



QUALITY IMPROVEMENT PLAN: UCD SCHOOL OF BUSINESS

15 October 2012

PEER REVIEW GROUP RECOMMENDATIONS AND UCD SCHOOL OF BUSINESS RESPONSES

The School welcomes this report which was written following a Quality Review visit to the School in February 2012. We found the Review Group members (Mr. Peter Rafferty, Vlerick Business School; Prof. Nakiye Boyacigiller, Sabanci University; Prof. Frank McDermott, UCD School of Geological Sciences) very engaged and encouraging and thank them and our colleagues in the Quality Office for the constructive roles which they played in this process. While this Quality Improvement Plan addresses the Review Group's Recommendations, we welcome the Group's positive comments about the direction and morale of the School: these are important to us as we see that real and substantive development and change is fostered by a pervasive sense of community and collaboration in the School.

The School is very conscious of its role and responsibility in Irish education and in business education in particular. UCD School of Business, incorporating **UCD Michael Smurfit Graduate Business School** and **UCD Quinn School of Business**, has been educating Ireland's business leaders for over a century and has relentlessly equipped each generation to aspire to and create a better future.

As outlined in our response to the Review Group's recommendations, for the next five years, we will focus on extending our global reach in the new economy, internationalising at home and driving Ireland's economic and social development. Our country's future depends on sustaining foreign direct investment and scaling indigenous enterprise to strengthen exports. We will draw on these areas of need – and strength – in the Irish economy to build our international reputation and reach. In particular, as outlined in and supported by this report, we will focus on building the quality of our brand in a number of key areas to attract international students who will further enhance and benefit from the international experience in the School.

As Ireland's global business school, it is our responsibility to give our students the very best education to enable them to compete globally. In particular, we will contribute to economic and social change in Ireland and internationally through teaching, research and corporate engagement which re-envision

business and business education in the new economy, sustains foreign direct investment and scales indigenous enterprises. In many cases, as suggested by the Review Group, this means working more collaboratively with other Schools and Colleges in the University and we look forward to this engagement.

Looking forward to 2016, we want to be able to then look back in satisfaction, having contributed in clear and measurable ways to Ireland's economic and social change, and – in the process – enhanced our global standing and reputation. As the leader in business education in Ireland, we have both the opportunity and responsibility to educate the next generation of accountable, critically-attuned (and, where necessary, contrarian) leaders and decision-makers, and equip them to successfully navigate a dynamic and uncertain global environment. The Review Group's recommendations regarding teaching & learning, research & innovation and community engagement are very helpful to us in that context. Our responses to those recommendations reflect our efforts to sharpen our focus and performance in those areas.

We also appreciate the support of the University in this regard. Our ambitions for our students, for UCD, and for Ireland are made possible by the School's relatively strong financial position. As noted in our response to the Review Group's recommendations with regard to organisation & management and staff & facilities, the School earns a significant surplus on its activities, a substantive element of which is reinvested in the School and which also supports the University's activities. Given that we are positioned in a market of very well-resourced competitors internationally, it is imperative that we maintain this reinvestment programme and continue to generate resources which sustain and support the School and the University.

These resources also allow us to address many of the recommendations outlined in the Review Group Report. We welcome these recommendations and look forward to working together and with the University in addressing them over the coming years.

PEER REVIEW GROUP RECOMMENDATIONS AND UCD SCHOOL OF BUSINESS RESPONSES

Categories:

1. Recommendation under the control of the School
2. Recommendation outside the control of the School
3. Recommendation requires additional funding

Timescale:

- A. Recommendation already implemented
- B. Recommendation to be implemented within one year
- C. Recommendation to be implemented within five years
- D. Recommendation which will not be implemented

Report Paragraph No.	PRG Recommendation	Category	School Response	Timescale
UCD SCHOOL OF BUSINESS				
1.23	While the School has concentrated on enhancing its international position, it should be mindful that it does not neglect its domestic market as the majority of its students are recruited from Ireland.	1	The School agrees with the recommendation and is very conscious of its role and responsibility in Irish education and in business education in Ireland. Further, given the open nature of the Irish economy and as noted in the introduction above, the focus on internationalisation is, in part, aimed at enhancing the experience of Irish students in preparing for an engagement with an increasingly multi-cultural working and social context in Ireland and internationally.	A
1.26	Whilst it is clear that the use of documentation prepared for previous external accreditation exercises has greatly	1,2	See response below to related recommendation 1.27.	C

	<p>facilitated the conduct of this review, it has also identified some misalignment between the format of the Irish HE Quality Review approach and the external accreditation processes. To this extent, it has not been possible to independently verify qualitative aspects of programme delivery which are assumed to have been adequately reviewed in the prior accreditation processes. In particular, the Review Group would refer to the degree programmes which are delivered overseas, wherein the existing quality reviews undertaken indicate satisfactory reviews have been carried out, it has not been possible for the Review Group to comment on in the current review.</p>			
1.27	<p>The School and University should consider enhancing the efficiency gains of building future Quality Reviews on the foundations of the key accreditations AACSB, AMBA & EQUIS (assuming they continue to be held by the School) through the following:</p> <ul style="list-style-type: none"> • Appointing external Review Group member(s) already versed in the accreditation processes. • Aligning the scope of the Review Group visit and meetings to enable the Review Group to identify the areas to be reviewed in depth in advance of the visit. • Degree programmes delivered in locations outside the main sites of the School should be represented at the Review Group meetings through the use of video technology. 	1,2	<p>The School supports this recommendation and intends to hold discussions with the UCD Quality Office in advance of the next review. In the meantime, the Quality Office has commented as follows:</p> <p>While there are potential benefits to aligning periodic quality review with accreditation processes, it should be noted that periodic quality review has a wider scope than accreditation reviews. Periodic quality review assists the university to assure itself of the quality of each of its constituent units and to utilise learning from this essentially developmental process in order to effect improvement. The University's strategic and holistic approach to academic unit review acknowledges that the various aspects of a unit's operations (strategy and organisation, teaching and learning, research and resources) are inter-related and ensures that members of the unit come together to reflect upon what they are trying to achieve in all aspects of their work, and how these different areas of activity impact upon one another. All members of the unit, both academic and non-academic, are included in the review and are expected to engage, as a collegial activity and as appropriate, in discussions and in the preparation of all materials and site visit meetings. The primary focus of the review is on quality improvement.</p> <p>Normally, external Review Group members have leadership experience within leading international research-intensive institutions, and as such would be expected to be well versed on accreditation processes, where relevant. As appropriate, academic units will be advised to pay particular attention to these criteria when considering nominations for external review group members.</p>	C

			<p>UCD works within a Quality Review Framework for Irish universities, which sets out the broad aspects to be covered within the review process. The site visit schedule is agreed with the Review Group Chair in advance of the site visit. As stated above, the quality review has different requirements to accreditation reviews, and it is important that certain groups of stakeholders (staff, students, external stakeholders) meet with the Review Group. Consequently, there is limited scope within the schedule of meetings to extend the time allowed to explore specific themes. However, an allowance is built into the timetable to facilitate limited additional meetings requested by the Review Group. This is kept under review by the UCD Quality Office.</p> <p>Collaborative and transnational programmes are reviewed separately within UCD, and in accord with best international practice. Where quality reviews of UCD collaborative and transnational programmes have been conducted, academic units are already advised to ensure that the relevant reports are made available to review groups. Consideration will be given, as appropriate and where practical, to including meetings with representatives from collaborative and transnational programmes through the use of technology and other methods in future quality reviews.</p>	
ORGANISATION AND MANAGEMENT				
2.6	The composition of the oversight Boards (Irish and North American) is extremely impressive. This provides a high level of external oversight and governance for the School's activities and represents a considerable resource for the School. As the School continues to develop and grow, there is a need to consider how best to employ the expertise and international contacts provided by these Boards in the future.	1	The School agrees with this recommendation. In particular, the School will engage the Boards more explicitly in its Development Campaign. It is also intended that an increasing number of alumni will join the Boards, particularly in North America.	B
2.10	The School's revised Strategic Plan should be finalised as a matter of urgency. The absence of an up-to-date strategic plan made it difficult for the Review Group to evaluate the extent to which the School's strategic goals and aims are currently being implemented.	1	The School's existing Strategic Plan has been reviewed by the Dean, the School Management Team, and School Executive and a revised plan is currently being finalised in consultation with the School's stakeholders.	B

