University College Dublin

REVIEW GROUP REPORT

Periodic Quality Review

UCD Student Centre Services

December 2015

Accepted by the UCD Governing Authority at its meeting on 20 December 2016

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<u>**Appendices**</u>

Key Findings of the Review Group

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

Examples of Good Practice

The Review Group identified a number of commendations, in particular:

- Student Health & Counselling Services, Chaplaincy, Sport, the Student Centre, the Clubhouse, UCDCSLL and Societies provide valuable services and all staff show a commitment to optimising the services provided to students. Physical facilities overall are excellent and staff are expert, enthusiastic, committed, friendly and 'go the extra mile' to meet user needs.

- Effective financial model in place.

- Extensive and diverse range of activities, high level of user engagement and growing usage.

- Strong engagement by students, with clear evidence of development of leadership and life skills.

- Excellent engagement with UCD's alumni population and the wider community.

Recommendations for Future Improvement

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

- Consideration should be given to appointing a member of UMT with responsibility for leading and promoting the overarching Student Experience agenda at UCD. This would develop strategic interconnectivity between academic and co-curricular activities and place student experience firmly at the centre of UCD's vision.

- UCD Student Centre Services (SCS) should develop a Strategic Plan, informed by the University Strategic Plan, the University's Student Experience Strategic Plan (when available), and by relevant Student Experience (including ISSE) data. The SCS Strategic Plan should be a one-page document setting out the overall plan for all Student Centre Services for the next 5-years.

- UCD Student Centre Services should develop an Operational Plan to supplement the Strategic Plan. This should be a working document that includes specific actions to meet the objectives set out in the Strategic Plan. This operational plan should also include key performance indicators, timeframes and specific people/roles responsible for delivery of each action. Specific

outcomes should be developed for each sub-unit and those outcomes should be evaluated on an annual basis.

- Develop an SCS communications policy and agree a systematic approach to communicating with Unit staff, University staff, students and other stakeholders. An effective communication and consultation process should be established for the development of plans and routine operation of SCS so that more transparent resource allocation processes are seen to be in place.

- SCS should explore the reasons why half the student community does not regularly engage in the activities provided by the Centre and to investigate whether users reflect the diversity of the University community. Consideration could also be given to providing additional resources to further develop the increasing participation initiatives that are currently being delivered by the unit. SCS should initiate the systematic collection and analysis of data and feedback from the student body, ensuring that groups such as non-users, societies and the international student body are included.

1. Introduction and Overview of UCD Student Centre Services

Introduction

1.1   This Report presents the findings of a quality review of the UCD Student Centre Services, University College Dublin. The unit will be referred to as UCD Student Centre Services (SCS) throughout this Report.   The following services, reporting to the UCD Director of Administration, UCD Campus Sports and Leisure, were included in the review:

- UCD Student Health and Counselling Services

- UCD Chaplaincy

- UCD Sport

- UCD Student Societies

- UCD Student Centre

- UCD Clubhouse

1.2   The unit also includes a wholly owned subsidiary company UCD Campus Sport & Leisure Limited (UCDCSLL).

1.3   The Review was undertaken between 30 November – 3 December 2015. The UCD Student Centre Services response to the Review Group Report is attached as Appendix 2.

The Review Framework

1.4   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.

1.5   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 Universities Act 1997 and the Qualifications and Quality Assurance (Education and Training) Act 2012.

The Review Process

1.6   Typically, the review model comprises four major elements:

- Preparation of a self-assessment report (SAR)

- A visit by a review group (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

1.7   The composition of the Review Group for UCD Student Centre Services was as follows:

- Professor Tom Bolger, UCD School of Biology & Environmental Science (Chair)

- Mr Peter Hickey, UCD Library (Deputy Chair)

- Dr Javaune M. Adams-Gaston, Ohio State University, USA (Extern)

- Mr Anthony Payne, University of Bath, UK (Extern)

1.8   The Review Group visited UCD Student Centre Services from 30 November – 3 December 2015 and held meetings with staff; undergraduate and postgraduate students; the SAR Co-ordinating Committee; other University staff, including the Vice-President for Finance, Registrar/Deputy President/Vice-President for Academic Affairs and the Deputy Registrar Teaching & Learning. The site visit schedule is included as Appendix 3.

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

Preparation of the Self-assessment Report (SAR)

1.10   Following a briefing from the UCD Quality Office in January and February 2015, 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. Committee membership was as follows:

- Dominic O'Keeffe, Director of Administration, UCD Campus Sports and Leisure (Chair)

- Brian Mullins, Director of Sport

- Suzanne Bailey, Sports Development Manager

- Dr Sandra Tighe, Director of Student Health

- Paul Kelly, Senior Clinical Psychologist, Student Counselling Service

- Edel Harvey, Head of Administration, UCDCSLL

- Richard Butler, Student Societies Officer

- Eoghan Murphy, Chair, Students Societies Council

- John Peppard, Financial Manager

- Frances Rooney, Administrator

1.11   The full Co-ordinating Committee met on three occasions and each unit prepared individual self-assessment reports which were co-ordinated centrally to produce the overall Student Centre Services Self-assessment Report.

The University

1.12   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.

1.13   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

1.14   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.

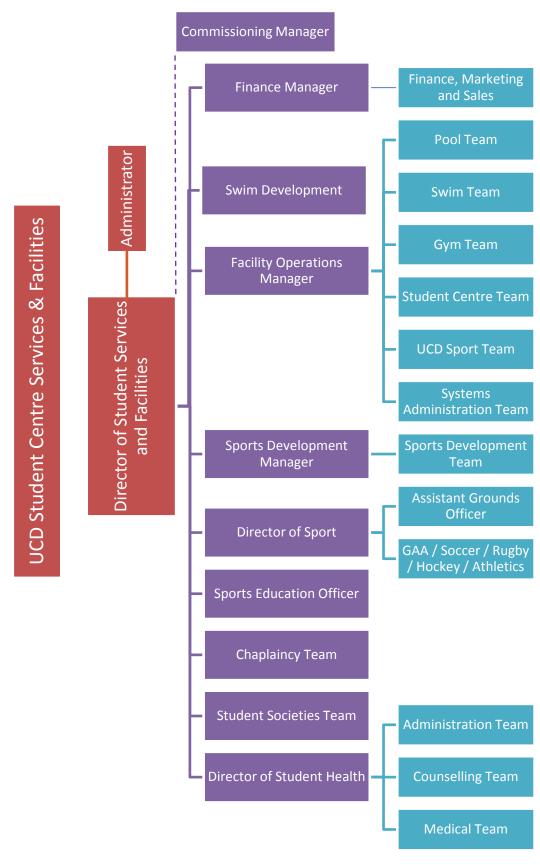*UCD Student Centre Services*

1.15   The UCD Student Centre is based in high-quality facilities on the UCD Belfield campus. The Centre employs the equivalent of 96.9 full-time members of staff with an additional 62 full-time equivalent members of staff employed by UCD Campus Sport & Leisure Ltd (UCDCSLL) – 200+ individual members of staff. An organisation chart is included as Figure 1 below. The

UCD Student Centre offers a range of services to the student population, staff, alumni and external users of the UCD Campus Sports and Leisure facilities. The services providers are:

- **UCD Sport -** provides an extensive range of sports services on and off-campus, including:
    - 57 sports clubs in UCD, ranging from team sports, adventure sports and water sports to martial arts;
    - the Get in Gear Programme for those at all fitness levels;
    - training and development of athletes, especially elite athletes;
    - a range of sports scholarships; and the operation and maintenance of the very wide range of sports facilities, indoor and outdoor; with natural and synthetic surfaces; most of which are on-campus.

