University College Dublin

Quality Improvement Plan

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School of Psychology

January 2013

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INTRODUCTION

The Review Group visited the School of Psychology on 10-13th April 2012.

The School of Psychology received the Review Group's report from the UCD Quality office on January 15th 2013.

A Quality Improvement Committee convened by Professor Alan Carr, Head of the School of Psychology (2012-2015) drafted this Quality Improvement Plan (QIP) within twelve weeks of receiving the Review Group's report.

The Quality Improvement Committee included the following members, all of whom are members of the School of Psychology Management Committee.
Professor Alan Carr, Head of the School of Psychology (2012-2015)
Professor Aidan Moran, Next Head of the School of Psychology (2015-2018)
Dr Barbara Dooley, College of Human Sciences Vice Principal for Teaching and Learning
Dr Jessica Bramham, Deputy Head of the School of Psychology
Dr Gary O'Reilly, School of Psychology Representative on the CHS Research and Innovation Committee
Dr Suzanne Guerin, Director of the Centre for Disability Studies in the School of Psychology
Margaret Daly, M Psych Sc, School of Psychology Head of Teaching and Learning

On March 4th 2013, the Principal of the College of Human Sciences signed off on this report in the following email.
From: Brian Nolan Brian.Nolan@ucd.ie Subject: RE: QIP-SoP (Quality Implementation Plan - School of Psychology)
Date: 4 March 2013 11:25:29 GMT. To: 'Alan Carr' <Alan.Carr@ucd.ie> . Hi Alan, I am happy to sign off on this so it goes on to the next stage. Thanks, Brian Nolan, MRIA, Principal, College of Human Sciences, UCD, Belfield, Dublin 4, Ireland, Tel +353(1) 7168224, e-mail: brian.nolan@ucd.ie

Structure of the body of the report
In the body of this report recommendations and responses to these follow the structure of the review group report, and contain the following 6 sections, in the 'table' format template:
- Organization and management
- Staff and facilities
- Teaching learning and assessment
- Research Activity
- Management of quality enhancement
- External relations

Timescale
A letter is placed in the right hand column to indicate the timescale for implementing the response to each recommendation.
These letters indicate the following timescales:
A. Recommendation already implemented
B. Recommendations to be implemented within one year
C. Recommendations to be implemented within five years
D. Recommendations which will not be implemented

Categories of recommendations
Most recommendations made by the review group are procedural. They concern academic, organisational and other matters which are entirely under the control of the School of Psychology, and most have been or will be implemented.

A small number of recommendation concern shortcomings in services, procedures and facilities which are outside the control of the School of Psychology. For these, we have indicated that the school will address these by writing to senior UCD officers including the Principal of the College of Human Sciences (CHS), the Registrar and others.

A very small number of recommendations concern inadequate staffing, and/or facilities which require recurrent or capital funding. A list of the School of Psychology's prioritised resource requirements (staff and space) arising from the quality review is given at the end of this report.

A summary of School of Psychology priorities arising from the quality review process appears on the next page.

SUMMARY OF SCHOOL OF PSYCHOLOGY PRIORITIES ARISING FROM THE QUALITY REVIEW PROCESS

Planning

The School of Psychology's strategic plan will be revised within the next 12 months. The plan will focus in particular on priorities in the areas of

- Staff development
- Research
- Teaching
- Webpage redesign and
- Space

What follows are some key issues that will be prioritized within the School's revised strategic plan.

Staff development

Staff will be supported to develop their research programmes, and their research/teaching/contribution profiles to enhance their competitiveness for promotion. A range of strategies will be used to do this including formal and informal mentoring, workload management, sabbatical rota etc.

Research

Staff research programmes will contribute to the School's overall research plan, which will be framed in terms of the UCD strategic research plan, highlighting how the School contributes to UCD's research objectives.

The School's visibility on the UCD Research webpage will be maximized.

The School will make links with UCD interdisciplinary research clusters, and international research consortia to increase opportunities for bidding for large national and international research grants.

The School will gradually shift its ratio of postdocs to postgrad research students from 2 : 40 to 10 : 30.

The School will develop a proposal to recruit a professor (with a good track record of research grants and publications) in an area consistent with the school research plan to increase the school's research grant income and publications.

Teaching

An effort will be made to recruit non-EU students into the H Dip Psych, M Psych Sc and D Psych Sc and funds from this will be used to appoint 2 lecturers and extend the D Psych Sc placement co-ordinator post by 0.2WTE.

The School will continue to recruit high calibre students and to refine the School's PSI accredited, high quality undergraduate and postgraduate programmes.

Webpage

The School webpage will be redesigned with the following goals in mind:

- Increasing citations of our research
- Attracting PhDs, postdocs, and potential research partners
- Attracting non-EU students (especially from North America) into the H Dip Psych, M Psych Sc, D Psych Sc and other courses.