2.11	Through no fault of the School, the University and School plans for internationalisation appear to be somewhat misaligned. The University should ensure that its internationalisation goals are aligned with School plans and vice versa. In particular, a clear business plan, agreed by both parties, should be in place before the University launches new initiatives overseas.	1,2	The UCD School of Business and the UCD International Office have worked hard over the past twelve months to develop fully aligned business plans for China and India. These plans will be scaled further in 2012/13. In addition, the School and University will work together in 2012/13 on a business plan for student recruitment in the Middle East and the School plans to participate in the University's Beijing campus on a phased basis, consistent with the University's engagement. Its activities in Sri Lanka will continue as before in line with University plans for that region.	B
2.12	The extent to which new academic appointments at Lecturer/Senior Lecturer/Professorial level, are aligned with the School's strategic plan, should be more clearly articulated by the School at the earliest opportunity.	1	The Strategic Plan will have a particular focus on change, new technologies and responsible leadership. The thrust of many of the new appointments are in these areas to enhance the School's position in responsible leadership, innovation, digital marketing and sustainability.	B
2.13	As the School continues to grow it will be necessary to review whether the School's current organisational structure can continue to support all of its activities.	1	The organisational structure of the School is under continual review to ensure that it is fit for purpose.	A
2.14	The University should give clearer signals to the School in relation to how the School can use its budgetary surplus to fund current and planned developments and new staff appointments on a multi-annual basis.	2	In 2011/12, the School earned a surplus and will carry 75% of this surplus forward to future years. It is planned to allocate this carry-forward over three years and spend it on activities which will enhance and sustain future revenues. This will allow for multi-annual planning, particularly in the context of the strategic recruitment of professional and support staff.	A
STAFF AND FACILITIES				
3.9	The Review Group noted the impact on reduced staffing and recruitment levels as a result of the Employment Control Framework and advises the School Management Team to continue to closely monitor the situation.	1	The School has successfully recruited 15 new faculty in 2011/12. A further 8 faculty positions and 6 additional professional staff positions have been approved for advertisement in early 2012/13. There will be a particular focus on enhancing the infrastructure to support the School's strategy and, in particular, the student experience.	A
3.10	There is concern that continuing to motivate individuals may become difficult especially if further cuts are imposed. This could be an impediment to new planned initiatives. The School should ensure resources and facilities are in place to deal with the expected and hoped-for results of development activities. (For example, an increase in Chinese students will result in the need for	1,3	The University has approved the establishment of a position to support the integration of international students and, in particular, to support the CEMS programme and the two major groups of international students: China and India. This position will be responsible for the recruitment and pastoral care of students recruited from these countries. As other geographic regions, such as the Middle East, are developed, additional support will be added.	A

	appropriate Careers Office and International Office personnel to support their needs).		<p>In addition, in 2012/13, the School has received approval from the University's Budget Review Committee to recruit additional support staff in Admissions and in Careers.</p> <p>In addition to the professional support envisaged in the role of International Manager, as of September 2012, a faculty member has accepted responsibility to act as Academic Coordinator for international students with responsibility to provide a touch point for all international students and their concerns.</p>	
3.11	Services to students and staff have been curtailed due to staff shortages (e.g. library, registry, international office and career office). The Review Group notes the negative impact of this curtailment of services on the overall satisfaction level of the staff members.	2,3	The School will liaise with the University in this regard.	B
3.12	There is a need for a more robust performance management system. As noted above, the PMDS is working well as a staff development tool, but not as a performance assessment tool. Most critical, the nature of the performance management system for academic staff should be different from that of the one for non-academic staff.	2	<p>A comprehensive review of the current Performance Management Development System (PMDS) has been underway under the guidance of a University Steering Group since 2011. The University is entering formal negotiations with staff representative groups to look at what performance management should be from 2013 onwards. The revised performance management system will be based on a core set of principles; however, a key feature will be differentiation between various categories of staff. With greater attention being paid to performance management in the external environment and a focus on performance contribution, the expectation is that the re-designed UCD performance management system will take these considerations into account.</p> <p>The University Steering Group, of which the Business School Dean is a member, has reviewed performance management and development systems in national and international universities and has consulted with staff through various fora. The School supports the initiative to develop a performance management system with a greater focus on the performance side which will enable its staff to contribute effectively to its strategic development whilst fulfilling their own career aspirations and goals.</p>	C

3.13	The induction programme for new academic staff has been a one half-day University-wide program that is comprised largely of a checklist approach to orienting new staff members to the University. This year with the large group of new appointments expected, there is recognition of the need to do a high-quality Business School-wide induction programme. The Review Group supports this initiative.	1	15 new full-time members of staff joined the School between March and September 2012 and a further additional colleague is due to join towards the end of 2012. A newly refined School induction programme based on a mix of formal and informal activities has now been put in place. It is primarily Subject Area-led but also contains key School inputs (for example, relating to research and to teaching and learning related matters). The first formal activity centred on the Quinn and Smurfit Programme Offices and was held in September 2012. A research and teaching and learning event is scheduled for October 2012, and an exams and grading process session for December 2012. Each new member of staff has also been provided with a 'go to' person to help deal with any queries that they may have. In addition, an informal drinks reception was organised for new staff at the beginning of September and was well attended by existing colleagues.	A
3.14	A new enhanced induction programme for academic staff is also an opportunity to launch an upgraded mentoring programme for junior members of staff, which to-date has been considered by some to have been a weakness of the School.	1	The School's Associate Dean (Academic), in conjunction with the School's Subject Area Heads, will advise that junior staff members avail of the UCD Mentoring Scheme and will assist by assigning mentors where colleagues are in agreement.	B
3.15	As the proportion of international students increases, it is going to become increasingly important to have additional language support for international students (e.g. helping to improve their conversational English as well as help with editing of papers, etc.).	1	The School has developed new relationships with language providers outside of the University to provide pre-sessional and in-sessional language support as required to international students and opportunities for internal UCD provision will also be explored.	A, B
3.19	<u>Smurfit</u> : While a beautiful statement building, it is in need of some retrofitting and redesign.	1,3	A buildings plan for the Smurfit School will be drawn up within the next year to cover both refurbishment and new build requirements for the next five year period in line with the School's projected enrolment targets. University budgetary support will be required to implement this plan.	B, C
3.20	In both Quinn and Smurfit there is a need for more flexible seating in rooms. For example, it may be more appropriate if flat, rather than tiered seating is used. Should Executive Education move to a new locale (as suggested as a possibility – see 3.22 below) their facility could perhaps be used by the graduate programmes.	1,3	The Quinn School has noted this recommendation and introduced in 2012/13 a new suite of classrooms with flexible seating. The first room, called the Collaborative Learning Space, is populated with moveable furniture to allow group discussions and break-out spaces. This room is flanked by 4 media suites which allow students to work on, and prepare, presentations. Each room has a record function where students can review their presentations.	A, C

			<p>Also included in the suite of rooms is an analytics lab. This room contains 12 Bloomberg terminals and will be operated under the governance of the Business E-Learning Unit in the Quinn School. Of relevance here is the safety aspect – rooms with over 50 seats are required to have fixed seating. Moreover, flexible seating tends to require more floor space than fixed seating.</p> <p>In the Smurfit School, work is scheduled to commence in Semester One of the current academic year 2012/13 to refurbish classroom D104. This will provide an additional high-quality, flat-floor classroom. Additional flat-floor classroom requirements will be considered in the multi-year building plan as per the response to recommendation 3.19 (QIP, p.9).</p>	
3.21	<p><u>Quinn:</u> The Review Group was informed that in the new large classroom in Quinn (built by combining two smaller classrooms) students who sit on the two ends of the class are unable to see the whiteboard. If this is the case, it needs to be remedied.</p>	1	<p>Business School staff are being advised to use the document camera provided in the room which allows them to project what they write onto both screens, thereby enabling viewing from all sides of the room. Consideration may be given to the possibility of installing a second white board but it is believed that the use of the document camera is the better solution.</p>	A
3.22	<p><u>The Executive Education Space:</u> the room and quality of the executive education space in Smurfit is inadequate given the growth and strategic redirection planned here by the Dean (see also paragraph 9.11). The impending capital campaign may be an opportunity to move the Executive Education unit to new dedicated facilities which could be devoted to Executive Education or enhanced as education/motivation centres e.g.</p> <ul style="list-style-type: none"> • A new building at Blackrock. • A prestige property, perhaps adjacent to golf or other outdoor pursuits centres that could be a destination for upscale, executive education programmes for senior executives. Such facilities and combined experiences are increasingly part of the competitive offering in this sector. 	1	<p>The School's Director of Executive Education is currently working on an upgrading project for Management House, the Smurfit School home of Executive Education. The short-term intention is to ensure that the current facility meets with the required standards for Executive Education programmes. The School considers that Management House has sufficient capacity to increase Executive Education student numbers substantially without relocation and this is a key School objective within the outline business plan for executive education which was presented to the School's Advisory Boards earlier in 2012. Any move from the current facility would only be considered if the revenue stream for Executive Education were to justify it.</p>	B, C