- **UCD Societies** - encompasses 80 active student societies offering a diverse selection of activities, from sports events to guest speakers, plays to debates and from comedy nights to club events.

- **Health and Counselling** - the Student Health Service provides on-campus medical, psychological and psychiatric care to students of the University within an ethos of respect, courtesy and confidentiality and aim at all times to operate to the highest professional standards.

- **Chaplaincy** - offers personal support and advice in complete confidence to students. It provides facilities for meetings, coffee mornings, lunches, parties, prayer sessions, discussions, religious education courses, ecumenical and interfaith gatherings where students can meet and form a community of like-minded people. The chaplaincy also serves students' religious and worship needs and acts as a conduit for volunteer work in Ireland and abroad.

- **UCD Student Centre** - This facility provides on-campus support services including Health and Counselling services and hosts student society activities**.** It also includes the UCD Clubhouse. The Student Centre, was completed in 2012, includes a debating chamber, cinema and meeting rooms as well as a gym and a 50-metre swimming pool. The Student Centre is managed by **UCD Campus Sport and Leisure Limited (UCDCSLL)**, a special purposes company that is a wholly owned subsidiary of UCD.

Figure 1: UCD Student Centre Services and Facilities Organisation Chart - this chart outlines the reporting structure within the unit

UCD Student Centre Services & Facilities

Administrator

Director of Student Services and Facilities

Commissioning Manager
- Finance Manager
  - Finance, Marketing and Sales
- Swim Development
  - Pool Team
  - Swim Team
  - Gym Team
  - Student Centre Team
  - UCD Sport Team
  - Systems Administration Team
- Facility Operations Manager
- Sports Development Manager
  - Sports Development Team
- Director of Sport
  - Assistant Grounds Officer
  - GAA / Soccer / Rugby / Hockey / Athletics
- Sports Education Officer
- Chaplaincy Team
- Student Societies Team
- Director of Student Health
  - Administration Team
  - Counselling Team
  - Medical Team

2. The Student Experience

2.1   Higher Education institutions (HEIs) understand and acknowledge that education is changing rapidly. Day-to-day expectations have changed and students are correctly developing into advocates and activists for their own education. Institutions therefore have to think about what this means for their operations.

2.2   Higher education needs to reimagine itself because students' expectations have changed. With current technology, students can access information provided by other institutions efficiently, and sometimes free of cost, from their own bedrooms. HEIs have to ask the question: why do students come to campus? They come for the "Student Experience". Where does the Student Experience happen? Everywhere - both in the classroom and outside of the classroom and student wellbeing is essential to academic success.

2.3   Co-curricular learning happens primarily outside of the classroom and student services are key contributors. It is critical that if an institution is going to survive and thrive it has to understand that what is provided for the students by student services is a driver for their success and it has to be a driver at the highest level of the institution. HEIs can no longer be in the space where academic and student affairs are separate endeavours, these units must communicate and collaborate all of the time. The University encourages such endeavours and during the review site visit, UCD Student Centre Services provided evidence of a number of collaborations with other UCD units. Examples included, *inter alia*, work with the UCD School of Public Health, Physiotherapy and Sports Science, UCD Institute of Sport and Health, UCD Institute for Food and Health, UCD HR Learning & Development, UCD Registry and the UCD Office of the Registrar. (See also 3.17).

2.4   In 2015 in the USA, two separate polls surveyed nearly 30,000 college graduates from 108 universities. In addition, Gallup surveyed more than 8,000 Ohio State alumni who graduated with a bachelor's degree between 1970 and 2014 on three areas: workplace engagement, well-being and attachment. The findings[1] indicated that the 3 key things that had the most positive impact on future quality of life and job satisfaction were having:

- a mentor/faculty member who believed in them

- the opportunity to be engaged in internship/research

- the opportunity to be highly engaged in activities

2.5   It is important that institutions understand what their students have learned/gained from the experience of being at their institution. HEIs need to know what they intend students to learn in both academic and co-curricular activities and how to measure that they have been successful in achieving these defined outcomes. This is already routine for many

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[1] http://oaa.osu.edu/irp/Gallup_OSU_Alumni_Survey.pdf

institutions, including UCD, for their academic activities – every class has defined learning outcomes; the same should be true of the broader student experience.

2.6   At UCD, the student academic experience falls under the remit of the Registrar/Deputy President/Vice-President for Academic Affairs, who oversees the academic life of students from undergraduate through to graduate studies. His portfolio also includes the: Library; IT Services; Career Development Centre; Teaching and Learning; Graduate Studies; Registry (Academic Secretariat, Administration Services, Admissions, Assessment and Student Recruitment); Access and Lifelong Learning; International Affairs; Quality; and Strategic Academic Initiatives.

2.7   Support units that provide services to students through Student Centre Services (Sport; Student Health and Counselling; Societies; Chaplaincy; the Student Centre) and other units, such as Estate Services (Student Residences), report to the UCD Bursar.

Strategic Planning for the Student Experience

2.8   UCD has a new Strategic Plan (2015-2020). Objective 5: 'Attract and retain an excellent and diverse cohort of students, faculty and staff' expresses the University's commitment to excellent student support and student services:

"To ensure we retain our excellent and diverse cohort of students through to graduation, working in partnership with our various stakeholders, we will ensure that we have in place a comprehensive suite of student support measures and that our student services are world-class".

2.9   Many of the University objectives and strategic initiatives are clearly relevant to Student Experience (for example, Objectives 2, 6, 7 and 8; Strategic Initiatives 2, 3, 4 and 5). However, even though the University Strategic Plan does not explicitly place students front and centre, or emphasise that the Student experience is everyone's business, a real commitment was clearly communicated to the Review Group by senior management in meetings during the site visit.

UMT Student Experience Group (SEG)

2.10   The University has put in place a Student Experience Group (SEG) that reports to the University Management Team (UMT).   The SEG clearly articulates key performance indicators (KPIs) to measure the Student Experience at UCD and links its activities to the University Strategic Plan, Mission and Vision.   The SEG leads the development and operationalisation of University activities, processes and procedures related to the Student Experience, including the development of a Mental Health and Wellbeing Policy.

2.11   The SEG is chaired by the Registrar and Deputy President/Dean of Undergraduate Students/Deputy Registrar for Teaching and Learning. The membership is representative of many of the academic and support units that are engaged in delivering co-curricular

supports and activities on campus. Importantly, membership also includes student representation.

Student Residences

2.12   On-campus residences should be intentionally designed and developed to provide opportunities for learning within the 24-hour, 7-day a week living experience. UCD's residential population is growing. There are currently 2,815 students, including 1,357 international students living on campus. The soon-to-be-published *UCD Strategic Campus Development Plan 2016-2021-2026* indicates that the University proposes to increase existing accommodation from 2,815 to approx. 6,000 bedrooms, of which 354 will be available in September 2016. A development timeframe of 10 years is currently envisaged, subject to planning consents and availability of funding. The Review Group observed that opportunities for co-curricular learning and personal development may be lost if residences are viewed as hotels and students are seen as customers.

