University College Dublin

**Periodic Report on Quality Assurance/Quality Enhancement Activities
for the Period September 2009 – June 2010**

UCD Governing Authority

1. **Academic Council Committee on Quality (ACCQ)**

   Following a review of the UCD governance structures in 2008-09, ACCQ was reconstituted, and a new chair, Dr Mark Richardson, was appointed in October 2009. The ACCQ met on three occasions during the reporting period:

   - 9 December 2009

   - 10 March 2010

   - 16 June 2010

2. **Quality Reviews completed during the period September 2009 – June 2010**

   - UCD School of Art History and Cultural Policy

   - UCD Commercial Office

   - UCD School of Biomolecular and Biomedical Sciences

   - UCD School of Economics

   - UCD School of Physics

   The Review Group Reports and associated Quality Improvement Plans are available at: www.ucd.ie/quality.

   For information, Quality Review (2007-09) recommendations for enhancement, have been grouped by category in Appendix 1.

3. **Membership of Quality Review Groups September 2009-June 2010.**

   For information, membership of the Quality Review Groups are set out in Appendix 2.

4. **Good Practice identified in University Quality Review Reports (2008-2009)**

   Aspects of innovative and/or good practice that have been identified in Quality Review Reports during the review period 2008-2009, are set out in a Report attached at Appendix 3. This Report will be circulated to academic and support units, and will be updated periodically.

5. **Quality Improvement Plans (QIPs)**

   Follow-up is an integral part of the quality review process. The decisions on improvement, which are made in the follow-up to self-assessment and review, provides a framework within which each unit can continue to work toward the goal of developing and fostering a quality culture in the University.

The following QIPs were accepted during the reporting period:

- UCD Student Services

- UCD Buildings & Services

- UCD Applied Language Centre

- UCD School of Chemical and Bioprocess Engineering

- UCD School of Classics

- UCD School of Languages and Literatures

- UCD School of Social Justice

- UCD School of Art History and Cultural Policy

6. QIP Progress Reviews

A Progress Review meeting will be held approximately 12 months after the QIP is accepted, to consider the progress that has been made against the Review Group Report recommendations.

The following QIP Progress Review meetings were completed during the reporting period.

- UCD School of Business Overseas Programmes (Hong Kong and Singapore)

- UCD School of Law

- UCD School of Computer Science and Informatics

7. Student Focus Days

UCD aims to provide a learning experience that is rewarding and challenging to students. To help ensure this remains the case, UCD staff engage with students individually, collectively and through student representation in order to listen and respond to what the students say about their experience of academic programmes and of UCD generally.

In this context, the UCD Quality Office organised three UCD College-based student focus days (to date) between January – June 2010, covering a wide spectrum of activity – from learning and teaching to the social environment. Summary reports are being prepared for each College, and an aggregated final report will be prepared on completion of the project. A specimen programme for a student focus day is attached for information at Appendix 4.

8. UCD Quality Assurance and Quality Enhancement Policy

The UCD Academic Council Committee on Quality (ACCQ) has approved an institutional *Quality Assurance and Quality Enhancement Policy*. Under European Standards and Guidelines for Quality Assurance, institutions should have a formal quality assurance policy framework which should be publicly available. The policy addresses all areas of UCD activity taking cognisance of their contribution to, and alignment with, UCD's Strategic Goals. The policy is attached at Appendix 5.

9. UCD Institutional Review – Update on Preparations

UCD, like all universities, is subject to external quality review, in our case through the Irish Universities Quality Board (IUQB). The Institutional Review of Irish Universities (IRIU) aims to provide robust external assurances of the effectiveness of the internal quality assurance procedures established by each Irish university, to sustain and enhance further, the quality of their teaching, learning, research and support services.

The 1st cycle of institutional quality reviews of UCD was undertaken by the European University Association in 2004. The outcomes of the national review were published as the ***Review of Quality Assurance in Irish Universities***.

The 2nd cycle of institutional quality reviews began in 2009. The IUQB has confirmed that the UCD main review site visit will take place between 28 February – 3 March 2011. The Review Team will meet with a variety of staff, students and external stakeholders during the site visit. Further information will be provided in due course.

A Steering Group has been established to oversee the preparation of the Institutional Self Assessment Report (ISAR). The Steering Group membership is set out in Appendix 6. The draft ISAR is currently under consideration. Details of the Institutional Review Team are attached at Appendix 7. The UCD Director of Quality will provide a briefing for Governing Authority members in due course.