3.23	<p><u>Library:</u> Many individuals noted concerns with the limited Library opening hours. In addition, budget cuts have meant that virtually no new books have been added to the collection and there are worries about journal subscriptions, though the Review Group was unable to obtain specific details of service reductions. The Review Group recognises that the Library leadership is constantly reviewing their operations to optimise service levels. The Review Group urges them to ensure this is a transparent process which invites input from staff.</p>	2	<p>The School has consulted with the UCD Library in relation to this recommendation. Library notes that the Registrar established a sub-group of the Library & Information Technology Board (LITB) to examine funding needs for library collections, to identify strategies for savings in non-collections areas, and to propose a means of making up the shortfall in collections funding. On foot of the sub-group's report, Library submitted a proposal to the University Financial Officers Group (UFOG) which identified minimal required funding across the entire range of Library collection needs. This has resulted in a University commitment to increase the Library collections budget substantially in FY2012/13, and to increase it incrementally in 2013/14. In the agreed Library budget for 2012/13, the resource budget was calculated on the basis of last year's allocation, less 5%, plus an additional €1 million.</p> <p>UCD Library will continue to consult with staff as part of on-going collection development activities.</p>	A
3.24	<p>Smurfit library hours are inadequate, especially for a School with so many part-time students. However, it appears that the main concern here is a need for a quiet, warm place to study afterhours rather than a library per se. The question of whether Library hours could be shifted was raised, where the Library could be opened and closed later in the day. This should be discussed with a group of representatives from the student body.</p>	1,2	<p>Discussions have commenced with the UCD Library on the possible extension of opening hours for the Blackrock library. Current budgetary restrictions in the Library suggest that it may not be possible to increase the number of 'manned' opening hours and alternatives, including the use of automated book check in/out technology, are being investigated at present. The School is also investigating the possibility of extending student access opening hours in order to provide additional 'out-of-hours' study facilities for students.</p>	B
3.25	<p>While the IT system was viewed overall as quite good, students noted that care must be given, so that UCD IT systems do not fall behind the competition. Ten years ago the School was viewed as a leader in what it provided its students by way of IT facilities. Competitors are now catching up. The Review Group noted that wireless access was somewhat patchy in areas of the Quinn Building. For example, technological innovations may require the School to build a media lab facility in the not too distant future, in order to stay current with the latest teaching pedagogies in business.</p>	1	<p>The Quinn School has made progress in improving and extending its wireless network coverage. Old base stations have been upgraded throughout the Quinn Building and all classrooms now have wireless installed. This improvement has been a direct response to staff and student feedback. These additional base stations have improved capacity and coverage on the wireless network. In addition, the number of wireless leases (available slots) on the Local Area Network has been raised, improving the level of service.</p> <p>In addition, and as outlined in 3.20 above, since summer 2012, there is now a suite of media studios available for staff and student use. These rooms are fitted with the latest technology to include LCD televisions, dual cameras, microphones and media capture systems. In addition to allowing for the recording and review of presentations, these rooms also</p>	A

			<p>enable Skype/group collaboration and access to on-line webinars.</p> <p>At graduate level, the Smurfit School operates a policy of rolling renewal and upgrading of its IT infrastructure, including all in-class AV/IT equipment. All equipment is renewed and upgraded on a three-year cycle. Recent work has seen a notable enhancement in wireless capacity across the Smurfit campus in response to the increasing use of mobile internet-enabled devices by students and staff. A further significant development has been the recent and continuing investment in a new 'data room' which provides access to a range of leading finance database resources, including Compustat, Datastream, CRSP, NYSE TAQ amongst others.</p>	
TEACHING, LEARNING AND ASSESSMENT				
4.7	The current mechanism for compensating the School of Business for offering business modules in other UCD Schools is dissuasive. UCD should examine how funding systems can be modified to encourage such cross-teaching.	2	<p>The Business School has reviewed its service teaching provision and is no longer offering service teaching where numbers are below a minimum number (15 students) or where the School is not in receipt of the related FTEs.</p> <p>This is a School decision. The School recognises that this approach has potential implications for academic quality but feels it has no choice in this regard given the current funding mechanism for cross-teaching.</p>	A
4.8	UCD should ensure that sufficient funding continues to be available to maintain international recruitment activities that can be delivered in the current intensely competitive environment. Failure to do so may result in an unhealthy "clustering" of non-Irish nationalities in the classroom and amongst the School's talent pool presented to employers.	1	See response to recommendation 2.14. In particular, the surplus carry-forward will support the School's Admissions and Programme Offices in supporting and diversifying the body of international students.	A
4.9	Whilst UCD has been supportive of the School of Business in maintaining staff/student ratios, the international development plans indicate that recruitment activities must be regularly reviewed to ensure sufficient academic staff are recruited.	2	The School recruited 15 academic staff in 2011/12 (a net increase of 12) as an investment to support the School's international accreditations and a number of new programmes consistent with its strategy. It is planned to recruit a further 8 faculty members in 2012/13, particularly to robustly support the School's overseas programmes in Hong Kong and Singapore.	B

4.10	The School should ensure that physical facilities, teaching and administrative personnel and supporting materials are appropriate for Executive Education clients and participants. This will be particularly demanding as the reputation of UCD in Executive Education increases, as competitor analysis will compare UCD with the level of provision available in other international business schools, aiming at a similar target market.		Please note response to recommendation 3.22 above (QIP, p.10).	B, C
4.11	UCD School of Business has developed significant opportunities for students in undergraduate programmes to avail of international study experiences. As this is greatly appreciated by those who have taken these opportunities and by the employer representatives that the Review Group met, it is suggested that the School consider extending further this opportunity for students, where possible. Appropriate resources will need to be in place to achieve this.	1	<p>At present, all but one full-time Business undergraduate degree programme have an international study opportunity. The specific nature of the BSc Economics & Finance curriculum has made it difficult to find one partner school that can provide the necessary curriculum content. However, the School continues to explore talks with Partner Schools to find a suitable exchange location for these students. In particular, the School is in advanced negotiations with a potential Partner in Hong Kong (HKUST). It is hoped that study abroad opportunities could be offered to BSc Economics & Finance students as early as academic year 2013/14. The School is planning to carry out a full review of the undergraduate international exchange partnerships in the near future.</p> <p>In relation to its graduate programmes, the School is very keen to expand the range of opportunities to enable postgraduate students to spend a portion of their studies abroad. A number of programmes already embed overseas study opportunities for graduate students, including the CEMS and MBA programmes and several of the MSc streams. Because most School postgraduate Business programmes are of 12-months' duration, the time window within which graduate students can avail of overseas study is particularly limited. The Smurfit School will be undertaking a comprehensive review of its largest suite of postgraduate programmes, the MSc in Business, during 2012/13 and it is intended that the issue of internationalisation will be addressed as part of this review.</p>	C
4.12	Whilst the School staff has demonstrated an understanding of the importance of the advance identification of, and subsequent confirmation of relevant learning in students, it is not clear that the procedures have been developed fully in practice with the student body. It is advised that the University processes are further examined in advance of the 2012 accreditation	1	The UCD School of Business Recognition of Prior Learning (RPL) policy mirrors that of the University. Students seeking admission to a programme/credit towards a programme of study, outline the basis of their RPL request (certified or experiential) which is considered and decided upon by the respective Programme Board sub-committee. A document setting out RPL information and requirements is now available on the School of Business Blackboard, which will be further modified to	A