2.13   The Student Experience Group is conducting a review of UCD Student Residences. The Review Group has read the terms of reference for the review and suggests that the SEG, in light of the growing student residential population, consider under Item 4 'Living on Campus', a review of procedures for dealing with issues that arise at night. Currently such issues are dealt with by in-house Residential Assistants (RAs), along with the Estates Duty Supervisor. There is scope for Student Centre Services, for example Health and Counselling, to work more closely with Residences in developing policies and to be part of the referral path when issues arise. Formal referral pathways and clearly stated procedures for addressing issues would be helpful.

2.14   Student Residential life could be further integrated into the broader student experience through closer alignment between RAs and other student support services. RAs receive training when they take up their posts and there is an opportunity to ensure that there is a strategy and developmental focus around training and support of the staff working within UCD Residences. Additional training could include *inter alia* ASSIST training, facilitation, mediation and leadership skills development.

Diversity

2.15   The Review Group believes that diversity enhances everyone's experience and is a key part of delivering a positive student experience. This is particularly true in institutions with a strong international student body and a global approach like UCD. Many HEIs think of diversity as a key contributor to learning and student development and if equality, diversity and inclusivity is not evident in staff composition, institutions miss out on an opportunity to model good practice. The Review Group welcomes that, in alignment with the UCD Strategic Plan, the University has put in place an Equality, Diversity and Inclusion Group.

Commendations

The Review Group commends the:

2.16   University's commitment to the Student Experience which was communicated so clearly in meetings during the site visit.

2.17   Development of the Student Experience Group.

2.18   Representativeness of the membership of the SEG, which includes representation from UCD Student Centre Services and most importantly, students.

2.19   Development of a Mental Health and Wellbeing Policy and the Review Group endorse University plans to operationalise it.

2.20   SEG engagement with residential life at UCD, which includes a review of UCD Student Residences.

2.21   The University's increased focus on equality, diversity and inclusion (EDI) and the establishment of the University Equality, Diversity and Inclusion Group in alignment with the UCD Strategic Plan.

Recommendations

The Review Group recommends that:

2.22   Consideration be given to appointing a member of UMT with responsibility for leading and promoting the overarching Student Experience agenda at UCD. This would develop strategic interconnectivity between academic and co-curricular activities and place student experience firmly at the centre of UCD's vision.

2.23   The University consider developing a strategy that explicitly sets out the University's plans for the Student Experience at UCD. (See also 3.24 and 5.2).

2.24   Specific, measurable learning outcomes be developed for co-curricular activities. These learning outcomes should be measured and reviewed on a regular basis.

2.25   As SEG develops its Terms of Reference, the following be considered:
- student experience should be the primary objective.
- Key Performance Indicators (KPIs), informed by the Irish Survey of Student Engagement (ISSE), should be clearly articulated.
- SEG activities should be aligned with those stemming from other strategic objectives including, for example, international activities.

2.26   Opportunities for co-curricular learning and personal development should be taken into consideration as the University develops plans for new on-campus residences.

2.27   The SEG review of Student Residences include a review of current procedures for addressing issues that arise outside 9-5 working hours and the articulation of formal referral pathways.

2.28   The training and supports provided to in-house Residential Assistants in UCD Student Residences be reviewed. (See also 3.41 below).

2.29   A representative from UCD Residences be added to the membership of the SEG.

2.30   Consideration be given to developing an official Recognition and Reward system for students who engage in co-curricular activities.

3. Student Centre Services – Planning, Organisation and Management of Resources

The UCD Student Centre Services Role in the UCD Student Experience

3.1   UCD is largely a commuter campus with approximately 10% of the student population currently housed on campus. The focus of UCD Student Centre Services (SCS) should be on how to enrich the student experience of the largely commuter student population through engagement in the areas of sports, health and counselling, societies, and chaplaincy. The SCS should also continue to build its relationships with other UCD units that provide academic and co-curricular services for students, including Student Advisers, Teaching & Learning, Career Development Centre and International Affairs.

3.2   Student Centre Services contribute to student development, to student learning and to their capacity to go out and be productive citizens of the world. SCS staff are a group of committed, knowledgeable, skilled, imaginative people who are contributing to the development and learning of UCD students. This engagement and enthusiasm has supported the development of excellent facilities and services over the last 15-years.

UCD Student Centre Services Planning

3.3   UCD Student Centre Services states that its mission is "to welcome, support, encourage, challenge, assist and develop every student at each stage of that student's journey through UCD". This indicates that the unit is aware of the primacy of the need to support the whole student.

3.4   At this stage in its development, it would benefit SCS to articulate a clear strategic plan for its development over the next 5-years. In order to bring people along, this development strategy should include an effective communication and consultation process. The consultation process should be inclusive and should include genuine opportunities for students, staff and other service users to provide feedback on development proposals for example, the plans for a new sports hall, and the development of Level 3 within the Centre.

3.5   Two of the SCS strategic priorities could potentially be in conflict with each other: (a) student experience and, (b) the primarily financial priority of some of the services delivered by the Unit, in particular, UCDCSLL. SCS should, when developing their strategic plan, clarify the key priority of SCS as a whole, and how the different priorities of its sub-units can be reconciled into a unified vision for the Unit.

3.6   UCD Student Centre Services do not have a clear strategic plan for student learning and development in the co-curricular environment. Learning and the student experience occurs throughout the University and the SCS could be a key activator of the student experience. The co-curricular programmes and activities delivered by SCS should be engaging, and could result in students developing life skills and global citizen leadership skills for which they gain recognition.

3.7   UCD Student Centre Services need to utilise evidence-based assessment to support the positive work of the SCS and to determine the effectiveness and impact of the work of the SCS. Data is available at institutional, sectoral and national levels, including data generated by the Irish Survey of Student Engagement (ISSE).   In addition, it should investigate systematic approaches to gathering formal and informal feedback at regular intervals to identify changing requirements and to measure satisfaction.

UCD Student Centre Services – Organisation and Management

3.8   Currently, SCS is operating as a network of individual units with a culture of informal communications and relationships which are not always effective. The facilities and services are working well; however, at this stage of the Unit's development, there is a need to introduce effective planning and more formal, systematic processes and procedures.

3.9   The Centre should also ensure that formal, clearly defined and communicated procedures and processes are in place for all activities and functions of the Unit. These processes and procedures should be easily accessed by all staff and students.

3.10   While the outcomes to date have been good, there is an increasing risk for SCS if, for example, an incident occurs without explicit processes being in place or a clear method outlined for engaging with the suite of formal University processes and procedures. This is especially important for units involved in service delivery and/or in a student residential environment.

3.11   The composition, role and function of the SCS Executive Committee is unclear.   The Committee should review and redefine its terms of reference and composition and set up regular, minuted meetings.   The composition of the Committee could include wider representation than the Heads of Sub-units and should include student representation.

3.12   There is an effective financial model in place that meets the requirements of the Unit's current strategic agenda. However, improved transparency around resource allocation to the sub-units within Student Centre Services is needed, as is a regular review of the financial

model to ensure alignment with the University's strategy for the Unit. In addition, the allocation of funds to clubs and societies within the University should be made transparent.

3.13   Effective risk assessment is an important aspect of both the strategic planning process and the delivery of supports and services. HEIs are environments where many of the population are vulnerable for many reasons e.g. young, living away from home for the first time, socialising in different circles, being exposed to new experiences. Units that provide supports to vulnerable groups need to ensure that potential risks are properly assessed e.g. risks associated with sexual harassment/violence, alcohol and/or drug use etc. Clear processes and procedures need to be communicated to all staff about how to address such issues.

