University College Dublin

REVIEW GROUP REPORT

Periodic Quality Review

UCD Sutherland School of Law

October 2015

Accepted by the UCD Governing Authority at its meeting on 28 June 2016

Table of Contents

Key Findings of the Review Group

The Review Group (RG) has identified a number of key findings in relation to areas of good practice operating within the School and areas which the RG would highlight as requiring improvement. The main section of this Report sets out all observations, commendations and recommendations of the RG in more detail. An aggregated list of all commendations and recommendations is set out in Appendix 1.

Examples of Good Practice

The RG identified a number of commendations, in particular:

- The RG was impressed with the enthusiasm and engagement of all staff in delivering the multiple activities of the School, which include a diverse range of UG and PG programmes, a significant number of research students and scholarly research by staff.

- The quality of the physical environment and IT infrastructure is exceptional.

- The provision of double degrees such as the BCL/Maîtrise which enables graduates to qualify in three jurisdictions; and the College MSc in European Governance and Law (with Utrecht University).

- The availability and use of semester research leave is highly commendable, particularly as it is not commonly availed of in other schools throughout the University.

- The RG note the excellent relationship and strong links that has been developed by the School with its alumni and the legal profession.

Prioritised Recommendations for Improvement

The full list of recommendations is set out in Appendix 1, however, the RG would suggest that the following be prioritised:

- The School, together with the College, should embark on a new strategic process to identify a set of clear goals and benchmarks (SMART objectives) on how success is to be assessed within the new College. While the School is clearly successful on any number of evaluative standards, the RG also observed that the School was able to articulate relatively few areas where the School was moving toward clear and measurable goals – this will be particularly important around goals for enrolment growth of the Masters level programmes, growth in the CPD context, and the enhancement of the student experience (for example, the proportion of undergraduate students studying abroad).

- Students expressed a desire for more transparency and feedback in the learning process. Students taking courses in Law and other disciplines observed that the assessment in the other disciplines provided more feedback to students. Students in Law indicated it is not uncommon in the undergraduate lecture based courses simply to have 95% of the assessment

based on an exam without feedback explaining the grade received. The RG suggests that the Teaching and Learning Committee, or a new policy oriented body, develop a plan for enhancing transparency about different pedagogy and assessment approaches, and improving levels of feedback to students on their progress – ideally in advance of final examinations.

- Given the reduction in the number of External Examiners, consideration needs to be given to alternative or additional benchmarks, to ensure the high quality and robustness of the programmes is maintained.

- The RG recommends that the School develops a research strategy which is aligned with Objective 4 of the University's mission (strong interdisciplinary research and education in important areas of national and global need) and with UCD's strategy for research, innovation and impact. Law has the potential to contribute to any of the six themes in the latter: agri-food, culture, economy and society, energy, environment, ICT, and health. An articulation of the School's priorities across these themes would assist in focusing on sources of research income within and beyond UCD and in fostering interdisciplinary and international initiatives.

- The School should ensure active involvement of support staff at all grades across the School and its activities. A strategy should be developed to further enhance aspects of professional development/career development of all staff and administrative and support staff. The School should also seek to engage with and develop further connections with the HR unit as part of this process.

1. Introduction and Overview of UCD Sutherland School of Law

Introduction

1.1 This report presents the findings of a quality review of the School of Law (hereinafter referred to as SSoL), University College Dublin, which was undertaken on 20-23 October 2015. The School response to the Review Group Report is attached as Appendix 2.

The Review Framework

1.2 Irish Universities have collectively agreed a framework for their quality review and quality improvement systems, which is consistent with both the legislative requirements of the Qualifications and Quality Assurance (Education and Training) Act 2012, and international good practice (e.g. Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015). Quality reviews are carried out in academic, administrative and support service units.

1.3 The purpose of periodic review is to assist the University to assure itself of the quality of each of its constituent units, and to utilise learning from this developmental process in order to effect improvement, including:

- To monitor the quality of the student experience, and of teaching and learning.

- To monitor research activity, including: management of research activity; assessing the research performance with regard to: research productivity, research income, and recruiting and supporting doctoral students.

- To identify, encourage and disseminate good practice, and to identify challenges and how to address these.

- To provide an opportunity for units to test the effectiveness of their systems and procedures for monitoring and enhancing quality and standards.

- To encourage the development and enhancement of these systems, in the context of current and emerging provision.

- To inform the University's strategic planning process.

- The output report provides robust evidence for external accreditation bodies.

- The process provides an external benchmark on practice and curriculum.

- To provide public information on the University's capacity to assure the quality and standards of its awards. The University's implementation of its quality procedures enables it to demonstrate how it discharges its responsibilities for assuring the quality

and standards of its awards, as required by the Qualifications and Quality Assurance (Education and Training) Act 2012.

The Review Process

1.4   Typically, the review model comprises four major elements:

- Preparation of a self-assessment report (SAR)

- A visit by a RG that includes UCD staff and external experts, both national and international. The site visit normally will take place over a two or three day period

- Preparation of a review group report that is made public

- Agreement of an action plan for improvement (quality improvement plan) based on the RG report's recommendations. The University will also monitor progress against the improvement plan

Full details of the review process can be found on the UCD Quality Office website: www.ucd.ie/quality.

The Review Group

1.5   The composition of the RG for the UCD Sutherland School of Law was as follows:

- Professor Michael Gilchrist, UCD School of Mechanical and Materials Engineering (Chair)

- Dr Lynda Mulvin, UCD School of Art History and Cultural Policy (Deputy Chair)

- Professor Rosa Greaves, University of Glasgow (Extern)

- Professor Lorne Sossin, Osgood Hall Law School, York University, Canada (Extern)

- Professor Celia Wells, University of Bristol (Extern)

1.6   The RG visited the School from 20-23 October 2015 and held meetings with School staff; undergraduate and postgraduate students; the SAR Co-ordinating Committee; other University staff, including the College Principal. The site visit schedule is included as Appendix 3.

1.7   In addition to the Self-assessment Report, the RG considered documentation provided by the School and the University during the site visit.

Preparation of the Self-assessment Report (SAR)

1.8   Following a briefing from the UCD Quality Office, a Self-assessment Report Coordinating Committee (SARCC) was established. Members of the committee, in consultation with staff members and student representatives, drafted sections of the Self-assessment Report.

1.9   The SAR was prepared in the period January to September 2015. The SAR was submitted to the UCD Quality Office on 21 September 2015.

The University

1.10   University College Dublin (UCD) is a large and diverse university whose origins date back to 1854. The University is situated on a large modern campus about 4 km to the south of the centre of Dublin.

1.11   The University Strategic Plan (to 2020) states that the University's mission is: "to contribute to the flourishing of Dublin, Ireland, Europe and the world through the excellence and impact of our research and scholarship, the quality of our graduates and our global engagement; providing a supportive community in which every member of the University is enabled to achieve their full potential".