Space

The School will work with the Principal of the CHS to optimize the space available to the School for undergrad and staff labs, teaching rooms, and offices. Ideally the School should be located within a single space (probably on 2 floors in 2 adjacent blocks E and F, or F and G within the Newman building).

Report	RG Recommendation	Category (see list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (see list above)
	ORGANISATION AND MANAGEMENT			
2.10 9.13 9.30 6.13	2.10 - The Strategic Plan (2011-2014) requires revision and should summarize the current strengths/future expansion needs against potential challenges (e.g. High level SWOC analysis –strengths /weaknesses / opportunities/ challenges). The School needs to articulate a clear vision and identify a strategy that encompasses both the tradition of excellence in research-led teaching and the newer developments and potential for interdisciplinary research and innovation. This should include specifying realistic targets (KPIs –key performance indicators) and appropriate benchmarks with close comparators for targeted student recruitment, research income and outputs and in the context of the School's ambition to become one of Europe's premier Schools of Psychology. 9.13 - The Strategic Plan (2011-2014) should summarise current strengths/future expansion needs against potential challenges (e.g. High level SWOC). This should include specifying realistic targets (KPIs) and relative benchmarks with close comparators with regard to targeted student recruitment, research income and outputs and in the context of the School's ambition to become one of the premier European Schools of Psychology 9.30 - The School is better served by making meaningful comparisons of different output-related metrics with Psychology Schools in Ireland, UK and in particular benchmark itself against TCD. 6.13 - Succession planning with regard to a medium- and long-term development plan, (including rotational period as HOS) should be described when revising the strategic plan.	1	By March 2014, the Head of School with support from the School Management Committee will draw up a new Strategic Plan for the School (2014-2017) based on a systematic school-wide analysis of current strengths, difficulties and perceived opportunities in the face of current challenges. The plan will focus explicitly on the School's current strengths, and proposed developments in research and teaching. Realistic targets will be set for the three-year period in question. For example, staff will be encouraged to aspire to benchmarks based on the KPIs/criteria used by the university to evaluate applicants in promotional competitions. Where feasible, reference will be made to close comparators with regard to research income and outputs, teaching developments and EU and non-EU student recruitment. Proposed arrangements for the rotation of the Head of School role, and other key roles including Head of Teaching and Learning, Head of Research will be included in the plan. The plan will take account of the fact that in 2014, a new UCD President will be appointed, who may have priorities that affect the School's activities. With regard to succession planning, the School plan will specify how the critical roles of Head of School and Head of Teaching and Learning and Head of Research will be passed from one staff member to another. It will also specify who take over headship of	B

			the School in 2015 and 2018.	
			The plan will also specify short and long term targets for new staff and office/lab/teaching space.	
2.11 9.14	2.11 - The Review Group considered the case made by the School for recruiting a Professor in Cognitive and Behavioural Neuroscience to enhance the school profile, build stronger links with TCD, and achieve critical mass in the growing area of cognitive and behavioural neuroscience. Given previous attempts to recruit at this level (in 2006, UCD advertised the position as part of its thematic recruitment strategy, but subsequently withdrew) and current challenges presented by the funding cutbacks within the university, the RG suggested that a more realistic alternative would be to aim for a Senior Lecturer position. In addition to bringing a new research focus that could contribute to the research of several current staff and research groupings, a new member of staff would contribute to raising the teaching and research profile of the School and also improve the SSR. Alternatively, the School might consider recruiting a younger person at College Lecturer grade, in this or another strategic field in Psychology (e.g. area of Youth Mental Health) well positioned to attract philanthropic and future national funding. 9.14 - The RG suggests that a realistic aspiration for future recruitment would be to aim for a Senior Lecturer position. In addition to bringing a new research focus that could contribute to the research of several current staff and research groupings, a new member of staff would contribute to raising the teaching and research profile of the School and also improve the staff-student ratio. 9.29 - One of the limiting factors for the ambition to be a premier European School of Psychology, is the amount of earned income that the School has responsibility for. The School needs to identify creative strategies for securing additional and diverse streams of funding, including working with other Schools in the College and University on joint income-generating initiatives. It seems likely that initiatives to secure new additional funding will be greatly incentivized if the College and School can agree an equitable share regarding the proportion of new income that can be allocated for the discretion of the earning School.	3	By March 2014, the Head of School (with support form the Principal of the CHS) will make a proposal to the BRC to appoint 2.2 new junior staff to support intake of additional non-EU students into PG programmes and contribute to research. If the BRC support this proposal, additional office space, teaching space and lab space will be required. The School will ask the Principal of the CHS to arrange this. (In December 2012 a preliminary proposal was made to the Bursar (or 2 college lecturer posts and extension of the D Psych Sc clinical co-ordinator post by 0.2 WTE. to support intake of additional non-EU students into the H Dip Psych and M Psych Sc and D Psych Sc. These 2.2 additional staff would also contribute to research groupings, raise the teaching and research profile of the School and also improve the staff-student ratio.) By March 2014, the Head of School will explore the possibility of developing psychology modules for international science students who wish to take both science and psychology modulus during their year abroad studies. The proposal would involve funding for additional psychology staff or OLs. (The UCD College of Science have approached the Head of School about this in January 2013.) Looking to the medium term, the School will make a case to the Principal of the CHS and the BRC for the appointment of a Professor in an area consistent with the Schools 4 research themes (Cognitive, Clinical, Disability and Social-Developmental). The School	B