10. Key Changes to UCD Quality Review Procedures Approved in 2010-11 for Implementation

The UCD Quality Review Process and its associated procedures are subject to continuous evaluation. In order to strengthen the procedures further, the Academic Council Committee on Quality (ACCQ) approved the following changes during 2009-10:

10.1 Review Group Composition

Previously, a typical UCD Quality Review Group was composed of 2 external members and 3 internal UCD members. In future, the underlying principle will be that the number of internal members will not exceed the number of external members.

10.2 <u>Selection of Review Group Members</u>

The final selection of Review Group members is made independently from the unit under review. In the past this selection process has been undertaken by the UCD Quality Office, with the membership details being reported to ACCQ.

In future, the proposed Review Group list will be initially considered by the UCD Quality Office, but will then be considered and approved by a sub-group of ACCQ, plus the relevant College Principal or Vice-President (or as appropriate, the President or Deputy President).

10.3 <u>Consideration of Quality Improvement Plans</u>

During the pilot phase of UCD's revised Quality Review processes (2008-09), the procedures required the UCD Director of Quality alone, to consider and accept Quality Improvement Plans (QIPs) submitted by units, following review. The QIP sets out how the unit proposes to address each recommendation from the Quality Review Report.

In future, the QIP will be initially considered by the relevant College Principal or Vice-President. If satisfied with the planned action the College Principal/Vice-President will confirm this and forward the QIP to the UCD Quality Office (UCDQO).

Upon receipt of the QIP, the UCDQO will convene a small group to consider the QIP. This group will normally include the Registrar or Chair of the ACCQ; the Chair of the Quality Review Group concerned; a member of the UCDQO; and as appropriate, a member of ACCQ.

11. UCD Quality Office: External Activity

- IUQB Seminar

  UCD contributed to a national seminar organised by the Irish Universities Quality Board in November 2009 – "Striving to enhance the Student Centred Approach to Learning – The European Standards and Guidelines (Part 1) in Action" – by providing 11 poster presentations and giving two case study briefings.

- University of Delhi Conference

  The UCD Director of Quality was invited to present a conference paper on 'Trends and Best Practice on Quality Assurance in Higher Education' at the Indo-European Conference on Quality Assurance in Higher Education, held at the University of Delhi, India in May 2010. The event was sponsored by Erasmus Mundus External Cooperation, India and Study India – EU Centre, with the University of Delhi.

APPENDIX 1

Summary of Recommendations from 2007-2009 Quality Reviews

Category of Recommendation	# per category	% per category
Strategic Developments	59	15
Organisation and Management	49	12
Human Resources	28	7
Staff Development	24	6
Quality Assurance	72	18
Developing Linkages	43	11
Student Experience	29	7
Teaching and Learning	50	12
Workload Management	10	2
Space/physical facilities	27	7
Finance/Budgets	10	2
All recommendations	401	100

Chart of Recommendation Categories from 2007-2009 Quality Reviews
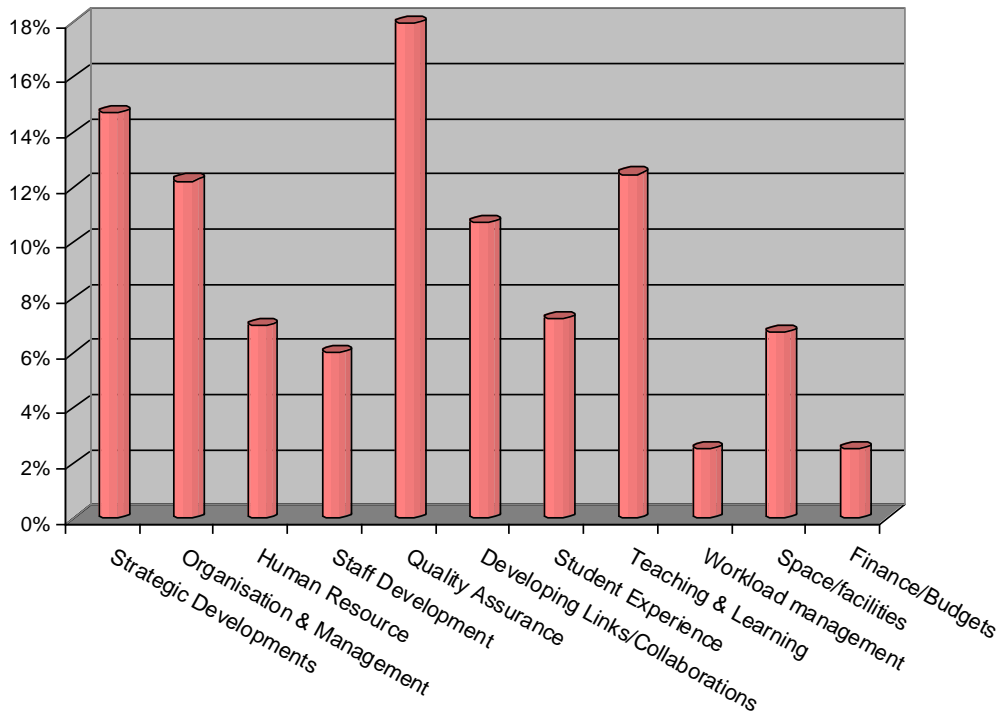
Membership of Review Groups