        The University is currently organised into six colleges and 37 schools:

- UCD College of Arts and Humanities

- UCD College of Business

- UCD College of Engineering and Architecture

- UCD College of Health and Agricultural Sciences

- UCD College of Social Sciences and Law

- UCD College of Science

1.12   As one of the largest universities on the island of Ireland, UCD supports a broad, deep and rich academic community in Science, Business, Engineering, Health Sciences, Agriculture, Veterinary Medicine, Arts, Law, Celtic Studies and Human Sciences. There are currently more than 26,000 students in our UCD campus (approximately 16,300 undergraduates, 7,800 postgraduates and 2,200 Occasional and Adult Education students) registered on over 70 University degree programmes, including over 6,300 international students from more than 121 countries. The University also has over 5,400 students studying UCD degree programmes on campuses overseas.

1.13   UCD's SSoL is situated in the Sutherland Building on the Belfield campus.

1.14   The School currently has 31 academic staff, 15 administrators and an IT Officer. The School's suite of undergraduate programmes includes the Bachelor of Business and Law (BBL) and a Bachelor of Civil Law (BCL). The BCL may be undertaken either as a single honours degree or in conjunction with other disciplines. Students may choose a minor in Economics, French Law, History, Philosophy, Politics, or Social Justice and be conferred with a BCL (Law with…). The School also delivers the BCL/Maître with two partner universities in France and a Joint Major BCL (Law and Chinese Studies).

1.15   The School has a number of Masters and Diploma programmes. In addition to the General LL.M., there are a variety of specialised streams: International Commercial Law; International Human Rights; Criminology and Criminal Justice; Intellectual Property and Information Technology; and European Law and Public Affairs. The School also offers two M.Sc. programmes: Criminology and Criminal Justice; International Law and Business.

1.16   For non-law graduates, the School offers the Masters in Common Law (MCL); Professional Diplomas in Employment Law and Arbitration; and diplomas in Adjudication (not offered in current academic year), International Financial Services Law, Regulatory Governance, and Professional Regulation (to be introduced in January 2016). Graduates can also take occasional modules and secure a Professional Certificate in Law or Professional Diploma in Law.

2. Organisation and Management

General Comments and Context

2.1   The SSoL is one of eleven schools in the newly formed College of Social Sciences and Law, as of September 1, 2015. The School was previously one of only two schools in the College of Business and Law. As the transition is new, it is premature to reflect on its implication for the SSoL, although some observations can be made at the outset of this new structure. For example, the SSoL was considerably smaller than the School of Business, but will now become the largest school within the College of Social Sciences and Law. That said, the SSoL was able to draw on what is perceived to be a larger base of resources and service standards within the College of Business and Law than that available in the College of Social Sciences and Law.

2.2   The SSoL has increased its enrolment and, under a new fiscal incentives arrangement with the University, will keep 40% of additional revenues which flow from this growth. At the same time, the shift in College structure will result in modest shortfalls in revenue due to the differing level of College support. Beyond the fiscal implications, the SSoL also had to adjust to different levels of support from College/University services in finance and human resources (for example, one Human Resources Partner (HRP) supported the College of

Business and Law, and the College of Engineering & Architecture in the previous structure while in the current structure, one HRP supports the College of Social Sciences & Law, and the College of Arts and Humanities, a total of 18 Schools). However, the RG have noted that the allocation of HRPs by the University is linked to size of Schools, staff numbers and other factors. While there are measures underway to improve this situation, it remains clear that adjustments are continuing at the School and the implications of the new College structure, including new benefits of mutual learning and collaboration with cognate disciplines, remain to be fully understood.

2.3   The SSoL is advised by an Executive Committee comprised of the Dean as Chair, the Graduate and Undergraduate Associate Deans, Head of Alumni and Careers Development, Head of Global Engagement, Head of Knowledge Exchange, Head of Research, Head of Teaching and Learning, the School Manager, and two elected representatives (one drawn from the ranks of Lecturers, and one from the ranks of senior Lecturers and the Professoriate).

2.4   The SSoL has altered its committee structure. The Marketing and Communications Committee and Budget Committee have been discontinued. Sub-Committees of the Executive Committee which remain are the Alumni and Careers Development sub-Committee, the Graduate sub-Committee, the Undergraduate sub-Committee. University mandated committees include the Research Committee and the Teaching and Learning Committee, as well as the Ethics sub-Committee drawn from members of both these committees. Additionally, the School established a Plagiarism Committee in 2009. Each committee reports to the School Committee (comprised of all academic members of staff), which meets twice each semester.

Commendations

2.5   The SSoL is receiving robust leadership from the Dean, Associate Deans and other academic and administrative heads. The leadership of the School is clearly dedicated and effective. The RG was particularly impressed with the openness and candor of the SSoL and College leadership with respect to the recent restructuring and ongoing fiscal challenges.

Recommendations

2.6   The School, together with the College, should embark on a new strategic process to identify a set of clear goals and benchmarks (SMART objectives) on how success is to be assessed within the new College. While the SSoL is clearly successful on any number of evaluative standards, the RG also observed that the School was able to articulate relatively few areas where the School was moving toward clear and measurable goals – this will be particularly important around goals for enrolment growth of the Masters level programmes, growth in the CPD context, and the enhancement of the student experience (for example, the proportion of undergraduate students studying abroad).

2.7   The RG heard clearly and consistently from the SSoL that it is under-resourced in a number of key areas (including academic, administrative and IT resources). While the present situation is the result of the broader economic crisis in the years following 2008-09, it would be desirable for the School to develop a longer term plan to prioritize the areas of the School

most in need, and ensure new revenues retained by the School, when available, are invested to the greatest effect in the most transparent fashion possible.

2.8   The RG recommends that the School, in collaboration with the College, engage in longer-term planning to benefit from a multi-year budgeting framework that is being implemented across the University.

2.9   The RG recommends that the School actively pursue the development of new revenue generating activities within the mission and mandate of the School, such as CPD programmes, to provide high quality legal education to the profession and to professionals outside law who seek legal expertise (for example, certificates in labour law for HR professionals). The Sutherland School of Law is able to retain 100% of revenues from such programmes, but will need to make significant investments to build capacity for such activities. The RG observes that other Schools within the College (Education, Psychology, etc) already engage in substantial CPD activities, and cooperation within the new College structure may provide synergies in capacity for the Sutherland School of Law.

3. Staff and Facilities

General Comments and Context

A.   Staff

3.1.   The RG met most of the administrative staff and many of the academic staff during the site visit, including a meeting specifically with newly appointed academic staff.