	exercise.		explain (i) the role of the UGB PB/GSB TPB Sub-Committees in progressing applications, (ii) the basis for approving RPL student admissions and (iii) how the prior learning is mapped to students' future learning needs/requirements.	
4.13	The undergraduate School has migrated from a concept of "small group teaching" (group size circa 50) to "large group teaching". A classroom has been modified to enable larger groups to be accommodated. The current academic year is the first since the change was made and it is advised that a comparison be made at year end on student grades profiles to ascertain if differences (attributable to this change) are identifiable.	1	In the School's Quality Improvement Plan, attention will be given to students' attainment of programme learning outcomes during the earlier stages of the BComm and BComm International Programmes and the certification of same. On a semester basis, the grades achieved in modules formerly delivered in small groups, will be compared with those achieved by students when the module was delivered and assessed in large group settings. Any change(s) in the assessment strategies used will be noted as, in certain cases, assessment strategies (more continuous assessment rather than formal examinations) will impact on the grades achieved. The important element will be to ensure an alignment of the module outcomes with the assessment strategies used.	B
4.14	<p>The very tight schedule for delivery of exam grades at the end of the first semester has the potential to leave the process exposed to errors. The potential lack of sufficient time for this process may also reduce the effectiveness of the use of external examiners. It is suggested that:</p> <ul style="list-style-type: none"> • The schedule of programme start, exams and grade delivery dates be re-examined with UCD Registry, in order to relieve some of the time pressure on post-semester 1 examination grading. • The sequence of exams be examined to ensure those with large numbers of students taking subjects are completed at the start of the exam cycle, to allow the maximum time for grading. 	2	<p>The School strongly agrees with this recommendation and believes that the current GAP timetable is in need of urgent and serious reform by the University. The School recently consulted with UCD Registry about the recommendation. Registry's position is that term, examination, and grade processing dates are set down by Academic Council and apply across the University with any exceptions for particular programmes being subject to approval by UUPB/UBPB. In respect of the grade processing period (GAP), dates for grade entry, examination boards and results release are approved by the Academic Council Committee on Examinations (ACCE). In addition, the examination scheduling process takes into account the size of individual modules.</p> <p>Following a recent request from Academic Council, the GAP policy is due to be reviewed formally – this review is likely to commence in 2013/14. The intention is that UCD Assessment staff will lead a discussion and feedback process on current practice and policy with key stakeholders following the grading periods in the current academic year 2012/13 and that these discussions will then inform the formal review.</p> <p>The School wishes to see a change in the GAP timetable and will actively engage with the relevant policy-makers to initiate and operationalise change in this regard. The Director of the Quinn School will join the Academic Council Committee on Examinations in September 2012. His</p>	C

			membership of ACCE will provide an opportunity to articulate the views of the School in relation to examination matters.	
4.15	Attendance at the orientation programmes for the School of Business is not currently considered obligatory. It is suggested that the School should make attendance mandatory.	1,2	<p>Orientation in UCD for undergraduate students is a centrally organised activity run through the office of the Vice-President for Students. The Business School creates a schedule of activities over a number of days before the start of term and these are published on the UCD orientation website. These events are consistently well attended.</p> <p>For the current academic year (2012/13), a letter from the Director of the Quinn School was sent to all incoming undergraduate Business School students to encourage them to attend the Orientation sessions and to participate in the inaugural event, the Commerce Breakfast. In all communications with students, all Orientation activities are noted as mandatory and attendance is taken at some sessions. This message will continue to be similarly emphasised in coming years but would benefit from also being communicated centrally within the wider University.</p> <p>At the graduate programme level, the importance of attendance by students at the orientation programmes will be further stressed in communications with incoming students.</p>	A, B
CURRICULUM DEVELOPMENT AND REVIEW				
5.4	UCD School of Business has a broad range of undergraduate and postgraduate degree programmes available. It was not evident that a regular review process is in place to ensure that the range of programmes continues to be relevant to the needs of students and employers. Neither is it clear that opportunities for sharing facilities and modules across degrees are optimised. It is suggested that UCD (programme coordinators) collectively consider a regular review of programme offerings (e.g. annually/5-yearly including: content; student feedback; target markets; employer needs and delivery structure and methods).	1,3	<p>The School's Executive Committee recently agreed in principle that all programmes will be henceforth reviewed in a 3-5 year cycle. This review process will cover all aspects of programme performance and delivery.</p> <p>In addition, the University is commencing a pilot programme review process regarding the sustainability of graduate programmes in 2012/13 and the Smurfit School has agreed to participate. It is expected that a formal, university-wide programme review process will be implemented in 2013/14 whereby all UCD programmes will be subject to a detailed, rolling review.</p> <p>Less formally, there are constant reviews undertaken by the School with employers, students and prospective students, particularly at promotional events such as school visits and the Quinn School internship fair. A new BComm curriculum is currently being phased-in (students are now in</p>	A, B, C

			Stage 2 of the new curriculum) and component new modules are also being introduced to the School's other degree programmes progressively.	
5.5	The School of Business may consider which other programmes could be offered in Dublin city centre locations to attract a greater share of the part-time degree programme market in Ireland.	1	Agreed – the School will keep this issue under review and engage with alternative opportunities for expansion in the city centre as they arise.	C
5.6	The Review Group noted that the School of Business incorporates ethical and social dimensions into its modules. In some institutions, as in UCD, this education has been effectively integrated in subject modules instead of delivered as a separate subject. Some schools prefer a two-pronged approach continuing to offer stand-alone 'Business and Society' modules, while ensuring that ethics is integrated throughout the curricula. The School of Business should keep its approach under review.	1	The School, via its Subject Areas and the pertinent Programme Boards, will continue to review how best to approach the inclusion of the ethical and social dimensions of business in its curriculum. Currently, the process is facilitated by employer/alumni insights along with student feedback (electronic and student forums) and the availability of Faculty members who are competent in this area. A two-pronged approach has been adopted for the recently redesigned undergraduate programmes and this will be continually reviewed as the new programmes are further embedded. The second year of the new curriculum began in September 2012.	B
5.7	It was not clear that programme level feedback from students (on both academic and support services elements) is canvassed on a systematic basis. If this is the case, it could be considered as part of the input to the regular programme review process mentioned above.	1	It is probably fair to acknowledge that programme level student feedback is gathered and made available for programmes for which there are a smaller number of modules and students, such as the BSc Economics and Finance, the Masters in Management, and the MSc Quantitative Finance. However, for the flagship programmes such as the Bachelor of Commerce and the MSc Business, it is planned to pay attention to this matter to ensure that programme planning with respect to design, delivery and assessment will be more effectively managed and coordinated.	C
5.8	The schedule for changes to module descriptors may inadvertently result in descriptions being unnecessarily less detailed than they could otherwise be. It is suggested that the School, with the Registrar, examine if the schedule can be adjusted and/or the cyclical nature of the activity (and the issues that make it difficult to change) be clearly explained to academic staff.	2	This matter has been raised by Business School members at University Programme Board meetings with a view to ensuring that Module Descriptor forms might be edited more frequently. More recently, following the School's Quality Review, the School consulted with UCD Registry in relation to this recommendation. The Registry response is that it believes there is already significant scope for the amendment of module descriptor content at various points in the year. However, it acknowledges the persistent challenge of ensuring effective communication, and, as such, the point raised by this recommendation will be used in the planning and operation of the curriculum management system for 2013.	B