UCD Commercial Office

- Professor Thomas Bolger, UCD School of Biology and Environmental Science (Chair)

- Ms Áine Galvin, UCD Centre for Teaching and Academic Development (Deputy Chair)

- Mr Malcolm Brown, Loughborough University

- Mr Richard Kington, University of Edinburgh

- Dr Bill Tinley, NUI Maynooth

UCD School of Art History and Cultural Policy

- Dr Michelle Butler, UCD School of Nursing, Midwifery & Health Systems (Chair)

- Dr Barbara Dooley, UCD School of Psychology (Deputy Chair)

- Professor Hugh Campbell, UCD School of Architecture, Landscape and Civil Engineering

- Professor Sheila Bonde, Dean of the Graduate School, Brown University

- Professor Joop de Jong, Department of History, Maastricht University

UCD School of Biomolecular and Biomedical Sciences

- Professor Brigid Laffan, Principal, UCD College of Human Sciences (Chair)

- Dr Mark Scott, UCD School of Geography, Planning and Environmental Policy (Deputy Chair)

- Professor Patrick Guiry, UCD Centre for Synthesis and Chemical Biology

- Professor Stephen Downes, Professor of Cancer Biology, University of Ulster

- Professor Gareth Leng, Professor of Experimental Physiology, University of Edinburgh

UCD School of Economics

- Professor Mary Clayton, UCD School of English, Drama and Film (Chair)

- Dr Aine Ni Dhubhain, UCD School of Agriculture, Food Science and Veterinary Medicine (Deputy Chair)

- Professor Brian Nolan, UCD School of Applied Social Science

- Professor Gareth Myles, University of Exeter

- Professor Cillian Ryan, University of Birmingham

<u>UCD School of Physics</u>

- Professor Mark Crowe, UCD School of Agriculture, Food Science and Veterinary Medicine (Chair)

- Professor Maeve Cooke, UCD School of Philosophy (Deputy Chair)

- Dr David Timoney, UCD School of Electrical, Electronic and Mechanical Engineering

- Prof. Dr. T. Maurice Rice, ETH Zürich, Institut f. Theoretische Physik

- Professor Sune Svanberg, Atomic Physics, Lund University

University College Dublin

Good Practice identified in University Quality Review Reports (2008-2009)

The following areas of innovative and/or good practice have been identified in University Quality Review Reports during the review period 2008-2009. These aspects are organised under a number of broad themes, which parallel the structure of the Self-assessment Reports and the Review Group Reports. Schools and Service Units may wish to consider adopting some of these practices within their own areas. Some of the practice highlighted will, however, be subject/location specific, and so this schedule is not intended as an exhaustive, nor a 'standard practice' guide. The schedule will be updated annually.

UCD Quality Office
(May 2010)

1. **ORGANISATION AND MANAGEMENT**

ACADEMIC

UCD School of Computer Science and Informatics (2007-08)

- The day to day operation of the School is highly effective and has evolved appropriately in response to changes over the last ten years. Increased complexity has been managed appropriately through a combination of structural changes, a culture of collaboration and a positive work climate. The CSI Taskforce is indicative of the participative management model employed and is a novel and highly successful initiative.

UCD School of Medicine and Medical Science (2007-08)

- The Review Group would like to commend the development of the Teaching and Learning Strategy Group. So far the focus has been on undergraduate issues, but the group is going to expand to consider postgraduate issues too. This is an excellent initiative and the Review Group would recommend that this expansion take place as soon as possible.

UCD School of Chemical and Bioprocess Engineering (2008-09)

- The strong identity and reputation of the School and the loyalty of both students and staff came across very strongly. It is clear that the School has been very successful in maintaining its identity while at the same time adapting to changing needs and priorities in education and research.