Communication and Collaborative Initiatives – Internal and External

3.14   The Review Group noted a number of communication mismatches during the site visit, both within the unit and between the unit and the rest of the University. The Student Experience Group is one example - some SCS staff know about it while others had no knowledge of it.

3.15   The relatively informal management approach which has been effective to date is becoming less effective with the increased size and breath of services offered by SCS. A systematic approach to communication is necessary for effective management of a unit this size. SCS sub-units are not fully aware of each other's activities or of news from other networks, such as the Student Advisers. It is also important that staff are aware of what is going on in the rest of the University and that other University staff know what SCS is doing to prevent overlap of activities, and decrease the perception of some staff that they are working in isolation. More engagement could be cultivated by clearer communication within SCS. The re-introduction of a position with a voice at UMT would facilitate and ensure such communication (see also 2.22).

3.16   There is also scope to improve communications to service users – 'closing the feedback loop'. SCS gathers information from users and engages in various activities that affect users. SCS needs to become more systematic at communicating outcomes to students, staff and other stakeholders. There are many examples of good practice around the University that SCS could use to inform the development of their communication activities, e.g. the Library's 'You Said, We Did' campaign.

3.17   The improvement of communication could support the development of the apparent and obvious connectivity and communications between units and services. Some internal collaborations are already in place e.g. Societies and the Student Centre; however, there is scope within SCS for further collaborations between sub-units. SCS also provided some good examples during the site visit of collaborations with other University units e.g. Sports with Career Development Centre, Sports with Physiotherapy, Student Centre engagement with Student Orientation (see also 2.3). SCS could consider and develop additional collaborations with other University units.

Staff development and training

3.18   It was evident that there is already some leadership development of staff within the Unit, e.g. ASSIST training for one sub-unit, which may be rolled out to all staff within the Unit, and continuing professional development of medical staff. Providing staff with the opportunity to train and develop benefits both the Unit and the staff member by broadening skills sets, supporting positive mental health and wellbeing and encouraging staff retention. The University provides training and development in a number of areas that align with the Unit's activities e.g. customer service, cross-cultural issues, dealing with distressed students and leadership development.

Commendations

3.19   High quality, efficiently managed, state-of-the-art resources.

3.20   Effective financial model in place.

3.21   Expert, enthusiastic, committed, friendly staff with a student-centred approach.

3.22   SCS staff are significant contributors to the development and learning of UCD students.

3.23   Examples of good working relationships across units e.g. pitch management; student orientation; *Get in Gear* programme links with the UCD School of Public Health, Physiotherapy and Sports Science, UCD Institute of Sport and Health, UCD Institute for Food and Health, UCD HR Learning & Development and St Vincent's University Hospital.

Recommendations

The Review Group recommends the following actions:

3.24   SCS should develop a Strategic Plan, informed by the University Strategic Plan, the University's Student Experience Strategic Plan (when available), and by relevant Student Experience data (including ISSE data). The SCS Strategic Plan should be a one-page document setting out the overall plan for all Student Centre Services for the next 5-years. See also 2.23 and 5.2.

3.25   SCS should, when developing their Strategic Plan, clarify the key priority of SCS as a whole, and how the different priorities of its sub-units can be reconciled into a unified vision for the Unit.

3.26   Develop an Operational Plan to supplement the Strategic Plan. This should be a working document that includes specific actions to meet the objectives set out in the Strategic Plan. This operational plan should also include key performance indicators, timeframes and specific people/roles responsible for delivery of each action. Specific outcomes should be developed for each sub-unit and those outcomes should be evaluated on an annual basis.

3.27   A detailed organisation chart should be included in the action plan and should be updated on a regular basis to reflect any structural/organisational changes that take place. The organisation chart should also be made available on the Student Centre website.

3.28   The SCS Executive Committee should review and redefine its terms of reference and composition and set up regular, minuted meetings.

3.29   An effective communication and consultation process should be established for the development of these plans and SCS should engage with relevant University and student units to support the development of both plans, e.g. UCD Director of Strategic Planning, HR Partner, HR Training and Development, Student Union, Student Societies, Athletic Union Council.

3.30   All staff within SCS should have an opportunity to input into both plans and the organisation chart.

3.31   While there is an effective financial model in place that meets the requirements of the Unit's current strategy, it would benefit SCS to have more transparency around resource allocation to all of its sub-units.

3.32   The allocation of funds to clubs and societies within the University should be made transparent.

3.33   Develop an SCS communications policy and agree a systematic approach to communicating with Unit staff, University staff, students and other stakeholders.

3.34   Consider and develop further collaborative activities internal to SCS and between SCS sub-units and other units in the University.

3.35   The SCS needs to develop the capacity to regularly gather, analyse and effectively utilise data on its service users (see also 4.23 and 4.24 below).

3.36   SCS should also develop the capacity to engage with and utilise student experience data (institutional, sectoral and national).

3.37   The SCS needs to prioritise the development of effective risk assessment processes and procedures, in particular, to assess risks such as sexual harassment/violence.

3.38   Formal, clearly defined procedures and processes for reporting issues and incidents that arise in SCS facilities and in relation to any of the services provided by SCS, should be developed by SCS. These processes should be easy to engage with and widely communicated to facilitate ease of access for service users.

3.39   Formal referral pathways to address issues for residential students should be set out. These referral pathways could include on-campus services e.g. Student Health and Counselling.

3.40   SCS could explore possible training needs with UCD HR Training and Development and staff should be supported and encouraged to engage with training and development.

3.41   Learning outcomes for Residential Assistants could be considered and developed, with additional training provided where required (see also 2.28).

4. Student Centre Services – Engagement with Students and the Wider Community

4.1   The development of the facilities has increased the engagement of students, staff and the wider community and usage is growing year-on-year. One particular group that shows high engagement is alumni who make up 43% of the membership of the sports facilities. This has many potential benefits for the University, for example, supporting the ongoing institutional activities to further develop relationships with its alumni community.   There are opportunities to further harness the experience and commitment of alumni to contribute to the student experience of current students.

4.2   The Unit engages well with the broader community with a range of activities. External users praised the high quality of the facilities and were particularly complimentary of the staff - some indicated that their primary reason for choosing the UCD sports facilities was the staff.

4.3   Because the facilities are open to the wider public it could benefit SCS to engage in a benchmarking exercise against other HEIs and also against commercial organisations who provide similar facilities (e.g. gym facilities) to the public. This benchmarking exercise could involve clearly identifying who the Unit should benchmark their services against and could be very useful when developing the Unit's plans for future investment and development.

4.4   Engagement/relationship building with local and national communities is very positive for the University reputation and there is a strong emphasis on evaluating the external user experience.   It is important that a similar emphasis should be placed on evaluating the internal user experience.

4.5   There is high engagement overall with SCS, half of the student community have an active level of engagement. However, it would benefit the unit to further explore the reasons why some students do not engage and continue to develop methods to increase engagement. There are already a number of excellent initiatives aimed at increasing engagement in place, including the:

- Healthy Lifestyle/Healthy University Initiative which promotes positive mental health for staff/students and external users through sporting activities;

- development of a Mental Health and Wellbeing Policy;

- *Get in Gear* programme which aims to promote and encourage exercise and a healthy lifestyle among a range of populations using group support to help keep participants

motivated. The programme is designed to cater for all fitness levels and to step-up with participants as their fitness increases.

4.6   Engagement with fitness has evolved in recent years to include activities not typically associated with traditional sports, for example, dance, pilates and yoga. These types of activities can appeal to users who do not engage with traditional sporting activities.