RESEARCH AND INNOVATION

6.10	<p>Research Funding has been very sporadic. School research funding has decreased significantly in the last number of years (though understandable given the economic circumstances but of concern nevertheless). Staff need to be encouraged to apply for EU Research grants. The perception exists amongst some academic staff that support is there for the grant application process but not the post-grant administration process. The Review Group urges that efforts be made to improve ties between the UCD Research Office and the Business School.</p>	1,2	<p>The need for steady research funding and for the ability of staff members to anticipate funding availability is fully acknowledged by the School. There have been three rounds of competitive School research funding in 2011/12. This research funding was allocated as follows: one group funding competition and two individual researcher funding competitions. For 2012/13, four funding rounds are scheduled to take place: in addition to the three that took place in 2011/12, there will be an additional round of seed funding in respect of large research projects. It is the School's belief that this cadence and distribution of School funding support will provide all researchers within the School with a realistic opportunity to access funding for high-quality research projects.</p> <p>A concerted effort has been made by the School to encourage staff to apply for EU Research Grants. Information sessions by UCD Research have been flagged to eligible staff members. More specifically, the Marie Curie Career Integration Grant was highlighted to all Subject Area Heads as an attainable target for incoming eligible staff. In addition, information was distributed to new staff, with the result that three incoming staff are applying for this grant for the September 2012 round. A presentation by the EU funding representative in UCD Research is scheduled for October 2012 in the School.</p> <p>The improvement of ties between the UCD Research Office and the UCD School of Business was one of the strategic objectives of the Director of Research for 2011/12. A funding roundtable was held in December 2011 - three members of UCD Research came to the School to present their services and members of the School who had successfully attained funding shared their experiences. This was viewed as an extremely successful session and was described by one staff member as "the single most useful seminar I have been at since I joined UCD". It will be repeated on a yearly basis as part of the new staff induction programme.</p>	A
6.11	<p>The new appointments to be made, if coming from outside of Europe, should be asked to apply (if eligible) for the Marie Curie career integration grants, as soon as possible.</p>	1	<p>Please refer to the response above to Recommendation 6.10. The Marie Curie Career Integration grant was highlighted to all Subject Area Heads as an attainable target for incoming eligible staff. In addition, relevant</p>	A

			information was distributed to new staff, with the result that three incoming members of staff are applying for the grant for the September 2012 round.	
6.12	Should the School define a thematic focus for its research? On the one hand, the School's goal to be Ireland's global business school means more internationally focused research needs to be done. On the other hand, the School is also charged with improving Ireland's competitiveness. The balancing of these two foci will not be easy, but will yield benefits to the School, and will optimise research focus and help develop the School's brand.	1	<p>The issue of thematic research focus points for the School is a strategic matter and is currently being discussed within the School as part of the Dean's consultations in respect of School strategy formulation. It is the belief of the Dean and the School's Director of Research that a thematic focus is necessary in order to pool resources and to achieve economies of scale and impact in School research efforts. It is important that these themes are as inclusive as possible to accommodate the wide range of interests present in the School and that they are also relevant to the economic context that the School is situated in.</p> <p>Beyond formulating thematic areas, part of this effort is located at the funding level, where the Director of Research and the Dean have dedicated a special Group Research Fund as well as a Large Projects' Seed Fund for 2012/13. In addition, the 'lone scholar' model is the traditional Business School research model and will continue to be accommodated in the future through the availability of individual research funding.</p>	C
6.13	Finding more funding for PhD students is critical and should be considered as a priority. The assertion that only 40% are fully funded would be considered low by the Review Group, for an institution that considers itself to be a premier research university. Options to consider would include requiring PhD students to work as research assistants.	1	In 2012, a senior member of the School Faculty was asked to review the School's doctoral programme. Consultations have taken place with over 20 business schools worldwide on their PhD programmes (including funding, progression, quality assurance and structured PhD policies and procedures). A PhD Scholarship proposal is now with the Dean for decision. This is subject to budget and it is likely that scholarship support will be available to PhD students from 2013/14 at the latest.	C
6.14	The School should address the apparent weakness around academic mentoring especially considering the influx of new appointments.	1	The UCD Mentoring Programme is not compulsory – although staff are encouraged to seek mentors, this is not a mandatory requirement. As per recommendation 3.14 above, new junior staff will be actively encouraged to engage with the mentoring system. During the 2012/13 academic year, the School's Associate Dean (Academic) will consult with colleagues to consider possible ways to reinvigorate the mentoring system. Mentors have also been put in place for the 2012/13 Senior Lectureship Promotions round and a formal SL mentoring session was held in August 2012.	A, B

6.15	As Dublin is an attractive destination, a larger visiting staff programme would have been expected for the School. This may help increase research output and mentoring of junior academic staff.	1	The School has a Summer School programme in place which involves international faculty visiting the School and delivering modules. A further expansion of this level of engagement is envisaged, particularly at doctoral level.	C
MANAGEMENT OF QUALITY AND ENHANCEMENT				
7.1	The School is highly commended on achieving triple accreditation status (AACSB, EQUIS and AMBA). Its programmes are therefore subject to regular external reviews by the accrediting bodies, ensuring a degree of oversight of the content, quality and delivery of its programmes. It is important that the School's triple accreditation status is maintained.	1	The School will endeavour as a priority to maintain its triple accreditation status.	A
7.7	The School should consider whether the very wide range of programme offerings comprising 12 undergraduate and 27 graduate taught programmes is the best marketing strategy for student recruitment and continued growth.	1	In relation to undergraduate programmes, the School's domestic programme offerings have been reduced to 4 programmes since 2011 when, given the nature of the curriculum of the Bachelor of Commerce (Business with Chinese Studies) and the Bachelor of Commerce (International) programmes, these were merged together following the last programme review cycle. The current four programmes in the School's full-time undergraduate portfolio are considered appropriate for the School's target undergraduate cohort and it is not envisaged that this situation will be reviewed or modified before the next cycle of programme review. At the graduate level, a comprehensive review of the MSc programme (with its multiple streams) is scheduled for 2012/13. It is intended that this review will cover issues such as breadth of programme offering and benchmarking of same against peer business schools.	B
7.8	The programme portfolio is already extremely broad, yet new intra-university opportunities remain to be exploited at the intersection between business and other disciplines. The School needs to consider carefully whether it can capitalise on these opportunities whilst maintaining its already long list of programme offerings.	1,2	The School is developing its portfolio of programmes in combination with other schools, including in the first instance, a graduate programme in business and law. This engagement also relies on the goodwill of other disciplines throughout the University and a shared understanding on areas such as (for example) branding, programme size and pricing.	C

7.9	While there is evidence that the School has a culture of proactively reviewing its activities on a regular basis (e.g. Bain Review), the School should introduce a more formalised and regular process of periodic re-evaluation and renewal at programme level.	1	During academic year 2012/13, the School will introduce a formal annual programme review for all programmes. This will encompass an end-of-year review with analytics being provided for each programme and with input and feedback being sought from students, module coordinators, programme managers and programme directors. This will provide an additional channel by which students can comment directly on programme matters. These programme reports will be presented to the relevant Business Programme Board at the end of the academic year.	B
7.10	Better feedback mechanisms need to be put in place so that students can give more formal feedback at the programme level, perhaps via the staff/student forum meetings. Students felt that they have adequate opportunities to provide feedback at the level of individual modules, but not at the overall programme level.	1	<p>The School is implementing an annual programme review during academic year 2012/13. These end-of-year reviews will provide analytics on each programme and will include input and feedback from students, module coordinators, programme managers and programme directors. The reports will be presented to the relevant School Programme Board at the end of the academic year. Students will be asked for their input to this process, allowing them to comment directly on programme issues.</p> <p>In addition, in order to facilitate student feedback at programme level, it is planned with effect from September 2012 to modify the Student Forum Agenda (at both undergraduate and post graduate levels) to include an item termed 'Programme Matters'. Each Business School has its own staff-student forum which meets on a regular basis. These cover general programme matters in addition to issues arising in individual modules.</p> <p>The modification is being carried out so that Faculty may gain insights on the extent to which modules are designed to support student attainment of programme goals and to ascertain any programme design, content gaps or assessment overlaps, and the extent to which learning is transferable across modules and streams or majors.</p> <p>In the Graduate Business School, each programme has its own staff/student forum which meets on a regular basis. These cover general programme matters together with issues arising in individual modules and action points.</p> <p>In addition, the School Marketing function administers an annual Programme Survey Form to current graduate students during the second semester. This survey covers academic and non-academic matters and useful insights have been gathered and acted upon over the past 5 years. The outcomes have been discussed by the School executive and</p>	B

			improvements suggested and implemented.	
7.11	Undergraduate (Commerce) students have indicated that they need to receive more help and better guidance from academic staff to help them to make their final year subject choices.	1	<p>The range of career opportunities available to undergraduate Business students is very broad. Until recently, students were asked to pick a specialisation in their final year in line with the School's academic disciplines; this requirement was removed and students may now pick any combination of available modules.</p> <p>While this gives greater flexibility to students, it could possible lead to uncertainty about career direction. As such, academic subject areas give talks on their disciplines and the various options for career choices and further study. These usually take place in the latter part of a student's penultimate year.</p> <p>In addition, the UCD Career Development Centre gives regular talks and hosts company visits to assist with career advice and with recruitment. The Quinn School internship programme involves an internship fair for penultimate year students and this has served to enhance understanding of the wide range of careers open to business graduates. Finally, the UCD Smurfit School regularly presents its range of postgraduate courses to graduates of the Quinn School.</p>	A
7.12	Consideration should be given to providing more detailed feedback to (Quinn) students on their exam results.	1	<p>This is seen as a desirable development in principle and consideration has been given to providing global feedback (i.e. a report per module offering). There are some instances of this practice but it is not currently intended to require this for all module offerings without careful consultation with stakeholders (it is recognised that any such requirement could place additional demands on teaching staff, many of whom already have large assessment workloads).</p> <p>Currently, students receive significant feedback in relation to continuous assessment components. In addition, a procedure is in place to provide student feedback about exam results. As part of the UCD Examination Appeals Process, students who believe that the grades awarded do not accurately reflect their examination performance, are encouraged to seek an explanation of the grade from the respective module coordinator and Subject Areas organise specific days for this process. Many Quinn School students have availed of this feedback, but there may be a need to communicate its existence more clearly to students. This matter will be</p>	B