- The inclusive style of management of the HOS, commended by all grades of staff.

UCD School of Languages and Literatures (2008-09)

- The Review Group commends the Head of School and the School Executive for developing a framework within which individual subjects can retain their identity but which also permits the growth and development of programmes identified with the School rather than its subjects. The Review Group particularly commends the introduction of the BA (International) in Modern Languages which is structured as a School-based rather than a subject-based programme.

UCD School of Social Justice (2008-09)

- There are good channels of communication in place within the School and all staff members are committed to the collegial culture of the unit. This environment of open communication and consultation also extends to the relationship between the staff and students.

UCD School of Art History and Cultural Policy (2009-10)

- It was evident that communication between staff members was very good and staff were approachable for students.

SUPPORT

UCD Career Development Centre (2007-08)

- The Self-assessment Report presented by the staff of the Centre was comprehensive and was the result of an all-staff collaborative effort.

- The Self-assessment Report and the interactions with the staff demonstrated an enthusiastic and energised team approach.

UCD Buildings and Services (2008-09)

- There is evidence of an inclusive style of management by the head of the Unit and his introduction of staff talks has proven successful in bringing the Unit through complex changes.

- The management team's attitude is about success and team work which enables them to drive forward capital projects with the support of all of their colleagues.

UCD School of Business Overseas Programmes (Hong Kong & Singapore)

- Use of Standard Operating Procedures to support programme management and student care is commended.

- The Induction Programme along with Guides and documentation prepared for students is good practice.

2. **STAFF AND FACILITIES**

ACADEMIC

UCD School of Law (2007-08)

- The development of a workload model provides greater clarity to the productivity of academic members of staff and has allowed for decisions to be made regarding an appropriate balance of teaching, research and administrative work.

UCD School of Medicine and Medical Science (2007-08)

- The Review Group was impressed with the opportunities for promotion through the "Clinical Pathways Scheme".

UCD School of Chemical and Bioprocess Engineering (2008-09)

- The School is to be commended for taking an increasingly multidisciplinary approach to the recruitment of academic staff in order to address both School and College strategic research objectives. Also of note, is the way in which the School has been pro-active in generating support for important academic positions e.g. via competitively-won SFI programmes.

UCD School of Classics (2008-09)

- All members of academic staff are research active and are committed to the development of the research culture of the School.

UCD School of Social Justice (2008-09)

- Through post-doctoral fellowships, the School offers a career start to a number of young academics. These bring a range of additional expertise to the School, strengthening its research and teaching capacity.

UCD School of Art History and Cultural Policy (2009-10)

- Energetic, helpful and dedicated administrative staff.

3. **FUNCTIONS, ACTIVITIES, PROCESSES**

SUPPORT

UCD Career Development Centre (2007-08)

- The Review Group was very impressed by the demonstrations and plans for the Centre website.

UCD Buildings and Services (2008-09)

- The professional and courteous manner in which the Buildings and Services helpdesks were managed was noted by the Review Group.

- The Review Group commended the approach taken to put in place a comprehensive suite of computerised systems to support the work of the office.

UCD Student Services (2008-09)

- The chaplains work well in tandem with the Student Advisers and the Student Counselling Service, and their presence on the campus at St Stephen's effectively provides a 24/7 student support service which is invaluable to at-risk students in the evenings and at weekends.

- The Student Advisers have drawn up a Code of Practice to guide their activities. This document is awaiting approval from the UCD Corporate and Legal Affairs Office and, once signed off, will be a powerful expression of UCD's commitment to student welfare.

- There is an awareness of the special needs of international students, and a willingness to meet these needs.

- The Student Counselling Service (SCS) has developed interesting public awareness campaigns on a small scale. The "Don't drop out before you drop in" campaign is one example.

4. **TEACHING, LEARNING AND ASSESSMENT**

ACADEMIC

UCD School of Computer Science and Informatics (2007-08)

- The final-year student project, based on discussions with staff and students, gives students the basics in research skills but also links them with research teams for future postgraduate research.

- The School has responded to the changing world of computer science by developing a highly innovative Masters though negotiated learning. In addition to the new Masters through negotiated learning, the School runs a further six Masters programmes which provide a variety of choice that reflect the research developments of the School.

UCD School of Law (2007-08)

- The commitment to the development of a wider range of approaches to teaching and assessment, including the introduction of generic skills across the curriculum for all programmes is commended.