3.2.   The School has 46 members of staff of whom 31 are academic and 12.5 are administrative. While at first sight this appears a generous ratio of administrative/support to academic staff ("staff to faculty"), on closer examination the RG noted that 3.7 work solely in the Programme Office. The School Manager has a dual role as Programme Director. The remaining roles are Global Engagement Administrator, Student Adviser (0.5), 2 Executive Assistants, an SEA who serves the Dean's office, an IT Officer, Teaching and Learning Administrator, Marketing Manager, Events administrator(currently vacant), and a Research Manager (0.5).

B.   Facilities

3.3.   The School occupies a state of the art bespoke building of which many of its competitor law schools in Ireland and the UK would be most envious. It is a tremendous asset to the School, College and University and will enable the School to develop and effectively implement its teaching and learning, research and internationalization strategies.

3.4.   The law library is located in the main UCD library which the RG did not have the opportunity to visit. While traditionally it is more common for law schools to have an on-site law library, the interdisciplinary nature of the School's programmes and research ambitions, together with the availability of on-line resources, suggest that this arrangement can work well.

However, there is concern about the number of dedicated law library staff and about liaison in relation to journal and database subscriptions and book purchases.

Commendations

3.5.   The RG was impressed with the enthusiasm and engagement of all staff in delivering the multiple activities of the School, which include a diverse range of UG and PG programmes, a significant number of research students and scholarly research by staff.

3.6.   The mentoring scheme for early career staff is a positive development, as is the opportunity for all academic staff to apply for regular periods of semester leave.

3.7.   The quality of the physical environment and IT infrastructure is exceptional.

Recommendations

3.8.   The RG recommends that the Dean develops mechanisms to ensure that all staff are involved in consultation in all decision making. It would be good practice to invite administrative and support staff to school meetings, and to be fully integrated in Away Days.

3.9.   The RG recommends that the Dean, Office Holders and the School Manager should develop a communication strategy to ensure that all staff are informed of developments and initiatives at College and University levels and any associated implications are clearly explained.

3.10.   The RG recommends that the Dean and Director of Research consults the College and University to ensure that the definition of 'research active' staff is appropriate for scholarly research in law.

3.11.   The RG recommends that relevant opportunities for career development of all staff, including administrative staff, are more clearly articulated and aligned with annual appraisals.

3.12.   The RG recommends that a clear budget for staff development is established to encourage all staff to engage regularly in training opportunities.

3.13.   The RG recommends that the SSoL develops and establishes research support for academic staff as part of their career development and research goals of the School (see also Section 6).

3.14.   The RG recommends that the SSoL continues to monitor and engage with the Library to ensure that existing resources provided to the School are maintained and improved (see also Section 8)

4. Teaching, Learning and Assessment

General Comments and Context

4.1   Teaching, Learning and Assessment represented key areas of focus in the last Quality Review, with ambitious goals set for Module Enhancements and the shift to more problem-solving, and experiential pedagogy and assessment in the Law Programme (particularly at the Undergraduate level). The RG observed that in several areas, the goals set out by the School at the time of the last Review have remained unmet due to resource constraints, particularly in the use of external examiners, the aspiration for greater skills assessment, and the goal of additional team teaching in specific areas of the curriculum.

4.2   While student:staff ratios throughout UCD are higher than in other research intensive universities around the world, this does not appear to have an adverse impact on the quality of teaching that is provided to SSoL students.

Commendations

4.3   The RG was impressed with the evident success of the School of Law students, as reflected in the Sutherland School of Law's first-in-Ireland QS ranking, in the comments from students at all levels in all programmes, from the School's academic and administrative staff, and from alumni and employers.

4.4   Academic staff at all levels report having significant latitude to develop their own approach to pedagogy, assessment and innovation in teaching.

Recommendations

4.5   The RG suggests improving the student feedback mechanisms, in particular to share best practices amongst academic staff. Voluntary on-line course evaluation appears to result in very low rates of feedback. In the areas where efforts have been undertaken to hand out print feedback forms have yielded much higher feedback rates. Other options might include taking class time to collectively fill out on-line evaluation forms. Aggregate data from effective evaluations can provide invaluable data around effectiveness of various pedagogy methods, appropriateness of workload and evaluation methods, and where additional support or professional development for academic staff and tutors might be desirable.

4.6   The RG observes that the Teaching and Learning Committee is primarily tasked with interpreting and applying a range of University set policies, including in relation to "extenuating circumstances" and other student petitions for various kinds of relief and accommodations. These tasks have become increasingly onerous, leaving little if any time for the sharing of best practices in relation to teaching and learning or development of new Law-focused approaches and policies. The RG suggests that either a sub-Committee of the Teaching and Learning Committee or a separate body take up the development of policy in relation to pedagogy and assessment, either at the College or School level.

4.7   At the moment, the School approach to innovations in pedagogy and assessment is to allow those who wish to experiment or adopt new techniques the freedom to do so, but not to impose such innovations on those who wish to continue to teach and assess as they have in the past. Pluralism is indeed a valuable goal which both reflects academic freedom and may enhance student choice. It remains vital, however, to understand the goals of such pluralism – and its limits. Some initiatives, such as the integration of course software (Blackboard, etc) or the move to computer written exams, will require School-wide investments and buy-in.

4.8   The RG suggests the Teaching and Learning Committee, or a new policy-oriented body, develop shared goals in relation to team teaching. At the moment, it remains unclear how great a priority this remains for the School or what mechanisms are in place to further develop these opportunities within available resources.

4.9   This Committee should also consider the development of shared goals in relation to external examiners. If it is not possible to implement double-blind grading of each significant written assignment, then having external examiners come in as "consultants" to "audit" a sample of assignments in different grading brackets, or to work with graders on validating their grading standards, all provide important forms of oversight and enhancement of academic integrity within available resources (See also 5.16).

4.10   In addition, consideration should be undertaken by the committee to developing shared goals in relation to digital legal education, including the development of and policies related to on-line courses, hybrid courses (flipped classrooms, etc.) and the use of course software and other technological enhancements to the teaching, learning and assessment methods. The goal of such planning is not to impose particular approaches on faculty. The commitment of the School to pluralism is positive and to be nurtured.

4.11   The RG recommends that the School take a more proactive approach to cultivating the primacy of training and education in developing excellent teachers. For example, some academic staff observed that there is a cost for staff to take some Teaching and Learning professional development (in the area of Ph.D. supervision, etc.). While it may be that the School can or does already defray such costs, there appears to be no communication to academic staff of such support. If such support is not already in place, the RG recommends that it be put in place (at least for pre-tenure academic staff). Consideration should also be given to publicizing to staff the on-line resources and subject specific training provided by UCD Teaching and Learning.