			raised at the School's Undergraduate Programme Board and with Programme Office personnel to establish the most effective way of giving examination feedback.	
7.13	Smurfit School (graduate) students felt that there were few opportunities for them to provide feedback about programmes or to interact with the School's management at a high level (e.g. with the Dean).	1	The Smurfit student fora are currently attended by a variety of senior School personnel, including the Associate Dean (Teaching & Learning), the School Manager, and the Director of the MSc programme. Feedback from the fora is routinely disseminated to the Director of the Smurfit School and to the Dean and is acted upon as necessary.	A
7.14	Smurfit School (graduate) students indicated that student selection, particularly in terms of English language fluency for some programmes, such as the MiM, should be more stringent.	1	The current English Language requirements of the Smurfit School are generally in line with those of peer business schools. Notwithstanding this, the School's language policy and support system for international students will be re-examined in the next year with a view to providing more comprehensive support for the School's international students.	B
7.15	The EQUIS 2010 Review Report recommended that the School "Reviews the performance management systems to better align them with international standards". This Review Group endorses the recommendation, however, it is noted that the School has been constrained from taking meaningful action in this area in the past, due to government regulations. The environment related to productivity increases in the public sector is changing and the Review Group would encourage the School to avail of this change, to implement, in consultation with staff, a performance management system.	2	Please refer to response to recommendation 3.12 (QIP, p.8).	C
7.16	While it was noted that the School of Business and the School of Languages & Literatures operate separate Student Forums resulting in BComm International students being able to discuss only Business modules in the Business School Forums, the EQUIS 2010 Review Report commended the programme as an exemplar of cross disciplinary integration. The Review Group recommends that a mechanism is set up to facilitate student feedback at the programme level.	1,2	The School accepts that there are separate student forums but notes that formal meetings between its relevant faculty members and relevant members of the School of Languages & Literatures take place following these separate student meetings. Consideration will be given to forming a forum where students have the opportunity to come together to discuss programme related issues for both disciplines.	B

7.17	As stated in paragraph 1.27, the Review Group was not able to directly assess how the quality of programmes overseas compare with those offered in Dublin. A recommendation to facilitate this in future is set out in 1.27 above.	1,2	Please refer to the response to recommendation 1.27 (QIP, p.5). In addition, the School notes that a UCD Quality Review of its Hong Kong and Singapore programmes was carried out in 2008 and was followed by a UCD Quality Review of its Sri Lanka programmes in 2010.	
INTERACTION WITH SUPPORT SERVICES				
8.4	The School's support staff appear to have coped remarkably well with the additional work pressures that have resulted from the need to expand student numbers at a time of reduced funding to support the University's administrative and support functions. However, the University must recognise that there are practical limits to the requirement to 'do more with less' recommendation.	1,3	The School agrees with this implicit recommendation. The School very much appreciates the work of its support staff and agrees with this recommendation. Given its budgetary context, the School hopes to be in a position to recruit more support staff in targeted, strategic areas such as Admissions, Careers and International Student support in 2012/12.	B, C
8.7	The School should address the issue of building and Library opening hours in the Smurfit School as a matter of urgency. It is recommended that the School should consult with the student cohort to establish how opening hours could be best adjusted to take account of the students' work patterns, availability, etc.		Please note response to recommendation 3.24 (QIP, p.11).	B
8.8	The Review Group noted that some students simply require a comfortable, heated after-hours location in which to sit and do their group work, projects and personal study. For some students, provision of such after-hours facilities on the Blackrock campus appears to be more important than necessarily having access to a full on-site out-of-hours library service. Nonetheless, the early closing times of the Library on the Blackrock campus causes particular difficulties for part-time students who work during the day and this should be addressed in a cost-effective way, having consulted with the part-time student cohort.		Please note response to recommendation 3.24 (QIP, p.11).	B

8.9	<p>Restrictions on University funding to support the purchase of new text books, subscriptions to electronic databases and journals present severe problems for all Schools across the University, including the School of Business. The School should engage more proactively with the Library and, perhaps, should explore ways to part-fund some of these purchases and subscriptions, even if on a temporary basis, or via sponsorship from business. Imaginative funding models may be required to ensure that subscriptions to electronic data bases and key journals continue uninterrupted. Should the School be able to contribute to the cost of such action, these arrangements should be seen as a short-term measure and should be reviewed as soon as the funding situation in UCD and the Library improves.</p>	1,2	<p>The School understands that the Library now has an increased budget from the University and does not envisage the need to provide specific support from the School in that regard.</p>	D
8.10	<p>UCD Registry should more clearly recognise that the needs of graduate students are different from those of undergraduates. There is a clear case for the introduction of a differentiated or segmented service for undergraduate and postgraduate student cohorts. Postgraduate students, particularly some of those in the Business School pay very high fees compared with the 'fees' paid by undergraduates. It is therefore, not unreasonable that postgraduate students should expect to receive a better level of service from Registry. As an example, the provision of a separate Graduate Student Desk telephone helpline should be a priority for UCD Registry. While it is recognised that this may result in a small decrease in the level of service to undergraduates, a poor student experience at the postgraduate level could be even more damaging, because 'work of mouth' marketing is particularly important for this student cohort.</p>	2	<p>The School has consulted with UCD Registry in relation to this recommendation. The Registry position is that it does already recognise significant differences in the needs, context, timing, and particular issues of different student cohorts (undergraduate, graduate, research, occasional, etc.). From a policy and regulatory perspective, the distinction between these cohorts is considered to be clearly delineated with specific guidance documentation, forms and regulatory sections developed to facilitate the different needs of each student grouping. In addition, from a programme development perspective, additional support is believed to be routinely provided to academic staff engaged in the design and approval of postgraduate programmes.</p> <p>In relation to the specific recommendation regarding the provision of a separate Graduate Student Desk telephone helpline, the Registry position is that it currently prioritises Student Desk services in the order of counter/email/phones in line with student feedback about preferred support channel. It does not consider that a differentiated graduate student phone service, based on the current configuration of the Student Desk, would result in a significant service differentiation. However, it acknowledges that it might be fruitful for Registry to seek direct feedback from various groups of graduate students regarding the provision of its services.</p>	D

8.11	The Review Group recommends the establishment of a UCD Assessment Users Committee similar to that employed by IT Services. This would improve communication and allow meaningful feedback by academics to UCD Assessment. Given the crucial importance of UCD Assessment's role in maintaining the academic integrity of the assessment process, this is a key recommendation of the Review Group.	2	<p>The School has consulted with UCD Registry in relation to this recommendation. The Registry response is that although this is an interesting idea, it believes that the parallels drawn with the IT Services Users Committee are of limited value. While there are continuous technical developments/improvements in IT matters which are not necessarily embedded in academic policy or regulation, assessment supports tend to be more static and subject to university policy and regulation. As such, any assessment technical developments are managed as a project and incorporate the normal consultation with users.</p> <p>Registry notes that it has a number of formal and informal groups in place already – such as ACCE which has general responsibility for oversight of assessment matters and the Registry operational groups that include assessment representation. It has suggested that representation from the School on ACCE might be of benefit to the School and, as noted in the response to recommendation 4.14, the School has acted on this suggestion.</p>	D
8.12	The School welcomes the introduction of a system that allows graduate students to pay fees in three instalments each year. However, the UCD Fees & Grants Office should consider introducing a system of monthly (e.g. direct debit) payments, to facilitate graduate students in particular who pay relatively high fees.	2	<p>The School has consulted with UCD Registry in relation to this recommendation. The Registry response is that this approach has already been considered by it. Registry does not currently offer this facility as a consequence of its analysis of previous attempts – more specifically, it does not believe that it has the personnel to provide a managed payments service.</p> <p>It points out that the historical experience with managing a direct debt arrangement indicates the following:</p> <ol style="list-style-type: none"> 1) It would take c. 1 FTE to manage 250 students; 2) Such an approach would lead to at least the same, if not greater, bad debt risk. <p>Registry considers that this last point would be of particular relevance in the context of high cost programmes where the exposure could be financially more significant.</p> <p>Notwithstanding these considerations, Registry would be prepared to review the provision of a managed payment service with colleagues in the Business School during the course of autumn 2012.</p>	B

