrar or nominee (lead) to Chair Working Group.</p> <p>Update: Working Group has been established and has met and is continuing to identify comparator universities. It is anticipated this process will be completed by the end of this calendar year.</p>

		<p>Reviewing and enhancing the data available on the student experience to ensure a high-quality experience for all students at UCD.</p> <p>d. Working Group to review development and usage of information on the student experience at UCD and opportunities for its enhancement. (Student representation will be included on the Working Group.)</p> <p>Responsible: Registrar or nominee (lead) to Chair Working Group.</p> <p>Update: Further development has included School, College and other Unit reporting of student experience data from StudentSurvey.ie. This has widened the availability of the data. In addition, the University Education and Student Success Strategy has been published and the implementation plan incorporates a specific project that aggregates student experience data from multiple domains. A project manager is being recruited and the work will begin towards the end of the Spring Trimester 2021/2022.</p> <p>Information users at UCD are better informed of the information available and how it can be accessed, extracted and presented to support decision making.</p> <p>e. Development of further training materials to better inform and support decision makers.</p> <p>f. Design and implement agreed supports/resources arising from the recommendations of the Working Group.</p> <p>Responsible: Registrar or nominee (lead) to Chair Working Group.</p> <p>Update: This project is overseen by the same Working Group as identified above in part c. Design of training will be complete by end of 2022 with rollout of training to commence in 2023.</p>
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3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned Site Visit	Date of last review
UCD School of Mechanical & Materials Engineering	10-14 October 2022	2014-2015
UCD School of English, Drama & Film	17-21 October 2022	2013-2014
UCD School of Veterinary Medicine	14-18 November 2022	2014-2015
UCD School of Civil Engineering	20-24 March 2023	2015-2016
UCD Student Services and Facilities	27-30 March 2023	2015-2016
UCD School of Medicine	17-21 April 2023	2015-2016
UCD School of Mathematics and Statistics	24-28 April 2023	2014-2015
UCD IT Services	8-12 May 2023	2014-2015

3.2.2 Reviews planned beyond Next Reporting Period

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

4.0 Additional Themes and Case Studies

The Case Studies for the 2023 Report are:

1. UCD Live Engagement and Attendance Project (LEAP)
 2. UCD Careers Network – Career Registration
 3. UCD College of Engineering & Architecture – Student Hardship Fund
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Case Study 1

Title: UCD Live Engagement and Attendance Project (LEAP)

Theme: QA in implementing national policy initiatives

Keywords (2-3 words): Innovation, Engagement, Analytics

Short Abstract:

This project, a collaboration between UCD and DCU as part of the HEA Innovation and Transformation Fund, uses technology to enhance student engagement. UCD is using VLE activity to attain engagement insights, allowing us to reach out and provide support to students who may be struggling. DCU is deploying an online system which lets students carry out a 'needs assessment' of development requirements. Students are directed to workshops via the DCU Leadership & Life Skills Centre. We also are sharing expertise on our activity, allowing for successes to be expanded in scope. Through this research, a model with cross-sectoral applicability has been collaboratively developed, assisting transition to university life. We aim for this model to assist other institutions with optimising and deploying student support resources.

Project Aims:

- Create a student engagement model which enables personalized and effective interventions by staff.
- Evaluate the effectiveness of our real-time data-driven interventions.

LEAP Project Activity:

In order to enable proactive interventions by institutional support resources (namely Student Advisers), a VLE engagement data monitoring system was developed by the Project Team and implemented in the 2020/21 period to address emerging needs for oversight within the hybrid learning sphere. Student data analytics from custom VLE data thresholds (underpinned by existing UCD guidelines, best practice, and sectoral literature) were generated and utilised to offer early support interventions by a Student Adviser. The resultant report was designed to provide weekly programme-level information on VLE engagement. Given that there may be discrepancies in the quantity and quality of learning materials and resources students are provided with at module level, an analytics monitoring infrastructure tailored at programme level aims to offer more representative oversight capacity. Specifically, students were flagged for the following benchmarks:

- Log-in Flag: The student has not logged into the majority (relative to their programme) of VLE modules in seven days.
- Content Flag: The student's module topic access is <30% of their class peer average.