4.7   Many of the activities delivered by SCS support the development of leadership and life skills for students, including *inter alia*, leadership, team-work, project-management, presentation and debating skills. It would benefit the Unit, and students, to explicitly identify the life skills developed through engagement with different activities and to communicate these to students and the broader University. The University is expert at developing learning outcomes and SCS could liaise with UCD Teaching & Learning for advice on how to develop learning outcomes for its activities.

4.8   Student societies were happy overall with facilities and services but had concerns regarding access and booking of facilities underlining a tension between the provision of spaces for sporting and for society activities. Booking for events three weeks in advance was seen as too short to run effective promotion campaigns and there is some dissatisfaction with changes to booked venues. In the absence of feedback survey information from societies, it is not clear whether these are one off incidents, but do highlight some communication challenges between the Centre and societies.

Student and Students' Union Engagement

4.9   The Review Group was very impressed by the quality, intellectual rigour and commitment of student representatives that met with them during the site visit.

4.10   The location of Students' Union in the Student Centre as a base from which to work was regarded positively by students. The Students' Union facilities, which are provided rent free, provide an excellent space with access to food/drink.

4.11   The Student Centre also provides extended hours student facilities during key times, for example, study space during exam time. The provision of this type of wrap-around student study facility is to be commended.

4.12   The relationship, in terms of finance and governance, which has developed between the University, the Student Centre Services and the Students' Union through necessity in recent years appears to be operating effectively and is viewed positively by the SU.

4.13   Students expressed frustration about the challenge of being heard. This perception may be related to the lack of a unified structure for dealing with the Student Experience because it may not be clear who to approach about different issues. These students are the future alumni of the University and harnessing their abilities in a positive sense could advantage the University. The appointment of a member to the UMT who would deal with the Student Experience in its broadest sense could add significant clarity to where student issues could

be addressed and indicate that at the highest levels of the University their concerns were heard and had appropriate response. See also 2.22.

4.14   Students need to feel that they are supported in worthwhile campaigns and activities. This can be facilitated through transparent and open two-way communication.   When campaigning the SU tend to focus on manifesto rather than the wider agenda for students, however, the inclusion of SU representatives on SEG and other University committees facilitates a strong contribution to the wider student experience agenda. Because the term of office for SU officers is one-year it can be a challenge to keep campaigns working. Some continuity in the Officers of the Students Union through the introduction of some longer-term posts could improve continuity of engagement.

4.15   Students' Union Officers expressed concern that some of the issues and campaigns that they raised, were not supported as much as they could have been (in their view) by SCS. For example, the 'Sexual Consent' campaign, while supported by the SEG, was not engaged with by SCS.

Commendations

4.16   Extensive and diverse range of activities, high level of user engagement and growing usage.

4.17   Strong engagement by students, with clear evidence of development of leadership and life skills.

4.18   Excellent engagement with UCD's alumni population and the wider community.

4.19   The students and the Students' Union representatives that met with the Review Group were extremely articulate, professional, and of a very high-calibre.

4.20   The provision of extended hours of access to student facilities e.g. study facilities, is to be commended.

4.21   SCS has created an excellent 'home for students' in the Student Centre.

Recommendations

4.22   SCS should consider conducting a benchmarking exercise to inform decision-making on future investment and development.

4.23   SCS should initiate the systematic collection and analysis of data and feedback from the student body, ensuring that groups such as non-users, societies and the international student body are included.

4.24   SCS should explore the reasons why half the student community does not regularly engage in the activities provided by the Centre and to investigate whether users reflect the diversity of the University community. Consideration could also be given to providing additional

resources to further develop the increasing participation initiatives that are currently being delivered by the Unit.

4.25   The Unit may also consider increasing provision for activities not traditionally associated with sports by increasing resources and supports to further develop actives such as pilates, yoga and dance.

4.26   SCS could benefit from engaging with UCD Teaching and Learning to learn from best practice in the area of identifying and communicating the explicit learning outcomes associated with activities.

4.27   SCS might consider developing a transparent, systematic process to consider student issues and Students' Union campaign activities and determine the appropriate support that might be offered by SCS.

4.28   SCS and SEG could liaise with the Students' Union to consider options that could improve continuity of SU officers and student campaigns.

4.29   It is important that clear and transparent room booking arrangements are in place and, if possible, these should be online. The SCS could consider facilitating the booking of alternative venues in other University buildings through interactions with Campus Services when accommodation cannot be provided in the Student Centre.

5. Student Centre Services – Functions, Facilities and Operations

5.1   Feedback indicated that SCS are doing a good job across all the services that the Unit is providing. Facilities overall are excellent and feedback noted that staff are expert, enthusiastic, committed, friendly and 'go the extra mile' to meet user needs. There were also a number of positive comments about how the Director of Administration leads and drives the Unit.

5.2   As outlined in 2.23 and 3.24 above, the Review Group was concerned that there was no strategic plan for Student Centre Services, no annual review and no performance indicators. This has resulted in a lack of clarity around what the University expects of the Unit, who should direct their work, and a feeling among many staff that the University does not value their contribution.

5.3   The Review Group was reminded repeatedly that the excellent work of the Centre was dependent on personal relationships and good will rather than clear procedures. As an example, the communication difficulties outlined elsewhere in this Report and the lack of a case management system increases the risk that a student could be involved with a number of sub-units within SCS and/or units across the institution without there being any shared approach to case management. Similarly, strict confidentiality requirements were seen by some as a barrier to sharing information and co-ordinating support in the student's best

interest. These issues could result in students 'falling through the cracks' with potentially serious consequences for the student and institutional reputation.

Sports Centre Management

5.4   External users raised the issues of "competing with students" for facilities and their need to have priority access at times. There do not appear to be set criteria to equitably balance demand for external vs student bookable space. There is also a risk that raising money becomes the primary driver of the resource allocation policy, to the detriment of the student experience. The current Student Centre Levy may not be continued in the long-term, especially in light of the potential introduction of student fees, so there is a need to plan for such an eventuality.

5.5   While the facilities in the new part of the Student Centre are top class and those in the older section of the Centre are very good (and being improved), the disparity between the quality of the facilities in the older part of the Centre and the new section was highlighted by users. In particular, it was noted that some of the older, less modern facilities are made available to some summer camps and access to the newer facilities would be preferable.

UCD Chaplaincy

5.6   The Chaplaincy is seen as being integral to the provision of a high quality student experience. Many positive comments were made about the service but there was also a perception that chaplains are only valued when there is an emergency. However, they do not appear to be part of any formal communication network. For example, they did not appear to know what was planned for the Chaplaincy nor did they know that a new chaplain had just been appointed and that there were plans to increase the numbers further.

5.7   The nature and extent of the provision of spiritual support to students and staff from other faiths was unclear to the Review Group.

5.8   The Review Group also perceived that there is ambiguity about the role of the chaplaincy, particularly in terms of their relationship with the Student Advisors. The lack of clarity around the role of the chaplains, who directs their work, and what the University expects of them, was shared by many of the people who met with the Review Group during the site visit.

Student Health including Counselling

5.9   Student Health Services, including Counselling, provide a valuable service and all staff show a commitment to optimising the services provided to students. It is clear that demand is out stripping supply.