4.12   Students indicated the desire to take advantage of a diversity of pedagogy approaches and assessment mechanisms. Some students express a preference for presentations while others wish to have more courses assessed by writing essays. Some students wish to have more group work while others worry about their efforts rising or falling on the basis of others. Academic staff take varying approaches to pedagogy and assessment, but there does not appear to be a focus on measuring and evaluating the success of particular pedagogy or assessment mechanisms. The RG recommends that the School undertake a review of assessment outcomes and provide greater transparency about the rationales for varying assessment to students.

4.13   Students expressed a desire for more transparency and feedback in the learning process. Students taking courses in Law and other disciplines observed that the assessment in the other disciplines provided more feedback to students. Students in Law indicated it is not uncommon in the undergraduate lecture based courses simply to have 95% of the assessment based on an exam without feedback explaining the grade received. The RG suggests that the Teaching and Learning Committee, or a new policy oriented body, developed a plan for enhancing transparency about different pedagogy and assessment approaches, and improving levels of feedback to students on their progress – ideally in advance of final examinations.

5. Curriculum Development and Review

General Comments and Context

5.1   The SSoL offers a wide range of taught programmes both at UG and PG levels. At UG level the following 4-year programmes are available:

- Bachelor of Civil Law (BCL)
- Bachelor of Business and Law (BBL)

In addition the BCL is offered either as a single honour degree or in conjunction with the following disciplines: Economics, French Law, History, Philosophy, Politics or Social Justice i.e., BCL (Law with…). Two other programmes are also offered namely a Joint Major BCL (Law and Chinese Studies) and a dual degree, BCL/Maîtrise which is offered with two partner French Universities. All modules are offered on a semester-long basis.

5.2   At PG level the School has a portfolio of Masters and Diploma programmes with a wide range of specialised streams which have been developed as a response to the market and in accordance with the School's and UCD's Strategic Plans. Some LLM programmes (the first 2) were rebranded on the advice of the UCD International Office. The LLM programmes are:

- International Commercial Law
- International Human Rights (interdisciplinary programme)
- Criminology and Criminal Justice
- Intellectual Property and Information Technology
- European Law and Public Affairs (interdisciplinary programme)

MSc programmes are also offered: Criminology and Criminal Justice; and International Law and Business (a joint programme with the Smurfit School of Business).

5.3   The portfolio is completed with the Masters in Common Law (MCL), a two year law degree for non-law graduates intending to qualify for the legal profession in Ireland or the UK, and the following Professional Diplomas: Adjudication (not offered in current academic year), Arbitration, Employment, International Financial Services, Regulatory Governance (not currently offered).

5.4   The School has established a further two LLMs in Public Law and International Law (not yet introduced) and a Diploma in Professional Regulation to be introduced in January 2016. In addition, graduates may take individual modules and be awarded a Professional Certificate in Law or a Professional Diploma in Law.

5.5   The development of two UG programmes (BCL Law with Social Justice; and Law and Chinese Studies) were a direct response to the School's and UCD's Strategic Plan at the time.

5.6   Following the 2008 QA/QI Report, there have been significant large and particular reviews of the UG curricula not only in response to Report recommendations, but also to initiatives to enhance the student experience (e.g. Horizon modules; study abroad, summer schools and internships opportunities; introduction of clinical type modules; introduction of additional partner University to the BCL/Maîtrise, changes to CAO admission routes).

5.7   At PG level, particular reviews have been undertaken in respect of the Diplomas in Employment (2009) and Arbitration (2008) and of the MCL (2013). In addition, recently a review was undertaken of the MSc in Human Rights, the LLM in International Human Rights and the MSc in Equality Studies, and recommendations for greater cooperation between the various Schools agreed and to be implemented.

5.8   The review process entails discussion within the School at various fora, followed by a School Programme Board decision to be approved by UUPB where so required by University Regulations.

5.9   Benchmarking of programmes against similar programmes offered at rival institutions is mainly carried out through the use of External Examiners. The School has benefitted from External Examiners' contribution to the development of better procedures by sharing good practice from other Law Schools, and assisting the School in reaching decisions in matters remaining within the ambit of the School's discretion.

Commendations

5.10   The inter-disciplinary nature of the UG and PGT programmes.

5.11   The RG noted the School's positive response to recommendations made in the QA/QI 2008 Review and alignment of its programmes to the strategic objectives of the School/University e.g. the new BCL (Law with Chinese Studies) and Law with Social Justice.

5.12   The RG noted the positive response of students with whom we met to the range and variety of UG degrees offered by the School.

5.13   The provision of double degrees such as the BCL/Maîtrise which enables graduates to qualify in three jurisdictions; and the College MSc in European Governance and Law (with Utrecht University).

Recommendations

5.14   In the development of the UG curriculum and, particularly, when undertaking large reviews of programmes or range of courses to be offered, the SSoL should continue to consult with students, external examiners, employers, University support services and appropriate programme support staff. The School should communicate more clearly with all stakeholders when developing the UG curriculum.

5.15   In the development of PGT programmes, it may be useful to have input from appropriate University services such as the Library (as to resource implication), International and Marketing Offices (as to the market and advertising), Careers Office (as to employability prospects); programme support staff.

5.16   Given the reduction of External Examiners consideration needs to be given to alternative or additional benchmarks to ensure the high quality and robustness of the programmes is maintained. [See also 4.9]

6. Research Activity

General Comments and Context

6.1   The School is ranked in the top 51-100 law schools in the world in the QS rankings and achieved the highest ranking of Irish law schools.

6.2   The School's Strategic Plan 2012-15 committed the School to enhancing the quality, scope and scale of research activity in the School, in general and more specifically, through the generation of research of the highest international quality in Irish, European and international law, and using its research capacity to better inform practitioners and policy makers nationally and internationally.

6.3   The School evaluates its performance through a measure of the number of publications in peer reviewed international journals and with leading academic presses.

6.4   While the SAR contained a detailed breakdown in terms of volume and type of research outputs, showing a fairly consistent distribution between books, edited books, edited chapters and journal articles and a slight volume increase since 2012, it was less clear how the School evaluated the quality of those publications.

6.5   The School's five Research groups and centres have a prominent role and each submits an annual report to the Dean.

6.6   The University definition of research active does not seem fit for purpose for a law school with the perverse result that some of the most productive researchers were defined as research inactive. Opportunities for research funding and PG supervision varies according to specialisms. Sociolegal, empirical and international research are more likely to attract funding and PhD applications.

6.7   There has been an increase in the PhD community but this is not yet reflected in completion rates, and taking into account the not inconsiderable investment in scholarships.

6.8   PhD students have a single supervisor. As PhD applicants are bunched in particular areas this leads to a disproportionate spread of supervision loads and opportunities.

Commendations

6.9   The School has a good record of 50 uploads to the UCD Working Papers in Law, Criminology and Socio Legal Studies on the SSRN.

6.10   The School has had recent success with major research funding (ERC award of Euro 1.5m). As in competitor law schools research funding is unevenly spread across sub disciplines.