This reporting enabled Student Advisers to proactively reach out to students who may be struggling in real-time, increasing the chances of timely support being delivered and facilitating student success as a result. The

scalability of VLE interventions led to rollout and expansion across the university, from an initial cohort of 280 students in 2020/21 up to thousands of students across multiple UCD Colleges (Agriculture & Food Science, Arts & Humanities, Science, Social Science & Law) in the 2022/23 academic year. With UCD's VLE (D2L Brightspace) already embedded in the institution, data is sourced and generated centrally, enhancing replicability and mainstreaming capabilities of this resource across the UCD student body.

By ensuring student support resources are deployed when potential disengagement is flagged in participating schools and programs, and by facilitating discretionary student-staff dialogue on potential non-engagement reasons, this system can help foster equity in the availability and access to student support services. Importantly, there is ongoing scope to enhance the data's capacity to provide proportionate and actionable insights centred on initiating meaningful student support dialogue.

Institutional Mainstreaming:

There are two key aspects of LEAP's sustainability and scaling plan:

- Digital Embeddedness- UCD's VLE plays a critical role in the delivery of academic and administrative services and in implementing broader service transformation initiatives. A digital oversight programme continues to be available for pastoral support staff informed by programme-level VLE engagement reporting.
- Service Coordination: Based on the adaptability and accessibility of engagement analytics, UCD's support infrastructure can utilise student data to coordinate a range of cross-campus service transformation and enhancement initiatives.

As a result of this project, VLE engagement monitoring tools for Student Advisers are now available within different Schools in UCD, assessing the utility and feasibility of this activity. The project team, continues to investigate the extent to which VLE engagement paints a representative picture of student participation and to strengthen intervention pathways. The ongoing roll-out across campus will help identify how in-person and remote resources can work together in delivering student support, and operate as part of a broader suite of resources, highlighting the role digital resources can play in enhancing and delivering student success.

Further information is available at: <https://supportingstudentsuccess.ucd.ie/>

Case Study 2

Title: UCD Careers Network – Career Registration

Theme: Work Placements

Keywords (2-3 words): Careers, Engagement, Analytics

Short Abstract:

Career Registration (CR) is a tool for monitoring students career development and employment readiness on an individual basis beginning from the students first year through to graduation. This methodology provides an evidence-based approach for the strategy to strengthen the university to work transition for students. CR offers UCD a unique vision and understanding on their student's career readiness. It empowers UCD to refine and add to their portfolio of career development initiatives through its alignment with the understanding of their students' career readiness.

What is Career Registration?

	<p>Career Registration (CR) is a tool for monitoring students career development and employment readiness on an individual basis beginning from the students first year through to graduation. This methodology provides an evidence-based approach for the strategy to strengthen the university to work transition for students.</p> <p>CR was developed in 2012 at the University of Leeds, UK and has been adopted by many other universities since.</p>
	<p>The collection of CR data is important for several reasons:</p> <p>Comprehensive. It gathers data from students in every year of their time at university. This ensures that there is insight into the career and employability needs of all students, not just those who are already motivated to engage with UCD services. It also allows UCD to use the data to build a university wide student career readiness profile. This data can trigger interventions for students at risk, inform strategies and provide UCD with career development and employability performance measures.</p> <p>Current. It allows for 'real-time' understanding of students' career readiness and their engagement with valuable experiences. This allows UCD to identify students' needs whilst they are still at university, rather than just having destination information, which only tells you that there is a problem after the students have left.</p> <p>Connected. The data can be analysed in relation to other data contained within the student record. This makes it easy to identify any correlations between career readiness and other student characteristics, such as subject, student background, entry tariffs, retention, or attainment.</p>
	<p>Students are asked 3 simple questions as part of a survey at every enrolment point throughout their time at university. Question one is on Career Readiness, Question two on work experience and question three on sectors of interest the students wants to work in upon graduation.</p>
	<p>The survey population is UCD's student population, which includes undergraduate and postgraduate students both full and part time.</p>
	<p>UCD have embedded the CR survey within their student registration procedures.</p>

WHEN	CR survey data is collected during registration for Trimester 1 (September – October).
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How are the survey results accessed and shared?