5.10   The University has a strategy of increasing the number of international students attending the University. Many of these students live on campus and come from very differing cultural backgrounds. Staff in Health Services noted that 30% of their patients were international

students who can require more attention from the services offered by SCS and take up a disproportionate amount of the time and resources available. It was not clear to the Review Group that this has been fully taken into account by the University.

5.11   Increased numbers of graduate students, who are on campus during the summer period, also place additional demands on Health Services.

5.12   Health Services have introduced a charge system which has facilitated the provision of additional facilities. Consulting space was identified as a potential limiting factor which should be considered in further space allocations.

5.13   Some students with mental health concerns are seen by the Health Service and a significant proportion of GP time is devoted to their care. In other institutions, mental health practitioners are employed in this capacity and it would be useful to investigate more cost-effective ways of providing these services to free up GPs to focus on acute medical issues.

5.14   The commitment and expertise of staff from the Counselling Service was evident but the KPIs for the goals of the service and the contribution it can make to the University's mission were not clearly articulated. An articulation of the University's expectations of the Counselling Service would help to clarify the respective roles of University and external community-based services.

5.15   The Review Group were impressed by the newly developed Mental Health and Wellbeing Policy particularly as it promotes a University-wide approach to addressing a significant issue for both staff and students. The challenge now will be to operationalise it and the SCS could make an important contribution to this.

5.16   Universities worldwide are struggling to keep up with the increased health needs of students. As with university counselling centres world-wide, utilising standards established for counsellor to student ratios and other recommendations such as outreach efforts, diversity, and empirically supported self-help opportunities would mean providing significant resource support to the Counselling Service. Information on international standards is available on the Association for University and College Counseling Center Directors (AUCCD) website (http://www.aucccd.org/).

5.17   Student Counselling Services need to integrate methodology regarding delivery of services with the University learning and development goals. Services should be preventative and developmental as well as reactive and supportive. The University goals of increasing the number of students living on campus, as well as a focus on diversifying the student population (especially the international population), necessitates a focus on student health and wellness. Empirically based brief intervention models of counselling could help promote student well-being. A collaborative approach and holistic view of students should focus on providing the best models of care for all students.

5.18   There is a need to ensure the goals of the Student Counselling Service are aligned with the University Strategic Plan. Further the difficulty of having students utilise community based

services puts increased pressure on the Student Counselling Service. Collaboration between campus-based and community-based mental health services could provide a more seamless experience for students. While traditional models of counselling delivery should be reviewed, without additional resources the Student Counselling Service will be challenged to meet the needs of students going forward. Review of effective best practices and new innovations in delivery of university mental health support suggests that there is room for expansion in the approach to counselling. This does not negate the need for additional resources for expanded services.

5.19   The lack of a systematic triage process for the Student Counselling Service and traditional delivery methods mean that whilst priority patients get an excellent service, 30% of patients on the waiting list are never seen. Whilst university counselling staffing resources are often seen as inadequate, alternative models of triage and service delivery for the Student Counselling Service could drive significant efficiencies resulting in a more equitable delivery of services and improved outcomes for students. The Review Group welcomes further investigation of the HeadStrong proposal initially put forward by the Students' Union.

5.20   The Student Counselling Service currently uses a survey questionnaire, circulated by email on an annual basis, to elicit feedback from users on their service. They indicated that they are not using outcome evaluation software as they do not see it as being of benefit. Members of the Review Group, however, have seen the positive impact of outcome evaluation software; it can, not only demonstrate the effectiveness of services but can assist services to identify the most useful interventions and can be used therapeutically.

UCD Sports

5.21   Sports activities are strong in UCD and there is a strong diversity of opportunities for students, both team, fun and individual. This is evidenced in the increased participation rates, club memberships and the growth in new areas such as tag rugby. There is a challenge in identifying the needs of international students.

5.22   The Sports Scholarship Programme, the Graduate Sports Scholarship Programme and the *Ad Astra* Elite Athlete Programme are successful and bring positive benefits to the University.

5.23   UCD Sports communications focuses on elite athletes and success, and while there is a lot about which the Unit can be proud, there is scope to emphasise other activities and achievements. This could be particularly helpful for drawing in student users who are not at elite levels. (See also 4.24 above).

5.24   There is strong evidence of good cross campus relationships in the management, running and development of facilities. There is a risk in terms of facilities development in pushing some of the smaller clubs off campus to utilise facilities elsewhere and it will be important to ensure diversity in balancing the need of bigger clubs/activities with those of smaller ones.

5.25   Some sports clubs, whose facilities are located outside the Student Centre itself, seemed to lack support, in particular, for maintenance related issues, e.g. watersports. It would be useful to clarify current provision and to ensure supports for all clubs are in place.

UCD Student Societies

5.26   It is clear that club and society life is vibrant in UCD with record enrolments in 2015. The SCS provide good spaces for the running of activities and events and spaces such as the theatre, cinema and debating chamber are of top quality.

5.27   As society officers change annually, it is felt that any bad experiences in one year are sometimes held against the new committee. This is a challenge for student societies and in the context of the valuable experience of developing leadership and management skills, consideration should be given to the administrative and mentoring support for student auditors.

UCD Clubhouse

5.28   UCD Clubhouse is an attractive, well managed and well used space which reported that it doesn't have problems with anti-social behaviour.   Currently its function is seen as supporting the activities of clubs and societies and providing a social hub. In this, it appears to offer an excellent facility for sports with strong connections in the community and with alumni, e.g. rugby club.

5.29   As it is the only bar on campus it is not clear whether this remit is sufficient to support the wider needs of the student population.

Commendations

5.30   The commitment and expertise of staff was evident.

5.31   User feedback was very positive.

5.32   The majority of the facilities are top-class.

5.33   Students spoke very positively about their engagement with Health Services, including Counselling Services.

5.34   Staff in Health Services, including Counselling Services, spoke positively of shared concerns and the potential for them to work together more frequently on enhancing the student experience.

5.35   The additional self-funded GP sessions provided through the Health Service had significantly reduced wait times and were seen as a very positive development and a model for how services for students could potentially be increased with minimal additional cost to the University.

5.36 The mapping of health services to Health Information and Quality Authority (HIQA) standards and the auditing of services is to be commended.

5.37 Improvements in waiting facilities and public spaces of the Health Service have enhanced the student experience of the Service.

5.38 The UCD Freshers' Week and Refreshers' Day are very successful, popular and well-run events and exploit the strengths of the staff and facilities of the SCS.

5.39 The scholarship programmes are very successful.

Recommendations

5.40 When identifying priorities regarding facilities for the coming year, 2-years and 5-years, SCS should consider:

(i) the impact of the potential cessation of the student levy.
(ii) the need to devise a clear strategy to balance the competing priorities of financial versus student experience.
(iii) the need to balance external user versus student user access to bookable space.
(iv) the need to prioritise investment in developing new versus upgrading older facilities.

See also section 3 above.

5.41 The University should consider setting up a cross-service and cross-unit case management system.

5.42 The nature and extent of the provision of spiritual support to students and staff from non-Christian faiths should be clearly communicated to staff and students.

5.43 The role of the chaplaincy, particularly in terms of the relationship with the Student Advisors and the SCS, should be reviewed and University expectations of the service should be clearly communicated.

5.44 Clear KPIs stemming from the strategic goals identified by the Student Counselling Service should be articulated to allow the sub-unit to focus their work on supporting students to successfully complete their courses and clarify the respective responsibilities of the Service and external community-based health and welfare services.

5.45 The Counselling Service should implement a systematic triage process and investigate alternative approaches to service delivery with a view to addressing the imbalance between demand and supply of services.