6.11   The availability and use of semester research leave is highly commendable, particularly as it is not commonly availed of in other schools throughout the University.

6.12   The School has a healthy community of PhD students.

Recommendations

6.13   The RG recommends that the School develops a research strategy which is aligned with Objective 4 of the University's mission (strong interdisciplinary research and education in important areas of national and global need) and with UCD's strategy for research, innovation and impact. Law has the potential to contribute to any of the six themes in the latter: agri-food, culture, economy and society, energy, environment, ICT and health.   An articulation of law's priorities across these themes would assist in focusing on sources of research income within and beyond UCD, and in fostering interdisciplinary and international initiatives.

6.14   The RG recommends that the School develops specific criteria aligned with international benchmarks (e.g., UK REF) for assessing research quality. This would assist colleagues in self-evaluation, and in developing annual via appraisal or other career development routes and research goals.

6.15   The RG recommends that the School considers undertaking an external research quality assessment audit.

6.16   The RG recommends that the School considers mechanisms for including all academic staff in the research groupings. For example, property lawyers can engage with legal history or business law; or a miscellany group could be formed (the Society of Legal Scholars, SLS, subject groups could be used as a model).

6.17   The RG recommends that all staff be encouraged to engage in the SLS especially as the Annual Conference will be hosted by the School during Professor Imelda Maher's Presidency 2016-17, a major opportunity to showcase the School and University.

7. Management of Quality and Enhancement

General Comments and Context

7.1   Teaching, learning and research are three central pillars in the SSoL where their academic-driven process proves beneficial to the student learning experience, identifiable in the practice of highest quality research, embedded in the community through the varied processes of teaching and learning.

Commendations

7.2   Laudable drive and ambition of academic community to succeed in maintaining their exceptional records and standards of teaching, learning and research.

7.3   Notable number and quality of research active staff exceeding all College generated statistics.

7.4   High level of student satisfaction with their chosen programme of study.

Recommendations

7.5   Through executive governance, the School should further develop a framework with the existing committee system to ensure academic expertise continues to thrive in the academic-led approach, as embedded in the culture of research-led teaching, by aiming to achieve more balanced workloads; combined with developing incentivized training, leading to promotion pathways.

7.6   The School should use their strategic plan to ensure the continuity of the quality of the learning experience, to include generating best research practices of the highest international quality with research semesters and sabbatical leave; to ensure the measurement of their research and develop of more accurate KPI's; to facilitate educational development; to provide environment for continuous steady state teaching and learning excellence for student experience.

7.6   To ensure continued active involvement of academic staff in the development of all the processes surrounding teaching and learning to continuously enhance the teaching and learning experience of the students.

7.7   Monitor quality of academic standards through feedback on curriculum teaching and learning.

8. Support Services

General Comments and Context

8.1.   The SSoL has a wide support network including Library, IT and Administrative support services both at University and School level: the James Joyce Library has a designated space

for the SSoL on the second floor. There is one dedicated Librarian who covers one School, and one College and Online Resources Manager. Library Online services represent a large part of the resources of the Library. The School is also served by an IT services support, and dedicated law administration support.

8.2   There is one HR partner shared with 18 Schools across two Colleges whereas under the previous College structure, an HR partner was shared across two colleges; with just one other School in one College and six Schools in the other.

Commendations

8.3   The RG commends the combined work of SSoL and support services on their good working practices.

Recommendations

8.4   The Library is the recognised laboratory of the Law Student. The continuing quality and professionalism of Library staff in all areas should be embedded at College level with more dedicated Library Support Liaison officers; with multi copy holdings and journals; and improved online resources. The SSoL should monitor and ensure maintenance of up-to-date Library holdings to underpin the recommendations in the quality review.

8.5   The School should ensure active involvement of support staff at all grades across the School and its activities. A strategy should be developed to further enhance aspects of professional development career development of all staff and administrative and support staff. The School should also seek to engage with and develop further connections with the HR unit as part of this process.

8.6   The SSoL should engage with relevant units within the University such as Teaching and Learning, Human Resources to develop and strengthen the process of career training and mentoring for all staff within the SSoL.

9. External Relations

General Comments and Context

9.1   The School has developed relationships with other disciplines within the University, mainly in the context of the development of inter-disciplinary programmes at UG and PGT levels. As far as research collaboration is concerned the School has taken a positive step by setting up Research Groups/Centres within the School with membership from cognate disciplines.

9.2   Feedback from employers and external stakeholders clearly highlighted that the School has developed very strong links not only with generous alumni donors but also law firms and other employers.

9.3   The School attaches particular importance to the internationalisation of the student experience. Indeed, within UCD, the SSoL is exemplary in having the highest number of students benefiting from a period of study abroad.   Discussions with employers clearly

confirmed that the School's approach is correct and that law undergraduates should be encouraged to benefit from the opportunities that are provided by the School to gain an international experience during their undergraduate studies.

9.4   It is evident that the reputation of the School attracts a high number of non-Irish students both at UG level (via its student-exchange agreements) and at PG level. No doubt this significant group of students does have an impact in the internationalisation of the home student experience. Nevertheless, the School should endeavour to increase the number of students going abroad, particularly in the BCL single honours.

Commendations

9.5.   The RG note the excellent relationship and strong links that has been developed by the School with its alumni and the legal profession.

9.6.   The inter-disciplinary approach to research evidenced by the membership of the Schools Research Groups/Centres.

9.7.   The development of double degrees enabling graduates to qualify in three jurisdictions and PG participation in CIEL network.

Recommendations

9.8.   The RG commends the establishment of a Global Engagement Team and its policy to select partners that not only will provide an enhanced student experience but also opportunities to develop high quality research links (e.g. links with leading Chinese Law Schools). However, some clarity about the role and tasks of the Team, and its relationship with University central services such as the International and Marketing Office, would be advisable.

9.9.   The School should consider developing a 5-year internationalisation strategic plan (with SMART objectives) and how this informs teaching and research ambitions. Such a plan should address opportunities for staff to engage in joint research collaboration/grant application.

9.10.   The School could adopt an Action Plan with specific annual targets to increase the percentage of UG students going abroad. This could usefully be linked with law firms, as many internationally leading law schools are currently doing. (Moderate financial support for students unable to benefit from the opportunity for financial reasons might be sought from law firms).

UCD Sutherland School of Law – Full List of Commendations and Recommendations

This Appendix contains a full list of commendations and recommendations made by the Review Group for the UCD Sutherland School of Law and should be read in conjunction with the specific chapter above. *(Please note that the paragraph references below refer to the relevant paragraphs in the report text)*

2. Organisation and Management

Commendations

2.5   The SSoL is receiving robust leadership from the Dean, Associate Deans and other academic and administrative heads. The leadership of the School is clearly dedicated and effective. The RG was particularly impressed with the openness and candor of the SSoL and College leadership with respect to the recent restructuring and ongoing fiscal challenges.