UCD School of Medicine and Medical Science (2007-08)

- The Review Group noted positively the development of the Studies Advisor Scheme in Radiography and welcomed the plan to roll out this model across the School.

UCD School of Chemical and Bioprocess Engineering (2008-09)

- There is excellent opportunity for informal student input and feedback via the Student-Staff Consultative Council (SSCC). More formal feedback is attained from each class through a single web-based survey thus minimising 'survey fatigue'.

- The School is innovative in its use of teaching methods such as problem based learning (PBL), peer-assisted learning (PAL) and group-based problem solving.

- In keeping with international trends, there has been a shift towards increased use of continuous assessment. This has been well-planned. Assignments from different modules are spread appropriately and students are given advance warning of all assignments at the start of the semester.

UCD School of Classics (2008-09)

- There is evidence of good use of virtual learning environments.

UCD School of Languages and Literatures (2008-09)

- The development of new cross-subject programmes is particularly exciting, since it constitutes evidence of a clear and positive response to the challenges facing the School in terms of developing collaboration between subjects and also responding to the need to enhance the School's external profile and recruitment drive.

UCD School of Social Justice (2008-09)

- A strong student-centred approach has been adopted by the School to teaching, learning and assessment across all facets of its provision and has shaped a clear programme of work and schedule for students with careful attention paid to student feedback.

- Graduate research students are encouraged to participate in the discussions about staff-led research projects gaining valuable experience of funded research. They are also encouraged to publish or co-publish their work.

SUPPORT

UCD Applied Language Centre (2008-09)

- The Foreign Languages (FL) modules reflect good practice in second and foreign language pedagogy, including aspects of independent and blended learning, communicative and task-based methodology, and use of portfolios.

- Student learning packs for individual languages and supplementary materials, such as vocabulary support booklets, are well organised and provide good support to learners.

5. **MANAGEMENT OF RESOURCES**

SUPPORT

UCD Buildings and Services (2008-09)

- There is a clear understanding that there is a need to improve management of space and, in particular, space utilisation information had been prepared to drive this forward.

6. **CURRICULUM DEVELOPMENT AND REVIEW**

ACADEMIC

UCD School of Computer Science and Informatics (2007-08)

- The regular and thorough manner in which the curricula, at all levels, have been reviewed, evaluated and modified is commendable.

UCD School of Chemical and Bioprocess Engineering (2008-09)

- The introduction of a new module, CHEN30040, to inform students of the role of chemical engineers in industry and to better prepare students for industrial placements is particularly welcome and will go a long way towards addressing some of the employers concerns about the preparedness of students for industry.

- The ongoing commitment to the introduction of non-traditional teaching methods is particularly welcome given the significant demands that such innovations place on academic time.

- Students can, and are strongly encouraged, to take courses related to their research work, including courses in practical techniques.

7. RESEARCH ACTIVITY

ACADEMIC

UCD School of Law (2007-08)

- The Review Group would commend the introduction of the research leave scheme.

UCD School of Classics (2008-09)

- The identification of priority collaborative areas gives the School a distinctive profile when compared across the sector. These areas are inherently cross-disciplinary.

UCD School of Languages and Literatures (2008-09)

- The School clearly benefits from interdisciplinary research activity, resulting in successful research collaborations and international profiling of the School and its research. The School has been particularly active in organising research conferences and symposia which have brought a wide range of international scholars to Dublin.

UCD School of Social Justice (2008-09)

- Stakeholders demonstrated a high regard for the contribution to policy development of the research conducted by members of the School. They point to the quality of such contributions in raising public awareness and offering policy advice.

8. MANAGEMENT OF QUALITY AND ENHANCEMENT

ACADEMIC

UCD School of Law (2007-08)

- The School employs a wide range of evaluative processes to monitor teaching and learning performance.

- There is evidence to indicate that the School responds positively to student feedback.

UCD School of Medicine and Medical Science (2007-08)

- The introduction of the student mentoring system is an excellent initiative.

UCD School of Chemical and Bioprocess Engineering (2008-09)

- The provision of student support, and responses to issues raised by students, is clearly given a high priority by staff, and it is evident that the School has maintained the quality of the student experience while at the same time increasing its research focus and activity.

- It was clear to the Review Group that the staff is committed to providing quality education and this was reflected in the enthusiastic, articulate and strongly supportive views of the students.