5.46 The Counselling Service should consider adopting outcome evaluation software to support an evidence-based approach to their work.

5.47   Student Health could investigate more cost-effective ways of providing services to students with mental health concerns to free up GPs to focus on acute medical issues.

5.48   Student Health should consider introducing a client information release form to enable joined up support services.

5.49   Explore possibilities for additional consulting spaces to facilitate more GP practice hours.

5.50   There is scope to highlight and communicate activities and achievements that fall outside traditional sporting activities.

5.51   Audit the supports for all clubs with facilities outside the SCS to ensure there are clear support mechanisms in place for them.

5.52   Consideration should be given to the administrative and mentoring support provided to student auditors to ensure seamless transitions, and to minimise issues inherited from previous committees.

UCD Student Centre Services – Aggregated List of Commendations and Recommendations

This Appendix contains an aggregated list of all commendations and recommendations made by the Review Group for UCD Student Centre Services and should be read in conjunction with the specific section above. *(Please note that the paragraph references below refer to the relevant paragraphs in the report text).*

A. The Student Experience

Commendations

The Review Group commends the:

2.16   University's commitment to the Student Experience which was communicated so clearly in meetings during the site visit.

2.17   Development of the Student Experience Group.

2.18   Representativeness of the membership of the SEG, which includes representation from UCD Student Centre Services and most importantly, students.

2.19   Development of a Mental Health and Wellbeing Policy and the Review Group endorse University plans to operationalise it.

2.20   SEG engagement with residential life at UCD, which includes a review of UCD Student Residences.

2.21   The University's increased focus on equality, diversity and inclusion (EDI) and the establishment of the University Equality, Diversity and Inclusion Group in alignment with the UCD Strategic Plan.

Recommendations

The Review Group recommends that:

2.22   Consideration be given to appointing a member of UMT with responsibility for leading and promoting the overarching Student Experience agenda at UCD. This would develop strategic interconnectivity between academic and co-curricular activities and place student experience firmly at the centre of UCD's vision.

2.23   The University consider developing a strategy that explicitly sets out the University's plans for the Student Experience at UCD. (See also 3.24 and 5.2).

2.24   Specific, measurable learning outcomes be developed for co-curricular activities. These learning outcomes should be measured and reviewed on a regular basis.

2.25   As SEG develops its Terms of Reference, the following be considered:
- student experience should be the primary objective.
- Key Performance Indicators (KPIs), informed by the Irish Survey of Student Engagement (ISSE), should be clearly articulated.
- SEG activities should be aligned with those stemming from other strategic objectives including, for example, international activities.

2.26   Opportunities for co-curricular learning and personal development should be taken into consideration as the University develops plans for new on-campus residences.

2.27   The SEG review of Student Residences include a review of current procedures for addressing issues that arise outside 9-5 working hours and the articulation of formal referral pathways.

2.28   The training and supports provided to in-house Residential Assistants in UCD Student Residences be reviewed. (See also 3.41 below).

2.29   A representative from UCD Residences be added to the membership of the SEG.

2.30   Consideration be given to developing an official Recognition and Reward system for students who engage in co-curricular activities.

B. Student Centre Services – Planning, Organisation and Management of Resources

Commendations

3.19   High quality, efficiently managed, state-of-the-art resources.

3.20   Effective financial model in place.

3.21   Expert, enthusiastic, committed, friendly staff with a student-centred approach.

3.22   SCS staff are significant contributors to the development and learning of UCD students.

3.23   Examples of good working relationships across units e.g. pitch management; student orientation; *Get in Gear* programme links with the UCD School of Public Health, Physiotherapy and Sports Science, UCD Institute of Sport and Health, UCD Institute for Food and Health, UCD HR Learning & Development and St Vincent's University Hospital.

Recommendations

The Review Group recommends the following actions:

3.24   SCS should develop a Strategic Plan, informed by the University Strategic Plan, the University's Student Experience Strategic Plan (when available), and by relevant Student Experience data (including ISSE data). The SCS Strategic Plan should be a one-page document setting out the overall plan for all Student Centre Services for the next 5-years. See also 2.23 and 5.2.

3.25   SCS should, when developing their Strategic Plan, clarify the key priority of SCS as a whole, and how the different priorities of its sub-units can be reconciled into a unified vision for the Unit.

3.26   Develop an Operational Plan to supplement the Strategic Plan. This should be a working document that includes specific actions to meet the objectives set out in the Strategic Plan. This operational plan should also include key performance indicators, timeframes and specific people/roles responsible for delivery of each action. Specific outcomes should be developed for each sub-unit and those outcomes should be evaluated on an annual basis.

3.27   A detailed organisation chart should be included in the action plan and should be updated on a regular basis to reflect any structural/organisational changes that take place. The organisation chart should also be made available on the Student Centre website.

3.28   The SCS Executive Committee should review and redefine its terms of reference and composition and set up regular, minuted meetings.

3.29   An effective communication and consultation process should be established for the development of these plans and SCS should engage with relevant University and student units to support the development of both plans, e.g. UCD Director of Strategic Planning, HR Partner, HR Training and Development, Student Union, Student Societies, Athletic Union Council.

3.30   All staff within SCS should have an opportunity to input into both plans and the organisation chart.

3.31   While there is an effective financial model in place that meets the requirements of the Unit's current strategy, it would benefit SCS to have more transparency around resource allocation to all of its sub-units.

3.32   The allocation of funds to clubs and societies within the University should be made transparent.

3.33   Develop an SCS communications policy and agree a systematic approach to communicating with Unit staff, University staff, students and other stakeholders.

3.34   Consider and develop further collaborative activities internal to SCS and between SCS sub-units and other units in the University.

3.35   The SCS needs to develop the capacity to regularly gather, analyse and effectively utilise data on its service users (see also 4.23 and 4.24 below).

3.36   SCS should also develop the capacity to engage with and utilise student experience data (institutional, sectoral and national).

3.37   The SCS needs to prioritise the development of effective risk assessment processes and procedures, in particular, to assess risks such as sexual harassment/violence.

3.38   Formal, clearly defined procedures and processes for reporting issues and incidents that arise in SCS facilities and in relation to any of the services provided by SCS, should be developed by SCS.   These processes should be easy to engage with and widely communicated to facilitate ease of access for service users.

3.39   Formal referral pathways to address issues for residential students should be set out. These referral pathways could include on-campus services e.g. Student Health and Counselling.

3.40   SCS could explore possible training needs with UCD HR Training and Development and staff should be supported and encouraged to engage with training and development.

3.41   Learning outcomes for Residential Assistants could be considered and developed, with additional training provided where required (see also 2.28).

C. Student Centre Services – Engagement with Students and the Wider Community

<u>Commendations</u>

4.16   Extensive and diverse range of activities, high level of user engagement and growing usage.

4.17   Strong engagement by students, with clear evidence of development of leadership and life skills.

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D. Student Centre Services – Functions, Facilities and Operations

Commendations

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Recommendations

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5.52   Consideration should be given to the administrative and mentoring support provided to student auditors to ensure seamless transitions, and to minimise issues inherited from previous committees.

UCD Student Centre Services – Response to the Review Group Report

UCD Student Centre Services (SCS) welcomes the Quality Review Report. Into the future, SCS will build upon the good practices acknowledged by the Review Group. SCS welcomes the key recommendations in the Report and these recommendations will assist in the development of SCS's future strategy. The Review Group Report also identifies strategic and operational matters requiring further actions by SCS. SCS will carefully analyse the recommendations during the Quality Improvement Planning process.