A key component of this project was the production of reports in a format accessible by staff and faculty and not just those within the career service. Careers Network spent time with many users across the university to better understand how student data is reviewed and needed to ensure the data can be used to implement positive change.

Using UCD's intranet, which is secure and accessible to all staff, Careers Network developed a site that not only hosted the report dashboards but also included helper videos to guide users on the navigation of the data within the reports and supporting documents outlining purpose, methodology and data attributes for any user wanting to learn more about career registration (see **Figure 1**).

The image shows the homepage of the UCD Careers Network Intranet. At the top, there is a navigation bar with the UCD logo and the text "UCD Careers Network Intranet" and "INTRANET". To the right, there are links for "Career Registration Survey", "Graduate Outcomes Survey", "Dashboards", and "Contact". Below the navigation bar, there is a welcome message from Dr. David Foster, followed by a brief introduction to the intranet's purpose. A large, semi-transparent video player overlay is positioned in the center, titled "Helper Video" and "Career Registration Helper Video". The video player shows a dashboard titled "HOW CAREER READY ARE STUDENTS?" with various charts and filters. Below the video player, there are three colored boxes: a blue box for "Career Registration Dashboard", a pink box for "Graduate Outcomes Survey", and a purple box for "Readiness Distance Travelled" with the text "Coming soon". In the background, a woman is sitting at a desk, wearing a headset and looking at a laptop.

Figure 1: Homepage of UCD Careers Network intranet site with Career Registration reports accessible by all staff and faculty

Interactive dashboards were built in Tableau providing the results for each survey question (see figure 2). Filters allow the data to be reviewed by staff and faculty by:

- **Student type** - to explore differences between undergraduate, graduate taught, and graduate research students so appropriate career supports can be developed based on their specific needs.
- **Stage** – showing the students career journey as they complete their course and provides visibility to where is best to implement an initiative.

- **Gender** –to investigate the data through the lens of gender. This extends the use of this data to colleges and schools seeking an Athena Swan award as a section of the application for these awards is about student career development supports which this data set now provides insight to.
- **Fee status** – to study variations in career readiness of international students so they can be supported according to their needs.