UCD School of Classics (2008-09)

- The School has made use of a number of informal indicators to keep track of the quality of its taught provision. In conjunction with the drawing up of the Self-assessment Report, a detailed module evaluation exercise has been carried out across all of the undergraduate level programmes which are delivered. This took the form of a detailed student opinion questionnaire circulated to all students, followed by a self-reflection on each module by its coordinator.

- Communication between staff and students is well expressed and provides an informal mechanism for identification and addressing of issues as appropriate.

UCD School of Languages and Literatures (2008-09)

- The School's use of small group teaching for undergraduate language modules is clear evidence of commitment to the provision of quality education.

UCD School of Social Justice (2008-09)

- Students reported high levels of satisfaction with the degree of opportunity for provision of feedback and could see immediate and direct evidence of their feedback resulting in improvements in module delivery.

UCD School of Art History and Cultural Policy (2009-10)

- Quality is clearly important to staff across all aspects of the School's activities.

- Clear internal and external mechanisms to monitor quality were evident to the Review Group.

SUPPORT

UCD Career Development Centre (2007-08)

- The Self-assessment Report has created an awareness of the importance of quality review and some initiatives have recently been introduced.

9. **SUPPORT SERVICES**

ACADEMIC

UCD School of Computer Science and Informatics (2007-08)

- The School's policy of implementing School-specific solutions to various University-wide issues is to be encouraged.

UCD School of Law (2007-08)

- The close links between the School and the Law Librarian has proved constructive and helpful.

- The information skills workshops and the Library Roadshow, organised in March 2008, are useful initiatives to raise student skills and library awareness amongst law students.

UCD School of Medicine and Medical Science (2007-08)

- The system for the provision of pastoral support for students is excellent, and the interactions of the Review Group with the team involved evidenced a high degree of commitment and professionalism towards student welfare.

UCD School of Languages and Literatures (2008-09)

- The range of activities undertaken by the administrative section of the School is impressive.

10. <u>EXTERNAL RELATIONS</u>

ACADEMIC

UCD School of Computer Science and Informatics (2007-08)

- The Review Group commends the School's manifold links with other disciplines and institutions. These collaborations extend across research, teaching and the subsequent employment of graduate students.

UCD School of Law (2007-08)

- The School is to be commended on the forward looking policy to develop cooperation and joint undergraduate and graduate programmes with other Schools in the University.

UCD School of Medicine and Medical Science (2007-08)

- The range of external relationships serviced by the School is impressive, and there is a clear view of the objectives for each of these.

UCD School of Chemical and Bioprocess Engineering (2008-09)

- The School website and in particular the videos on careers in Chemical Engineering is excellent.

UCD School of Classics (2008-09)

- Sustained commitment to outreach activities both to schools and the wider community is commendable.

UCD School of Languages and Literatures (2008-09)

- The range and diversity of the profile of the School in external contexts is highly impressive.

UCD School of Social Justice (2008-09)

- An innovative and highly valued curriculum exists for outreach education that offers access to higher education and career development and contributes to the University's mission in promoting national, economic and social development, in disseminating research widely and providing opportunities for the University to engage with civil society.

UCD School of Art History and Cultural Policy (2009-10)

- Good Erasmus network of highly reputable European schools.

APPENDIX 4

University College Dublin

UCD Quality Office & UCD College of x

STUDENT FORUM

Date & Venue

<u>Overview of the Days proceedings - Specimen</u>

09.45-10.00	**Registration – Tea/Coffee**	
10.05-10.15	**Welcoming Address**	UCD Director of Quality, College, VPTL and UCDSU President
10.15-10.30	**Overview of Forum**	Facilitator
10.30-11.15	**University Management** Brainstorming / photo elicitation Questionnaire Component 1	Facilitator
11.15-11:30	Tea/coffee break	
11.30-12.30	**Teaching & Learning** Problem Reversal Questionnaire Component 2	Facilitator
12.30-13.15	**Physical Environment** Conflict Drama Questionnaire Component 4	Facilitator
13.15-14.00	Lunch	
14.00-15.00	**Social Environment** Role Storming Questionnaire Component 3	Facilitator
15.00-15.15	Tea/coffee break	
15.15-15.50	**UCD Image** Variation: six-thinking-hats Questionnaire Component 5 (questionnaire re college components) Student feedback questionnaire	Facilitator
15.50-16.00	**Closing Address**	UCD Director of Quality, College, VPTL and UCDSU President

University College Dublin

UCD Quality Assurance and Quality Enhancement Policy

1. Introduction

University College Dublin is a dynamic community of students, scholars and staff committed to performing at the highest standards. The University's aim is to provide a stimulating and innovative environment for teaching, learning and research. The University wishes to assure quality teaching, learning, research and service delivery through a regular review and improvement process. Its approach to quality assurance and quality enhancement, as set out in this policy, is to learn from best practice, locally and internationally, and benchmark against leading research universities. Quality enhancement is the process of continuous improvement.