8.13	Issues have been identified in relation to the management of UCD Residences. In particular, there is a need for better communication, consultation and flexibility on the part of UCD Residences. There is also a clear case for the separation of undergraduates and postgraduates in residences. These issues could be resolved with minimal additional cost but would have a strong positive effect on the student experience.	2	<p>The School has consulted with UCD Residences in relation to this recommendation. UCD Residences note that they consult annually with the University Management Team in relation to the allocation of campus accommodation across the various student groupings. In addition, following their own Quality Review in 2008/9, UCD Residences placed a renewed focus on service delivery and communication. They now consult annually with the following groups and implement agreed recommendations:</p> <ul style="list-style-type: none"> • Registry Implementation Oversight Group (RIOG) • Orientation Planning Group • Strategic Student Experience Committee • Support for Students Working Group • Annual online arrivals and facilities survey for residents • Annual exit survey for Residents • Annual registration feedback survey • Stakeholders, including the Students Union, resident focus group and Programme Directors. <p>In relation to the separation of undergraduate and postgraduate students in residences, UCD Residences point out that their current policy of mixing different student cohorts resulted from an in-depth review of allocation policy following a difficult year in 2008/9 when over 150 beds were left empty at a significant cost to the university. This review included wide consultation with stakeholders which provided the following feedback:</p> <ul style="list-style-type: none"> • Falling demand for graduate-only accommodation. • A demand among graduate/senior year students for access to more choice in facility type and price. • The then separation of student levels was causing behavioural issues. • The lack of opportunity for students to mix with other levels was affecting the student community and their cultural learning experience. <p>Feedback to UCD Residences from recent surveys has demonstrated a sharp increase in overall satisfaction for the facilities and services provided.</p>	A, D
8.14	The University and UCD Registry should take steps to alleviate the pressure on academic staff surrounding exam marking and grading, especially at the end of the first	2	The School has consulted with UCD Registry in relation to this recommendation. Registry notes that the considered opinion of an Academic Council Governance working group, following careful	C

	<p>semester. Starting the academic year one week earlier in September, for example, could significantly alleviate this pressure. While the loss of one week of research time at the end of the summer would not be popular, it does seem to be a relatively small price to pay in order to alleviate time pressures on the assessment process at the end of the first semester. The Review Group takes the view that this is becoming a serious issue and is threatening the academic integrity of the grading process.</p>		<p>deliberations, was that the start of term is driven by the CAO calendar and therefore the introduction of a staggered start with overlapping calendar models would be unwieldy and confusing for staff and students. The Grade Approvals Process review, due to begin in 2012/13, could take another look at the grading period dates. However, Registry notes that there is very little room for manoeuvre.</p>	
8.15	<p>There is a view among academic staff that some of the UCD Registry deadlines in relation to the module descriptor content management system are too early in the academic year and are somewhat arbitrary. Academic staff must update module descriptors mid-way through the second semester, for modules that they are still delivering, possibly for the first time. This allows little time for reflection on how to improve the content and delivery of a module. Registry needs to better communicate to academic staff the rationale for such early deadlines (e.g. timetabling and other constraints).</p>	2	<p>The School has consulted with UCD Registry in relation to this recommendation. Registry notes that this view among academic staff may be based on a possible misunderstanding of the existing scope for change in the curriculum management system. In particular, all that is required is for module details for a given semester to be finalised before student registration is finalised. Registry considers that there is extensive time for reflection on the content and delivery of modules. It notes that the time between closure of the module descriptor and the expected closure of programme structures used to be shorter. However, it is now almost a month, reflecting the fact that the catalogue of modules on offer by each School needs to be stable when agreeing structures and timetables.</p>	D
8.16	<p>The University and the School need to cooperate in order to put in place better pastoral and practical supports for international students arriving for the first time in Ireland and UCD. This problem is likely to become more acute and diverse as new markets with different expectations are targeted (e.g. India).</p>	1,2,3	<p>The School is actively pursuing ways to cooperate with the University in relation to international student support and intends to build on what is already a close and collaborative relationship with the UCD International Office. In addition, the following measures to support international students are being implemented by the School for academic year 2012/13:</p> <p>The Smurfit School plans to recruit an International Affairs Manager in 2012/13 in order to provide additional support for international students. This position will have responsibility for a number of issues, including support for language tuition (as required), liaising with UCD Residences, initial cultural orientation activities for incoming students, and on-going support of students during term. The manager will work closely with the School's Student Advisor and Programme Managers in order to provide international students with a coherent support infrastructure.</p> <p>In the Quinn School, a dedicated Administrator worked closely with</p>	B

			<p>international students to shepherd them through the September 2012 admissions and on-campus accommodation processes. This staff member provided support for visa requests and worked closely with UCD Admissions to ensure offers were made and accepted in a timely manner. Once accepted onto the programme, this staff member worked with students in relation to their Dublin travel arrangements and organised a bus to collect students and bring them to UCD residences at the start of term. During Orientation Week (September 2012), a welcome dinner was organised for these students to ensure that they met with their peer mentors (other international students) and with relevant key members of the Quinn School staff.</p> <p>The Quinn Student Advisor works closely with other student services in the University to ensure that the needs of incoming international students are met. During Orientation Week 2012, particular emphasis was placed on engaging international students socially</p> <p>For the academic year 2012/13, the School has appointed an Academic Coordinator for International Students in order to help these students to make the transition to their new learning environment. The International Academic Coordinator met with students during Orientation Week and is running a series of workshops throughout Semester One to prepare them for the School's expectations in relation to academic standards and study. These fortnightly sessions covers topics such as group work, plagiarism, referencing, exam preparation, etc. In addition, the Academic Coordinator provides weekly walk-in clinics for Quinn international students.</p> <p>Note also the School response to recommendation 3.10 (QIP, p.7).</p>	
8.17	<p>Issues with the level of service offered by the UCD Research Office, particularly at the post-award level were noted by the Review Group. Some of these problems could be solved or alleviated by putting in place a system in which specific personnel in the post-awards have responsibility for particular groups of Schools. Academics should be provided with more than a generic e-mail address or webpage; they need the opportunity to establish a good working relationship and rapport with the post-awards research staff.</p>	2	<p>UCD Research has a clear administrative structure which is explained on its website and is expressed in personnel responsibility. In addition, it has an organisational structure which mirrors the funding cycle and includes post-award support. It now has dedicated personnel for EU funding streams and other funding bodies. These personnel provide regular information sessions in UCD Research and have, in the past year, also visited the School.</p> <p>Relationships with UCD Research personnel are therefore available to all staff members. While UCD Research is not structured according to School</p>	A

			responsibility, the Director of Research is in close contact with their personnel and provides the School-specific link. The Director of Research operates an open-door policy and is in weekly email contact with all Business School colleagues to offer advice and support.	
8.18	Stage One students should routinely receive careers advice and support to help them plan their subject choice and career options. The School should provide the subject-specific advice to these students.	1,2	<p>The UCD Career Development Centre is heavily involved in the Quinn School's Level One 'Effective Learning and Development' module. This module is core to all Stage One BComm students and is the starting point for their Personal Development Portfolio due for delivery in Stage Three of the programme. Colleagues from the UCD Career Development Centre deliver some content on this module and encourage students to begin their career planning at this relatively early stage.</p> <p>A number of career talks and workshops are organised throughout the academic year in the Quinn School. To try to encourage greater participation, it is intended to make more use of the targeted communication system in order to publicise these talks among relevant student groups.</p>	B
8.19	The University and HR should aim to avoid undue and apparently unnecessary delays in routine short-term replacement of staff, e.g. to cover maternity leave.	2	From the perspective of UCD HR, UCD Recruitment has established a project team to develop Key Performance Indicators in respect of the recruitment function – this will lead to a Service Level Agreement for UCD Recruitment across the University. The project team are consulting with hiring managers across the University on the development of processes and timelines which will underpin the recruitment process. UCD HR intends to have Service Level Agreements and Key Performance Indicators in place for Recruitment before the end of 2012. The other aspect to the recruitment process is the approval stage by the Budget Review Committee (BRC), a finance-led process, which can have a significant impact on timelines.	B
8.20	Parking is a particular concern for staff of the Business School because of the need for some staff to travel between campuses during the working day. The University should address this problem to facilitate the movement of staff as required.	2	The School recently discussed this recommendation with UCD Buildings and Services. This unit bases its approach to campus parking on the University's policy on parking. It points out that in relation to the Pay & Display parking spaces charged at a rate of €0.50 per hour, UCD staff can purchase for €50.00 an annual disc which gives unlimited access to these spaces. In addition, it says that there are high value pay and display spaces (the hourly charge for which is €5.00) which ensure that short-term parking on the Belfield campus is available even at busy times.	D