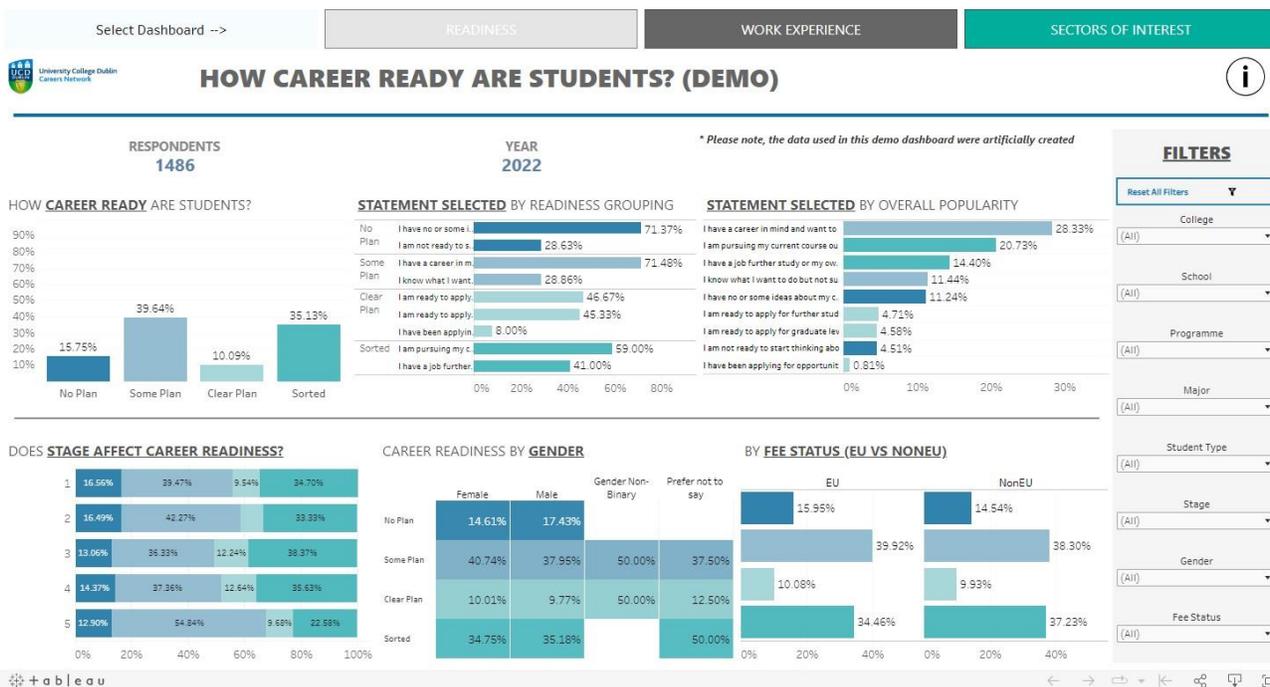


Figure 2: Career Registration report dashboard (please note this is our demo dashboard which contains artificially created data for demonstration and sharing purposes only)

Where is the impact of career registration being seen?

Since its introduction, CR has equipped the Career & Skills Consultants in Careers Network with additional information on each student that attends a consultation. Before they meet each student, they have access to their survey results so they can see at what stage each student is at in relation to their career readiness, their work experience gained in the last 12 months and the industry sectors of interest they are keen to work in upon graduation. This has increased the value of the consultation for the students and feedback remains overwhelmingly positive.

Embedding career related activities into the curriculum in one of UCD's employment and career development objectives. With the students' voice on career readiness now available in the form of these survey results, the Career & Skills consultants are equipped to have a more structured and evidence-based conversation within the colleges and schools they work with. This data provides them with the evidence they need to develop a business case for the introduction of needed career supports for students that need it the most and when they need it. This has seen the implementation of career modules and workshops into schools that before may not have thought it was needed.

Being able to communicate to students based on their responses to Q1 on career readiness provides Careers Network with the ability to target their career resources. Provision of advice and suggested next steps allows the promotion of the students' career management digital tools offering them the ability to progress and upskill their

employability attributes in their own time. A spike in student users was recorded in the career management system after the targeting emails were sent out.

Having the results presented right down to major level provides the Career & Skills consultants with a deeper understanding of their classes career readiness when developing and delivering career related modules. They can share the class results if and when appropriate which demonstrates how their data is being used to develop and tailor the students career development supports based on their responses.

The responses to Q2 for Work Experience provide a view of all employability related activities the students are gaining from year to year. While UCD know what work experience related activities they organise for the students, this provides visibility to all experience gained, both by the university and by the students themselves, which was not possible before. For some staff, they are using the data to compare programmes with Internships V's those without. Others are using the results to evaluate if their internships/work placements are happening at the right stage in the course and the impact they are having on those that part take in them.

Based on the response to Q3 on sectors of interest, Careers Network are comparing the students' sectors of interest against all employer contacts to establish if there are any sector gaps and/or needed expansion on contacts in certain sectors. Sectors not chosen by students are also being reviewed for identification of unknown opportunities, where students may not be aware that there are careers for them in certain sectors. This data now plays a key role in informing employer engagement activities and student information sessions on the different sectors. It also ensures UCD remains aligned to students changing interests over time.

Careers Network has worked with the Access and Lifelong Learning (ALL) Team and have taken the career registration data and have applied a filter for access route. This means the data can be reviewed according to the different access routes students come into university. An interactive Tableau dashboard was created especially for the ALL team to enable them to discover opportunities and gaps when comparing access students with non-access students. With 35% of the student population coming in via these access routes, this now provides the opportunity to provide more tailored career development supports to the students who need it the most. Access routes include:

- Mature students
- Low income
- Students reporting a disability
- QQI-FET award holders
- Refugees and asylum seekers

Where can other universities read more about this project?

UCD has co-lead a working group that developed a best practice guide, outlining everything you need to know about career registration. It includes details on the institutions who are currently doing the survey, the survey questions they ask and considerations for a business case for those who are considering its implementation. The guide was developed to support and share learnings with other Higher Education Institutions and is available on the Association for Higher Education Careers Services (AHECS) Website [here](#).