The University is responsible for the academic standards of awards made in its name, and for ensuring that the quality of learning experiences is adequate and appropriate, to enable students to achieve these standards. In order to discharge those responsibilities, the University has a range of systems and procedures for assuring and enhancing the academic standards of awards and the quality of its educational provision. These mechanisms include:

1. Regular Peer Review of Academic and Support Units

2. Robust programme approval, monitoring and review processes

3. Module evaluation

4. External Examiner Reports

5. Established procedures for the appointment of staff and a comprehensive range of programmes for their ongoing professional development

6. Student: Staff Consultative Committees or equivalent

7. Systematic student participation and feedback in QA/QI processes

8. Regular review of QA/QI processes

The University's implementation of its quality assurance and quality enhancement procedures, also enable it to demonstrate how it discharges its responsibilities for assuring the quality and standards of its awards, as required by the Universities Act 1997.

2. Purpose

The aim of the University's quality assurance and quality enhancement policy is to enhance the effectiveness of its core activities of learning, teaching, research and their effective management. The policy addresses all areas of University activity taking cognisance of their contribution to, and alignment with, the University's Strategic Goals.

3. Principles

1. Quality teaching, learning, research and support services, and continuous improvement are core values. Quality assurance and continuous improvement are understood to be the joint responsibility of staff, management, and the collegial and governance bodies of the University.

2. Benchmarking and evidence based approach. The University evaluates its achievements against appropriate national and international benchmarks. Its quality assurance processes are evidence-based, where outcomes and feedback from stakeholders (including students, staff, employers and the community, as appropriate) will provide the basis for analyses and conclusions on which improvements are planned.

3. Collegiality. The University's processes reflect the principles of rigorous peer review, as we aim to identify areas for improvement, to foster collaboration and exchanges of best practice and to encourage an ethos of critical self-evaluation.

4. Features

1. A commitment to widespread involvement of staff, students and stakeholders in the quality assurance process;

    - critical self-evaluation and rigorous peer review of academic and service areas by Review Groups whose membership will include both internal University staff and external members, all of whom will be independent of the unit under review. In the case of a review of the effectiveness of the institution's quality assurance/quality enhancement processes, all Peer Review Group members will be external experts;

    - methodical collection of evidence relating to quality assurance activities, including, as appropriate: service satisfaction and student experience, benchmarking against external reference points;

    - external assessment of professional programmes as appropriate, through accreditation and international review;

    - multiple avenues for student and staff input to quality assurance and quality enhancement such as: College, School, Services, committees, Students' Union. Students are expected to share responsibility for the effectiveness of their own learning through partnership in and engagement with, for example, module, programme and other learning experiences provided;

- publish impartial and objective reports of quality reviews of academic and service units.

- provision of opportunities and support for the continuing professional development of staff

2. Robust and accountable University governance, management and decision-making relating to the quality assurance and quality enhancement policy framework.

- effective organisational structures to oversee quality assurance processes and the development and implementation of quality improvement plans;

- a regular cycle of reviews of academic and service providers;

- a process for monitoring the progress of implementing recommendations arising from Quality Review Reports

- a commitment to identify, share and implement examples of good practice, across the University

- the University will periodically monitor the effectiveness of its quality assurance and enhancement mechanisms to ensure that they are operating in accordance with best practice

3. A commitment to assessing outcomes and processes against the highest external standards

- formal links with a number of the world's leading universities; national and international benchmarking of academic standards and service provision;

- national and international benchmarking of quality assurance processes with comparable research-led universities;

- the University will work constructively with external agencies, in particular the Irish Universities Quality Board and Professional Bodies.