Recommendations

2.6   The School, together with the College, should embark on a new strategic process to identify a set of clear goals and benchmarks (SMART objectives) on how success is to be assessed within the new College. While the SSoL is clearly successful on any number of evaluative standards, the RG also observed that the School was able to articulate relatively few areas where the School was moving toward clear and measurable goals – this will be particularly important around goals for enrolment growth of the Masters level programmes, growth in the CPD context, and the enhancement of the student experience (for example, the proportion of undergraduate students studying abroad).

2.7   The RG heard clearly and consistently from the SSoL that it is under-resourced in a number of key areas (including academic, administrative and IT resources). While the present situation is the result of the broader economic crisis in the years following 2008-09, it would be desirable for the School to develop a longer term plan to prioritize the areas of the School most in need, and ensure new revenues retained by the School, when available, are invested to the greatest effect in the most transparent fashion possible.

2.8   The RG recommends that the School, in collaboration with the College, engage in longer-term planning to benefit from a multi-year budgeting framework that is being implemented across the University.

2.9   The RG recommends that the School actively pursue the development of new revenue generating activities within the mission and mandate of the School, such as CPD programmes, to provide high quality legal education to the profession and to professionals outside law who seek legal expertise (for example, certificates in labour law for HR professionals). The Sutherland School of Law is able to retain 100% of revenues from such

programmes, but will need to make significant investments to build capacity for such activities. The RG observes that other Schools within the College (Education, Psychology, etc) already engage in substantial CPD activities, and cooperation within the new College structure may provide synergies in capacity for the Sutherland School of Law.

3. Staff and Facilities

Commendations

3.5.   The RG was impressed with the enthusiasm and engagement of all staff in delivering the multiple activities of the School, which include a diverse range of UG and PG programmes, a significant number of research students and scholarly research by staff.

3.6.   The mentoring scheme for early career staff is a positive development, as is the opportunity for all academic staff to apply for regular periods of semester leave.

3.7.   The quality of the physical environment and IT infrastructure is exceptional.

Recommendations

3.8.   The RG recommends that the Dean develops mechanisms to ensure that all staff are involved in consultation in all decision making. It would be good practice to invite administrative and support staff to school meetings, and to be fully integrated in Away Days.

3.9.   The RG recommends that the Dean, Office Holders and the School Manager should develop a communication strategy to ensure that all staff are informed of developments and initiatives at College and University levels and any associated implications are clearly explained.

3.10.   The RG recommends that the Dean and Director of Research consults the College and University to ensure that the definition of 'research active' staff is appropriate for scholarly research in law.

3.11.   The RG recommends that relevant opportunities for career development of all staff, including administrative staff, are more clearly articulated and aligned with annual appraisals.

3.12.   The RG recommends that a clear budget for staff development is established to encourage all staff to engage regularly in training opportunities.

3.13.   The RG recommends that the SSoL develops and establishes research support for academic staff as part of their career development and research goals of the School (see also Section 6).

3.14. The RG recommends that the SSoL continues to monitor and engage with the Library to ensure that existing resources provided to the School are maintained and improved (see also Section 8)

4. Teaching, Learning and Assessment

Commendations

4.3 The RG was impressed with the evident success of the School of Law students, as reflected in the Sutherland School of Law's first-in-Ireland QS ranking, in the comments from students at all levels in all programmes, from the School's academic and administrative staff, and from alumni and employers.

4.4 Academic staff at all levels report having significant latitude to develop their own approach to pedagogy, assessment and innovation in teaching.

Recommendations

4.5 The RG suggests improving the student feedback mechanisms, in particular to share best practices amongst academic staff. Voluntary on-line course evaluation appears to result in very low rates of feedback. In the areas where efforts have been undertaken to hand out print feedback forms have yielded much higher feedback rates. Other options might include taking class time to collectively fill out on-line evaluation forms. Aggregate data from effective evaluations can provide invaluable data around effectiveness of various pedagogy methods, appropriateness of workload and evaluation methods, and where additional support or professional development for academic staff and tutors might be desirable.

4.6 The RG observes that the Teaching and Learning Committee is primarily tasked with interpreting and applying a range of University set policies, including in relation to "extenuating circumstances" and other student petitions for various kinds of relief and accommodations. These tasks have become increasingly onerous, leaving little if any time for the sharing of best practices in relation to teaching and learning or development of new Law-focused approaches and policies. The RG suggests that either a sub-Committee of the Teaching and Learning Committee or a separate body take up the development of policy in relation to pedagogy and assessment, either at the College or School level.

4.7 At the moment, the SSoL approach to innovations in pedagogy and assessment is to allow those who wish to experiment or adopt new techniques the freedom to do so, but not to impose such innovations on those who wish to continue to teach and assess as they have in the past. Pluralism is indeed a valuable goal which both reflects academic freedom and may enhance student choice. It remains vital, however, to understand the goals of such pluralism – and its limits. Some initiatives, such as the integration of course software (Blackboard, etc) or the move to computer written exams, will require School-wide investments and buy-in.

4.8 The RG suggests the Teaching and Learning Committee, or a new policy-oriented body, develop shared goals in relation to team teaching. At the moment, it remains unclear how

great a priority this remains for the School or what mechanisms are in place to further develop these opportunities within available resources.

4.9   This Committee should also consider the development of shared goals in relation to external examiners. If it is not possible to implement double-blind grading of each significant written assignment, then having external examiners come in as "consultants" to "audit" a sample of assignments in different grading brackets, or to work with graders on validating their grading standards, all provide important forms of oversight and enhancement of academic integrity within available resources (See also 5.16).

4.10   In addition, consideration should be undertaken by the committee to developing shared goals in relation to digital legal education, including the development of and policies related to on-line courses, hybrid courses (flipped classrooms, etc.) and the use of course software and other technological enhancements to the teaching, learning and assessment methods. The goal of such planning is not to impose particular approaches on faculty. The commitment of the School to pluralism is positive and to be nurtured.

4.11   The RG recommends that the School take a more proactive approach to cultivating the primacy of training and education in developing excellent teachers. For example, some academic staff observed that there is a cost for staff to take some Teaching and Learning professional development (in the area of Ph.D. supervision, etc.). While it may be that the School can or does already defray such costs, there appears to be no communication to academic staff of such support. If such support is not already in place, the RG recommends that it be put in place (at least for pre-tenure academic staff). Consideration should also be given to publicizing to staff the on-line resources and subject specific training provided by UCD Teaching and Learning.