Case Study 3

Title: UCD College of Engineering and Architecture Student Support Fund

Theme: Student Support

Keywords (2-3 words): Support, Finances

Short Abstract:

The UCD College of Engineering and Architecture Student Support Fund was established in 2019 to ensure equality of access to learning opportunities and to provide students with a rich and rewarding educational experience. The fund supports the student experience and offers financial assistance to students under a number of different headings determined by the Student Support Fund Steering Committee on an annual basis, along with the administration of a number of ring-fenced, restricted funds for specific School-based student awards. It is completely funded by donors to the College. The College works closely with UCD Foundation who develop and steward the fund. [UCD Foundation](#) is the independent registered charity that works to advance the strategic goals and objectives of UCD.

Examples of how the Student Support Fund may be used to support student experience (needs or excellence based) are as follows:

- Student Hardship Fund: A discretionary College-based student support fund to facilitate students access support directly from the College with awards made on a case-by-case and needs-based basis.
- Initiatives to support an outstanding educational experience and equality of access to life-changing opportunities.
- Improving Student Facilities and Equipment: projects to support the student experience and student wellbeing.
- Internships and Mentoring and Event Participation (e.g. to support a student undertaking an unpaid internship with an NGO or Engineers without Borders or to attend related events).
- Bursaries to support experiential learning, including summer internships or volunteering.

Fund Administration:

All decisions on how the **unrestricted funding** is spent are made by a committee comprising the College Principal, currently Professor Aoife Ahern; the College Office Director, currently Ms Sue Philpott; and the College Finance Manager, currently Ms Anne McGinley. Additionally, regular meetings are held with the dedicated fund representative from UCD Foundation, at least once per annum, which covers updates on donations, confirmation on unrestricted and restricted funding available, and the agreement on spending priorities for the coming period.

This fund is extremely important to the College of Engineering and Architecture in relation to its widening participation activities and supporting students who may be coming from what might be seen as non-traditional backgrounds, and different socio-economic groups, whereby some students are facing more difficult financial situations than those of their peers. Part of the unrestricted funding is identified for ad hoc student hardship funding.

Unrestricted Fund - Student Hardship Fund:

In relation to student hardship fund requests, students must apply to the fund, outlining their needs, but faculty and staff may also refer students to the fund if they identify any issues or difficulties. Awards range from the very small (for example assisting architecture students to purchase drawing equipment) to quite significant (for example scholarships or stipends in the final year of the Master of Engineering programmes where students face substantial fees of over €8,500. In some cases, the students supported may not have been in a position to avail of other centralised University funds.

Other initiatives are agreed by the College of Engineering and Architecture Student Support Fund Committee from the unrestricted funding available, and two examples are outlined below:

Example 1:**Unrestricted Fund - College of Engineering and Architecture Student COVID-19 Hardship Fund 2021**

In 2021, the College of Engineering and Architecture Student Support Fund set aside an allocation of funds as a COVID-19 Student Hardship Fund 2020/2021. In March 2021, the College of Engineering and Architecture Office emailed all students in the College inviting applications by way of a Google-based application form with the call “Many students have faced additional difficulties in this year, due to the impacts of COVID-19 on them and their families. The College of Engineering and Architecture has responded by making a sum of money available as a Hardship Fund to support students in difficulty and to assist them in their studies.”

At the outset, a sum of €20,000 was agreed for this initiative but it was subsequently increased to €24,000 to enable more awards. A total of 262 applications were reviewed by the Student Support Fund Committee. Given the number of applications received, rather than issuing a small number of high value awards, the Committee tried to help as many students as possible through these €500 payments.

In April 2021, 48 individual student awards @ €500 each were allocated to students across the College’s undergraduate, graduate taught and graduate research programmes and recipients were from all six Schools in the College.

In the main, these small awards helped support student’s day-to-day living expenses as many students or their families experienced significant hardship during the COVID-19 Lockdown in 2020/2021 due to loss of income from employment and other unexpected issues arising as a consequence of the pandemic.

Given the nature and value of these payments, the College did not ask students to provide testimonials but received many grateful acknowledgements from recipients. The College is sincerely grateful to our many donors who made this hardship fund possible.