UCD Quality Office
(Version 3: Updated 13 May 2010)

Membership of Institutional Review of Irish Universities (IRIU) Steering Group

Dr Hugh Brady, UCD President
Dr Philip Nolan, UCD Registrar and Deputy President (Chair)
Roy Ferguson, UCD Director of Quality
Professor Michael Monaghan,
Eamon Drea, UCD Vice-President for Staff
Tony Carey, UCD
Carmel O'Sullivan, UCD James Joyce Library
Dr Erik Lithander, UCD
Kevin Griffin, UCD
Mark Simpson, UCD
Dr Aoibheann Gibbons, UCD Research
Gerry O'Brien, UCD Vice-President for Finance/Bursar
Professor Brigid Laffan, College Principal, UCD College of Human Sciences
Professor Maurice Boland, College Principal, UCD College of Life Sciences
Dr Mark Richardson, Head, UCD School of Architecture, Landscape and Civil Engineering
Dr Michelle Butler, Head, UCD School of Nursing, Midwifery and Health Systems
Professor Tom Begley, Head, UCD School of Business
Professor Julie Bernsden, Deputy Registrar, Graduate Studies
Professor Bairbre Redmond, Deputy Registrar, Teaching & Learning
Professor Padraig Dunne, Director of Graduate School, UCD College of Engineering, Mathematical and Physical Sciences
Professor Gerardine Meaney, Vice-Principal for Research & Innovation, UCD College of Arts and Celtic Studies
Feargal Murphy, Vice-Principal for Teaching & Learning, UCD College of Arts and Celtic Studies
Professor Grace Mulcahy, Dean of Veterinary Medicine
Dr Joe Brady, Dean of Arts
Dr Judith Harford, UCD School of Education and Lifelong Learning
Professor Joe McMahon, UCD School of Law
Maura McGinn, UCD Director of Institutional Research
Robert French, Chief Technical Officer, UCD School of Biology and Environmental Science
Iris Burke, Director of Programme Office, Agricultural Science and Veterinary Medicine
David Kelly, Director of Financial Planning and Strategy, UCD College of Life Sciences
Paul Lynam, President, UCD Student's Union
James Williamson, Education Officer, UCD Student's Union
Niamh Ni Shiadhail, Postgraduate Student
Kevin Reid, Postgraduate Student

IRIU Review of UCD, Spring 2011 – Profile of Review Team Members

	Prof Geoffrey Boulton , Vice Principal & Regius Professor of Geology, Edinburgh University, UK *(Chair)* • Senior Honorary Professorial Fellow of Edinburgh University • Member of the UK Prime Ministers Council for Science and Technology • Member of the Scottish Higher Education Funding Council (SFC) • Chair of the research Committee - League of European Research Universities • Engaged with strategic/quality developments in Universities in Lund, Heidelberg, Geneva and Scotland
	Prof Kerstin Sahlin, Deputy Vice Chancellor and Professor of Management, Uppsala University, Sweden • Responsible for education, internationalisation and the Library within Uppsala University • Professor in Business Administration, specialism – public management, transnational governance • Coimbra Group Executive Board member • Board member at Oslo University • Editorial Board member of numerous administrative/management and governance journals
	Prof Iognáid G. Ó Muircheartaigh, President Emeritus, NUI Galway • President, NUI Galway, 2000-2008 • Registrar and Deputy President, NUI Galway, 1998-2000 • Fellow of the Royal Statistical Society and Member of the International Statistical Institute • Board Member for Aer Arann; Connect World (Irish Government Foreign Aid Board), and Comhar (Irish language periodical)
	Mr Ben Gray, Student Liaison Officer, University of Wales, UK • Currently responsible for the quality of the student experience at the University of Wales • Former President of NUS Wales (2007-2009) and ESU member • Former International Politics with Strategic Studies graduate, Aberystwyth University QAA Institutional Review Student Observer (Cardiff University - 2008) • Extensive experience of engagement with Welsh, UK and European quality assurance processes
	Ms Anne Butler, Director, Bize Consulting Ltd, Ireland • President of the Institution of Engineers of Ireland • Founding Director and Board member 1993-2003 Environmental Protection Agency (EPA) • NCEA HE Committee member on Engineering Studies 1997-2000 • Reviewed engineering courses at 2 IoTs , Sligo IoT review HETAC panel member (2008-2009) • Former IUQB Board member 2006-2008 and DIT Governing Body member
	Dr Andree Sursock, Deputy Secretary General, European Universities Association (EUA) • Co-Author, EUA Trends Report, 2010, published April 2010 • Manager of the EUA's Institutional Evaluation Programme (IEP) • Led in numerous European Quality initiatives, including the European Quality Assurance framework, ESG, EQAR, and the European Quality Assurance Forum • Member of numerous European Quality Boards – including OAQ in Switzerland, ENQA, INQAAHE, and AEQES in Belgium • Review team secretary in approx. 60 evaluations