The preparation of the Self-assessment Report was coordinated by a committee that dedicated significant time and effort to the undertaking. Their work was complemented by the engagement of a large cohort of University staff and students who are stakeholders in the quality of SCS, and their participation in the process is gratefully acknowledged.

SCS wishes to thank the Review Group for their time, expertise and constructive comments, both at the visit and in their final Report.

SCS and other relevant units in the University have started the process to address the recommendations in the Quality Review Report and many actions are already underway. These include addressing the issues identified with: strategic planning, communication of information across the SCS, data collection and student engagement. Within three months of receiving the Review Group Report, the SCS will finalise a Quality Improvement Plan (QIP) outlining how it proposes to implement the Report recommendations.

With specific reference to the prioritised recommendations identified by the Review Group, the SCS's initial proposals/comments are outlined below:

Recommendation 1: **Consideration should be given to appointing a member of UMT with responsibility for leading and promoting the overarching Student Experience agenda at UCD. This would develop strategic interconnectivity between academic and co-curricular activities and place student experience firmly at the centre of UCD's vision.**

SCS Response: The recommendation for the appointment of a member to UMT with the responsibility of leading and promoting the UCD Student Experience will be put forward for consideration as an agenda item to the Chair of the UCD Student Experience Group.

Recommendation 2: **SCS should develop a Strategic Plan, informed by the University Strategic Plan and by relevant Student Experience (including ISSE) data. The SCS Strategic Plan should be a one-page document setting out the overall plan for all Student Centre Services for the next 5 years.**

SCS Response: The development of a Strategic Plan that supports the enhancement and development of SCS is underway. It is intended that this Plan will be informed by ongoing customer feedback and will be consistent with the University Strategic Plan.

Recommendation 3: SCS should develop an Operational Plan to supplement the Strategic Plan. This should be a working document that includes specific actions to meet the objectives set out in the Strategic Plan. This operational plan should also include key performance indicators, timeframes and specific people/roles responsible for delivery of each action. Specific outcomes should be developed for each sub-unit and those outcomes should be evaluated on an annual basis.

SCS Response: Each sub-unit of SCS is currently developing its own specific Operational Plan with associated performance indicators. A first step has been taken in the collection of baseline user data. Unit Leaders are responsible and challenged to deliver outcomes that indicate performance on an annual basis for their respective unit.

Recommendation 4: Develop an SCS communication policy and agree a systematic approach to communicating with Unit staff, University staff, student and other stakeholders. An effective communication and consultation process should be established for the development of plans and routine operation of SCS so that more transparent resources allocation processes are seen to be in place.

SCS Response: SCS has commenced the development of a Communication Plan that will address all stakeholders. A post of Communication Officer is currently under consideration.

Recommendation 5: SCS should explore the reasons why half the student community does not regularly engage in the activities provided by the Centre and to investigate whether users reflect the diversity of the University community. Consideration could also be given to providing additional resources to further develop the increasing participation initiatives that are currently being delivered by the unit. SCS should initiate the systematic collection and analysis of data and feedback from the student body, ensuring that groups such as non-users, societies and the international student body are included.

SCS Response: The process of collecting user data is progressing. This data will inform the decision-making process concerning future investments and the development of programmes. The data gathering exercise will involve all students, and will identify the reasons why some students do not engage with the SCS, and what steps should be taken to increase participation. In addition, the analysis will look at the needs of International and non-traditional UCD students, and will advise as to what additional services and activities should be developed by the SCS.

UCD Student Centre Services

Quality Review Site Visit -30 November – 3 December 2015

TIMETABLE

<table>
<tr><td colspan="2">Pre-Visit Briefing Prior to Site Visit, Monday, 30 November 2015
REVIEW GROUP AND QUALITY OFFICE ONLY</td></tr>
</table>

17.00-18.45	RG meet in hotel to review preliminary issues and to confirm work schedule and assignment of tasks for the site visit
19.00	Dinner for the RG, hosted by the College Principal, UCD College of Health & Agricultural Sciences and Chair of the UCD Academic Council Committee on Quality

<table>
<tr><td colspan="2">Day 1: Tuesday, 1 December 2015
Venue: Blue Room, UCD Student Centre</td></tr>
</table>

08.30-09.00	Private meeting of Review Group (RG)
09.00-09.45	RG meet **UCD Bursar**
10.00-11.00	RG meet with **UCD Director of Administration, UCD Campus Sports and Leisure**
11.15-11.30	RG tea/coffee break
11.30-12.45	**Tour of core facilities of the Unit**
12.45-13.45	Lunch – RG only
13.45-14.30	RG meet with **SAR Coordinating Committee**
14.45-15.30	RG meet with **UCD Sports**
15.30-15.45	RG tea/coffee break and prepare for next meeting

15.45-16.30	RG meet with **Director of Student Services, Director's Office Administrator; Finance Manager** and **HR Partner** to discuss management of resources
17.00-18.10	RG meet with **UCD Societies**
18.15-19.00	RG meet with **UCD Clubhouse**
19.00-19.15	Meeting of Review Group to identify any remaining aspects to be clarified and to finalise tasks for the following day
19.15	RG depart

Day 2: Wednesday, 2 December 2015
Venue: Blue Room, UCD Student Centre

08.30-09.00	Review Group Meet
09.00-09.45	RG meet with **UCD Chaplaincy**
10.00-10.45	RG meet with **UCD Campus Sport & Leisure Limited (UCDCSLL)**
10.45-11.15	RG tea/coffee break and prepare for next meeting
11.15-12.00	RG meet with **UCD Student Health and Counselling Services**
12.15-13.00	RG meet with **Student Users of the Services**
13.00-13.45	**Lunch** with **UCD Registrar & Deputy President** and **Dean of Undergraduate Studies/Deputy Registrar Teaching & Learning**
14.15-15.00	RG meet with **Staff Users of the Services**
15.15-15.55	RG meet with **relevant staff from other UCD units**
16.00-16.55	RG meet with **UCDSU and representatives from relevant University Committees**
17.00-17.35	RG meet with **Suppliers**
17.35-18.15	RG meet with **External Users of the Services**
18.30-18.55	RG meet with **UCD Estates Duty Manager**
18.55-19.10	Meeting of Review Group to identify any remaining aspects to be clarified and to finalise tasks for the following day

| 19.15 | RG depart |

08.30-09.30	Review Group Meet
09.30-10.40	Meetings with individual staff – 10 minute max. sessions *(by request to UCDQO)*
10.40-11.30	(Optional) Further meetings with University and/or Unit staff as required and/or RG begin work on first draft of Review Group Report
11.30-11.45	Break
11.45-12.30	Preparation of draft Report and exit presentation continues
12.30-13.00	Working lunch for Review Group
13.00-14.00	Preparation of draft Report and exit presentation continues
14.00-14.30	RG meet with **UCD Bursar** to feedback initial outline commendations and recommendations
14.45-15.15	RG meet with **Director of Administration, UCD Campus Sports and Leisure** to feedback initial outline commendations and recommendations
15.15-16.00	Preparation of draft Report and exit presentation continues
16.00-16.15	Break
16.15-16.30	Exit presentation to all available staff of the Unit – made by an extern member of the Review Group (or other member of the Group, as agreed) summarising the principal commendations/recommendations of the Review Group
16.45	RG depart