Example 2:**Unrestricted Fund - College of Engineering and Architecture Student Support Fund Student Competition 2022**

In 2022, the College of Engineering and Architecture Student Support Fund developed a student competition for its First Year Engineering students in collaboration with the School of Civil Engineering. The competition was entitled “Enhancing the User Experience in the Engineering and Materials Science Centre”. This team-based competition was for all First Year Engineering students undertaking the Core Module “CVEN10040 Creativity in Design” taught by Dr Sarah Cotterill. Students were challenged to come up with realistic, realisable projects to improve the environment (for students) in the UCD Engineering and Materials Science Centre. The students had two weeks to come up with their proposals. Each team was asked to survey the building; survey other students to find out what they needed and come up with an idea that was practical and could be implemented within a maximum budget of €5,000. Additionally, each member of the winning team would receive a €50 One4All voucher.

Over 50 student teams competed to have their proposal to improve student life in the Engineering and Materials Science Centre become a reality. Following two sets of shortlisting, a final group of three student teams presented their proposals at a grand final event held on 1 December 2022. The participating student teams presented to an audience of their peers, some invited guests, and the judges. Each team delivered a Powerpoint presentation and participated in a short Q&A.

The judging panel comprised the three Heads of Schools based in the Engineering and Materials Science Centre (or their nominee): UCD School of Chemical & Bioprocess Engineering, the UCD School of Electrical and Electronic Engineering and the UCD School of Mechanical and Materials Engineering; along with the Associate Dean of Engineering, the College VP for Development, the College's Senior Marketing Manager, the College Principal and the College Office Director. The judges identified the winning team whose proposal was the development of a Self-Watering Plant Wall. The overall competition and Grand Final event was deemed to be a great success by the College.

In January 2023, the implementation of this initiative was discussed by the College Principal and College Office Director with UCD Estates and next steps were agreed for the further investigation required to realise the project in this academic year. The Student Support Fund will fund the implementation and cost of running the competition.

Given the success of this year's competition, it is likely that similar future annual competitions will be run subject to available funding. Apart from implementing a proposal to enhance the user (student) experience, the competition also helped students develop their observation, problem-solving and lateral thinking skills, forge student friendships and gain a sense of belonging as a UCD Engineer.

Ring-Fenced, Restricted Funds Supporting School-Based Student Awards:

In terms of the administration of any ring-fenced, restricted funds for specific School-based student awards, the tracking of these is conducted at College-level but the determination of the recipients is managed at School-level in line with the approved purpose of the fund.

A couple of examples of such funds under the umbrella of the College of Engineering and Architecture Student Support Fund are:

- **The Aoife Carney Memorial Fund in the UCD School of Chemical and Bioprocess Engineering.** This fund was set up in memory of Aoife Carney, who served as School Administrator from 1998 until 2021, when she passed away tragically. It will support an annual award of €3,000 for a minimum period of 10 years. The award is made to an individual student or to a group of students in the School of Chemical and Bioprocess Engineering in relation to student activity for the purposes of personal development or social engagement. Awardees use the funding to execute an activity of benefit to themselves or the wider community. The nature of the activity is approved in advance by the School's awarding committee.
- **The Michéal Mac Cárthaigh Research Project Award and Academic Performance Award in the UCD School of Civil Engineering.** Two awards of €3,000 and €2,000 respectively are funded for a period of five years. These are in memory of Michéal Mac Cárthaigh, a former College Alumnus who passed away in 2012.

Student Support Fund and Donor Reporting:

In respect of the awards made from either the unrestricted or restricted funds, in collaboration with the College of Engineering and Architecture, UCD Foundation compiles an annual Donor Report which covers the range of activities, awards and scholarships that the fund supports in a single document. This document is shared with those who have kindly supported these funds, and is also used to show to potential donors the range of

opportunities supported through College's Student Support Fund. Student testimonials may be included in social media, or other University publications. The College works with UCD Foundation to ensure that reports and testimonials from recipients are obtained from recipients and submitted in a timely manner for inclusion in the relevant period's donor report; recipients may choose to remain anonymous if they prefer; and in relation to certain awards (see aforementioned College of Engineering and Architecture Student COVID-19 Hardship Fund 2021) the College Office may write an overarching report on the awards made.

Further information is available at: <https://www.ucdfoundation.ie/>