4.12   Students indicated the desire to take advantage of a diversity of pedagogy approaches and assessment mechanisms. Some students express a preference for presentations while others wish to have more courses assessed by writing essays. Some students wish to have more group work while others worry about their efforts rising or falling on the basis of others. Academic staff take varying approaches to pedagogy and assessment, but there does not appear to be a focus on measuring and evaluating the success of particular pedagogy or assessment mechanisms. The RG recommends that the School undertake a review of assessment outcomes and provide greater transparency about the rationales for varying assessment to students.

4.13   Students expressed a desire for more transparency and feedback in the learning process. Students taking courses in Law and other disciplines observed that the assessment in the other disciplines provided more feedback to students. Students in Law indicated it is not uncommon in the undergraduate lecture based courses simply to have 95% of the assessment based on an exam without feedback explaining the grade received. The RG suggests that the Teaching and Learning Committee, or a new policy oriented body, developed a plan for enhancing transparency about different pedagogy and assessment approaches, and improving levels of feedback to students on their progress – ideally in advance of final examinations

5. Curriculum Development and Review

Commendations

5.10   The inter-disciplinary nature of the UG and PGT programmes.

5.11   The RG noted the School's positive response to recommendations made in the QA/QI 2008 Review and alignment of its programmes to the strategic objectives of the School/University e.g. the new BCL (Law with Chinese Studies) and Law with Social Justice.

5.12   The RG noted the positive response of students with whom we met to the range and variety of UG degrees offered by the School.

5.13   The provision of double degrees such as the BCL/Maîtrise which enables graduates to qualify in three jurisdictions; and the College MSc in European Governance and Law (with Utrecht University).

Recommendations

5.14   In the development of the UG curriculum and, particularly, when undertaking large reviews of programmes or range of courses to be offered, the SSoL should continue to consult with students, external examiners, employers, University support services and appropriate programme support staff. The School should communicate more clearly with all stakeholders when developing the UG curriculum.

5.15   In the development of PGT programmes, it may be useful to have input from appropriate University services such as the Library (as to resource implication), International and Marketing Offices (as to the market and advertising), Careers Office (as to employability prospects); programme support staff.

5.16   Given the reduction of External Examiners consideration needs to be given to alternative or additional benchmarks to ensure the high quality and robustness of the programmes is maintained. [See also 4.9]

6. Research Activity

Commendations

6.9   The School has a good record of 50 uploads to the UCD Working Papers in Law, Criminology and Socio Legal Studies on the SSRN.

6.10   The School has had recent success with major research funding (ERC award of Euro 1.5m). As in competitor law schools research funding is unevenly spread across sub disciplines.

6.11   The availability and use of semester research leave is highly commendable, particularly as it is not commonly availed of in other schools throughout the University.

6.12   The School has a healthy community of PhD students.

Recommendations

6.13   The RG recommends that the School develops a research strategy which is aligned with Objective 4 of the University's mission (strong interdisciplinary research and education in important areas of national and global need) and with UCD's strategy for research, innovation and impact. Law has the potential to contribute to any of the six themes in the latter: agri-food, culture, economy and society, energy, environment, ICT and health.   An articulation of law's priorities across these themes would assist in focusing on sources of research income within and beyond UCD, and in fostering interdisciplinary and international initiatives.

6.14   The RG recommends that the School develops specific criteria aligned with international benchmarks (e.g., UK REF) for assessing research quality. This would assist colleagues in self-evaluation, and in developing annual via appraisal or other career development routes and research goals.

6.15   The RG recommends that the School considers undertaking an external research quality assessment audit.

6.16   The RG recommends that the School considers mechanisms for including all academic staff in the research groupings. For example, property lawyers can engage with legal history or business law; or a miscellany group could be formed (the Society of Legal Scholars, SLS, subject groups could be used as a model).

6.17   The RG recommends that all staff be encouraged to engage in the SLS especially as the Annual Conference will be hosted by the School during Professor Imelda Maher's Presidency 2016-17, a major opportunity to showcase the School and University.

7.   Management of Quality and Enhancement

Commendations

7.2   Laudable drive and ambition of academic community to succeed in maintaining their exceptional records and standards of teaching, learning and research.

7.3   Notable number and quality of research active staff exceeding all College generated statistics.

7.4   High level of student satisfaction with their chosen programme of study.

Recommendations

7.5   Through executive governance, the School should further develop a framework with the existing committee system to ensure academic expertise continues to thrive in the academic-led approach, as embedded in the culture of research-led teaching, by aiming to

achieve more balanced workloads; combined with developing incentivized training, leading to promotion pathways.

7.6   The School should use their strategic plan to ensure the continuity of the quality of the learning experience, to include generating best research practices of the highest international quality with research semesters and sabbatical leave; to ensure the measurement of their research and develop of more accurate KPI's; to facilitate educational development; to provide environment for continuous steady state teaching and learning excellence for student experience.

7.6   To ensure continued active involvement of academic staff in the development of all the processes surrounding teaching and learning to continuously enhance the teaching and learning experience of the students.

7.7   Monitor quality of academic standards through feedback on curriculum teaching and learning.

8. Support Services

Commendations

8.3   The RG commends the combined work of SSoL and support services on their good working practices.

Recommendations

8.4   The Library is the recognised laboratory of the Law Student. The continuing quality and professionalism of Library staff in all areas should be embedded at College level with more dedicated Library Support Liaison officers; with multi copy holdings and journals; and improved online resources. The SSoL should monitor and ensure maintenance of up-to-date Library holdings to underpin the recommendations in the quality review.

8.5   The School should ensure active involvement of support staff at all grades across the School and its activities. A strategy should be developed to further enhance aspects of professional development career development of all staff and administrative and support staff. The School should also seek to engage with and develop further connections with the HR unit as part of this process.

8.6   The SSoL should engage with relevant units within the University such as Teaching and Learning, Human Resources to develop and strengthen the process of career training and mentoring for all staff within the SSoL.

9. External Relations

Commendations

9.5. The RG note the excellent relationship and strong links that has been developed by the School with its alumni and the legal profession.

9.6. The inter-disciplinary approach to research evidenced by the membership of the Schools Research Groups/Centres.

9.7. The development of double degrees enabling graduates to qualify in three jurisdictions and PG participation in CIEL network.

Recommendations

9.8. The RG commends the establishment of a Global Engagement Team and its policy to select partners that not only will provide an enhanced student experience but also opportunities to develop high quality research links (e.g. links with leading Chinese Law Schools). However, some clarity about the role and tasks of the Team, and its relationship with University central services such as the International and Marketing Office, would be advisable.

9.9. The School should consider developing a 5-year internationalisation strategic plan (with SMART objectives) and how this informs teaching and research ambitions. Such a plan should address opportunities for staff to engage in joint research collaboration/grant application.

9.10. The School could adopt an Action Plan with specific annual targets to increase the percentage of UG students going abroad. This could usefully be linked with law firms, as many internationally leading law schools are currently doing. (Moderate financial support for students unable to benefit from the opportunity for financial reasons might be sought from law firms).