8.21	Concerns were expressed about the quality of the internal postal service and it is noted that this problem is particularly acute for this School because it operates on two separate campuses. The University should ensure that service level agreements are put in place to improve and to foster better confidence in the service.	2	<p>The School recently discussed this recommendation with UCD Buildings and Services which itself consulted with the general UCD Mail Room and with Blackrock Services. Neither the Mail room nor Blackrock Services have ever received any complaints about delays in delivering internal mail. Buildings and Services has confirmed that it regularly sends test letters through the internal and external systems to check on performance and has not encountered any such problems.</p> <p>Following notification of this Quality Review recommendation, Blackrock Services has re-established a duly designated 'internal mail' box on the Blackrock campus in order to ensure a next-day delivery of internal mail to the Belfield campus. This should help to enable UCD staff on the Blackrock campus to separate internal mail from external mail.</p>	A
8.22	Overall, IT support and network access appears to be very good in the School. However, the Review Group found that the provision of wireless access was poor on the upper floor of the Quinn Building. While it is recognised that this is not the primary means for network provision at this level in the building, it should nonetheless be improved by IT Services, at least in the meeting rooms and other communal areas.	1	Old base stations have been upgraded throughout the building and additional stations have now been installed in new areas such as the meeting rooms on the second floor of the Quinn Building where wireless access was patchy in the past.	A
EXTERNAL RELATIONS (CONTRIBUTION TO THE COMMUNITY AND CORPORATE CONNECTIONS)				
9.3	The School has two strong and highly committed advisory boards. The composition of the oversight Boards (Irish and North American) is extremely impressive. These provide a high level of external oversight and governance for the School's activities and represent a considerable resource for the School. As the School continues to develop and grow, there is a need to consider how best to employ the expertise and international contacts provided by these Boards in the future. In particular, members of these Boards could be important contacts for the School's development (fundraising efforts) in the coming year.		See recommendation and response 2.6 (QIP, p. 6)	

9.10	Solving the cap on remuneration levels should be a priority, in order to facilitate academic staff who are considered to be “star executive education teachers”, to be enabled to teach more on programmes, thus gaining more resources for the School.	2	<p>The School must comply with HEA policy and procedures in this regard, particularly in the context of the Employment Control Framework. To the extent that this places constraints on the potential for the School and the University to sustain and grow non-Exchequer revenues, discussions in this regard with the University and the HEA are on-going.</p> <p>Note that the terminology “star executive education teachers” is the Review Group’s and not the School’s.</p>	C
9.11	There is an urgent need to internationalise Executive Education in order to make it more attractive, not only for international executives, but for top Irish executives as well. This may be the only way to compete with the executive programmes at leading international business schools. A premier quality facility (see facilities section) will be crucial to achieving this.	1	<p>The new School outline business plan for Executive Education, prepared in April 2012, identified the opportunity to internationalise the current portfolio of open and customised programmes, particularly through establishing collaboration and partnership with other international schools. Since April 2012, the School’s Director of Executive Education has developed a partnership with the Ivey School of Business in Canada in relation to collaborating on the provision of one open enrolment and one customised programme in Ireland and in Hong Kong.</p> <p>Further opportunities are also currently being explored with a number of other business schools with a view to developing a partnership with one US-based business school and one European-based school within the coming months.</p>	A, B
9.12	The advisory board members that the Review Group met with commented that the School did not take sufficient advantage of their vast number of high quality UCD alumni. It was felt that many of these individuals are ready for continuing education programmes and are a largely untapped student pool.	1	<p>The School is currently moving towards a structured plan of engagements with ‘industry’ generally with the aims of encouraging their support for employees who wish to study at the School; promoting the employment of our graduates; and fostering engagement with our current student body in relation to speaking engagements, internships, etc. In preparation for such a development, the School has recently upgraded its Goldmine capability (the School CRM system) in order to manage such a programme. In the first half of 2013, the School plans to develop this further by aligning Goldmine with a separate data base which will enable the School to capture alumni details in Goldmine. This will mean that any member of the School’s staff who is engaging with a particular organisation will be able to see which alumni are/were working there and in what particular roles. The School will thereby be better able to harness its alumni as advocates in helping to realise its objectives within the business community.</p>	B, C

9.13	Related to 9.12 above, there is a need to increase offerings from outside of the Business School but within the University. It is important to increase joint offerings perhaps with the Schools of Medicine and Medical Science, Economics, and Mathematical Sciences. This would not only lead to a potential increase in funding but also help to foster more interdisciplinary ties between the schools, which could then perhaps lead to other projects (offerings to undergraduates, joint research).	1,2	See recommendation and response 7.8 (QIP, p.19).	C
9.14	Staff commitment to, and participation in, executive development, seems low at 12.5% (EQUIS SAR) and even at the current figure of 15-20%. How to increase this without reducing high quality research and teaching in degree programmes is a challenge of the first order. This could be done, perhaps, by increasing the overlap and hopefully synergy between the areas academic staff are doing research in and the foci for executive education.	1	The School's Academic Director of Executive Education has invited all faculty members interested in delivering in Executive Education to contact him and he is actively engaging in identifying and developing areas where faculty can work more closely and comprehensively in Executive Education.	B
9.15	The School is encouraged to take further advantage of the CEMS alliance which is now not only in Europe but also has top schools in China, Latin America and India. While retaining a separate Masters of International Management programme, UCD could consider building on its CEMS relationship with these schools in other areas as well, further enhancing its international offerings.	1	The School agrees with this recommendation. The School is already engaged in deeper alliances with CEMS partners. For example, we see real opportunities in Executive Education from an emerging collaboration with the Richard Ivey School of Business at the University of Western Ontario (member of the CEMS alliance). Faculty from Ivey will teach on UCD programmes in 2013. In addition, it is the intention of the Dean to identify strategic partners for wider academic exchanges on all continents in 2012/13. The School has also recently joined – as a founder member – the Global Alliance of Management Schools, led by the Yale School of Management.	A, B
9.16	Given the prominent role played by Smurfit and Quinn within the Dublin, and the wider Irish, business community, more cases could be written by the School's academic staff. This would help attract more Executive Education clients and enhance the overall reputation of the School. A risk here is finely balancing the demand for more top-tier research with the need to be responsive to the business community's needs.	1	This recommendation reflects a long-standing debate within the School and the wider business academic community as to the value of case study research. Currently, the School operates an informal policy whereby staff who would like to engage in this activity may do so, especially if this activity is a by-product of empirical academic research. Time demands are great on all staff and case study writing is included in UCD's promotional criteria under the heading of teaching rather than research. This means that a sole focus on this activity to the detriment of research engagement is not desirable, particularly for staff at the levels of Lecturer and Senior Lecturer levels.	C

9.17	The School should consider establish how much research is being conducted in the area of ICT. How much of this research is being conducted with colleagues across the University, particularly with those in the UCD School for Computer Science and Informatics was not clear.	1	The School has two active research centres in its MIS (Management Information Systems) Subject Area – Business Analytics and CITO (Centre for Innovation and Technology in Organisations). Both groups are cooperating with colleagues in other UCD Schools/Colleges, such as Computer Science & Informatics, Mathematical Sciences, Information & Library Studies and Health Sciences. A number of joint funding initiatives were conducted by members of these groups with their UCD colleagues in 2011/12.	A
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