UCD Sutherland School of Law
Response to the Review Group Report

The UCD Sutherland School of Law welcomes the Report arising from the visit to the School in October 2015 of the Review Group and the commendations in that Report, in particular, the "enthusiasm and engagement of all staff in delivering the multiple activities of the School." This was evident in the preparation of the Self-Assessment Report by the QA/QI Coordinating Committee, the discussion of that Report within the School and the engagement of both staff and students in the site visit. The School would like to express its appreciation for the efforts of the Review Group.

The Report provides a road map for the further development of the School, in particular, in relation to its teaching and learning activities. To ensure that the School derives maximum benefit from the Report, the School will consider all the Report's recommendations at length in the formulation of the Quality Improvement Plan. However, it must be acknowledged that some of the Report's recommendation fall outside the competence of the School to address but these matters will be addressed by the School in the College of Social Sciences and Law.

With reference to the prioritised recommendations identified by the Review Group, the School's initial comments are outlined below:

(i) **The School, together with the College, should embark on a new strategic process to identify a clear set of goals and benchmarks on how success is to be assessed within the new College.**

A series of SMART objectives will be developed, in association with the College, to guide the realization of the School's objectives in the remaining years of the School's strategic plan. Such objectives will be adopted in areas such as graduate numbers, research output and the enhancement of the student experience.

(ii) **Students expressed a desire for more transparency and feedback in the learning process.**

The School will build on existing transparency mechanisms within the School in the area of assessment and evaluation of teaching. With respect to the latter, the School will explore how to improve the response percentages drawing on best practices exhibited in other Schools across the University. The Teaching and Learning Committee will continue to review the balance of assessment across all modules in each level and will consider improved feedback across all forms of assessment.

(iii) **Given the reduction of External Examiners, consideration needs to be given to alternative or additional benchmarks, to ensure the high quality and robustness of the programmes is maintained.**

Whilst there is some disappointment with the recommendation of the Review Group in this area, it recognized that the trend across the University is towards less involvement of external examiners in the actual grading process. The Teaching and Learning Committee will garner evidence from other Schools in the College, and evidence from

comparator Universities, on best practice in the area of external examiners. Discussion of the resulting policy paper will lead to School approval of mechanisms to ensure the quality and robustness of existing programmes.

(iv) **The RG recommends that the School develops a research strategy which is aligned with Objective 4 of the University's mission and with UCD's strategy for research, innovation and impact.**

The School accepts the need for a re-alignment of its research strategy to match the objectives identified by the University strategy and will use the opportunity of a research audit, in the next academic year, to conclude this re-alignment. The first step in this process – mapping existing research to the University's research themes – will be undertaken this semester.

(v) **The School should ensure active involvement of support staff at all grades across the School and its activities.**

In consideration of the move to the College of Social Sciences and Law, the School continues to reflect on its governance structure. Reflecting on this prioritized recommendation, the Executive Committee has already decided that, as from the next academic year, membership of the Committee will include an elected representative from the administrative staff. The next School Committee meeting will decide on the extension of its membership to all staff in the School.

UCD Sutherland School of Law

Quality Review Site Visit 20-23 October 2015

TIMETABLE

Pre-Visit Briefing Prior to Site Visit – Tuesday, 20 October 2015

17.00-19.00   RG meet in the Sir John Nutting Suite, Radisson blu St Helen's Hotel, Stillorgan Road to review preliminary issues and to confirm work schedule and assignment of tasks for the site visit – **RG and UCD Quality Office only**

19.15   Dinner for the RG hosted by UCD Registrar and Deputy President – **RG, UCD Deputy President and UCD Quality Office only**

Day 1: Wednesday, 21 October 2015

Venue: CLEC Boardroom, Sutherland School of Law

08.30-09.15   Private meeting of Review Group (RG)

09.15-10.30   RG meet with Head of School and members of senior staff

10.30-10.45   Tea/coffee break

10.45-11.30   RG meet with SAR Coordinating Committee

11.30-11.45   RG Private Meeting

11.45-12.25	RG meet UCD Programme Deans
12.25-12.40	Prepare for meeting with employers and external stakeholders
12.40-12.45	RG move to Harty Boardroom for lunch
12.45-13.45	Working lunch (buffet) – meeting with employers (and/or other external stakeholders)
13.45-13.50	RG return to CLEC Boardroom
13.50-14.00	RG review key observations
14.00-14.30	Meeting to outline School's financial situation and resources
14.30-14.45	RG Private Meeting
14.45-16.00	RG meet with representative group of academic staff – primary focus on Teaching / Learning, Curriculum and Assessment issues
16.00-16.15	RG tea/coffee break
16.15-17.00	RG meet with support staff representatives
17.00-17.15	RG Private Meeting
17.15-18.00	Tour of facilities

18.15-19.00	RG Skype call with College Principal
19.00	RG depart

Day 2: Thursday, 22 October 2015

Venue: CLEC Boardroom, Sutherland School of Law

08.45-09.15	Private meeting of the RG
09.15-09.55	RG meet relevant University support service representatives
09.55-10.10	RG Private Meeting
10.10-11.00	RG meet with a representative group of postgraduate students (taught and research) and recent graduates (PG and UG)
11.00-11.15	RG tea/coffee break
11.15-12.15	RG meet with the School Research Committee
12.15-12.30	RG review key observations
12.30-13.15	Lunch – Review Group only
13.15-14.00	RG meet with representative group of undergraduate students at levels 2, 3 and 4
14.00-14.15	RG private meeting - review key observations

14.15-15.15	RG meet with recently appointed members of staff
15.15-15.30	RG Private Meeting
15.30-16.00	RG meet with representative group of Stage 1 undergraduate students
16.00-16.15	RG Private Meeting
16.15-16.30	RG available for private individual meetings with staff
16.30-17.30	RG private meeting – review key observations/findings and begin drafting RG Report and identify key feedback points in relation to positive practice and points for further development.
17.30	RG depart

Day 3: Friday, 23 October 2015

Venue: CLEC Boardroom, Sutherland School of Law

09.00-09.30	Private meeting of RG
09.30-09.45	RG available for private individual meetings with staff
10.30-10.45	RG Private Meeting
09.45-10.30	RG met with Head of School to clarify any outstanding issues
10.45-11.30	RG finalise first draft of RG Report and identify key aspects of positive practice and points for further development.

11.30-11.50   Lunch – RG only

11.50-12.10   RG meet with Head of School to feedback key aspects of positive practice and points for further development.

12.10-12.15   Break

12.15-12.45   SKYPE call with College Principal to feedback key aspects of positive practice and points for further development.

12.50-13.00   RG move to L143 William Fry Theatre, Sutherland

13.00-13.30   Exit presentation to all available staff of the unit

13.30   Review Group depart