			has lost 3 chairs in the past 6 years (Ciaran Benson's NUI Establishment Chair of Psychology; Patricia Walsh's Disability Chair; and the Chair of Cognitive Psychology, which was never filled due to the 2008 economic crisis). Current percentages of staff grades are professors:12%; senior lecturers: 35%: lecturers 53%. There are no associate professors in the School. To significantly increase the grant intake, and research output of the school, it will be essential to appoint a professor (not a senior lecturer as the RG suggests.)	
2.12	2.12 - It is suggested that the apparent need for co-location of all operations in the School in a single site while desirable, was not necessary. The RG saw no major problems in working on different floors in the Newman Building, as it provided ample opportunities for regular staff meetings. The RG noted that the working environment in the laboratories, research rooms and administration office appeared noticeably improved following recent refurbishment.	1	The current situation is unsatisfactory and far from optimal. Psychology offices, labs, and teaching rooms are scattered across the D, E, F and G blocks of the Newman building. The optimal arrangement would be to base the school within a single space spread over 2 floors in 2 adjacent blocks. This space would house all academic, administrative, and technical staff; all postgrads and postdocs; and all labs and teaching rooms. In planning space for the School of Psychology in the medium term account must be taken of expansion in numbers of undergraduates, postgrads, postdocs, and staff and their needs for at least: • An extra undergraduate lab; • A larger seminar room to accommodate the increase to 30 on the M Psych Sc; • Three breakout rooms for groups of up to 12 in which to conduct skills training for M Psych Sc students and to accommodate postgraduates in clinical and disability studies programmes • Office space for up to 10 postdocs • 3 additional staff offices.	D
2.13	2.13 - It is recommended that the School needs to undertake some restructuring of its committees. Membership of the School's Management Committee should be broadened to include representatives of all research groups involved in making strategic decisions about the development of the School and School planning. Also there should be more flexibility in the time allocated for such meetings	1	The main research groups are currently represented on the School management committee. Clinical Psychology – Dr Gary O'Reilly and Margaret Daly Cognitive and Behavioural Neuroscience – Professor Aidan Moran and Dr Jessica Bramham Disability and Rehabilitation – Dr Suzanne Guerin	A

			Social and Developmental Psychology – Dr Barbara Dooley Additional time is currently scheduled for School Management Committee meetings if required.	
2.14	2.14 - The Review Group recommend that for the School to better promote its research interests, profile, and recruitment of undergraduate and postgraduate students (especially international students), it should be permitted (by the University) greater flexibility to employ more imaginative and creative innovative designs on the School's website. At present the University's template is too restrictive and inhibits such changes to be made. The School should be encouraged and facilitated in trying to incorporate research and lab-based material on their website. 9.15 - The RG recommend that the School should be encouraged and facilitated in trying to incorporate research and lab-based material on their website.	1	In acknowledging the importance of this recommendation, the School of Psychology began the re-development of its website in November 2012. Plans are under way to emulate the design of other UCD websites such as those of the School of Medicine and Medical Science (see http://www.ucd.ie/medicine/ and that of the School of Business (see http://www.ucd.ie/business/index.html By March 2014, the Head of School will appoint a web-co-ordinator to re-develop its website and include research and lab-based material on it. This consultant will be an expert web-designer hired in specifically to do this job. Dr Gary O'Reilly, from the School Management Committee is managing this process.	B
2.15 9.16	2.15 - The current workload model adopted by the School of Psychology and agreed in 2009 by the School comprises a '4/4/2' distribution, where staff allocate approximately 40% of their time to teaching, 40% to research and 20% to administration. The RG felt that the current workload model was too constraining and did not allow for an optimal balance between research, teaching and administration. The University currently has 3 workload planning models in use and the RG recommend adopting a more pragmatic points-based model, one which is already commonly adopted throughout the College. 9.16 - The RG felt that the current workload model was too constraining and did not allow for an optimal balance between research, teaching and administration. The University currently has 3 workload planning models in use and the RG recommend adopting a more pragmatic points-based model, one which is already commonly adopted throughout the College. This should provide more flexibility and help avoid potential staff "burnout".	1	By March 2014, the School will review its current work-load model in accordance with the recommendations of the new College of Human Sciences model which is currently under development	B
	STAFF AND FACILITIES			

3.11	3.11 - The current staff-student needs to be addressed and should be carefully monitored to ensure that it meets the standard set by the PSI.	1	The School's current overall SSR is 1:29 For both undergraduate and postgraduate programmes the Schools current SST conforms to the PSI accreditation criteria for undergraduate programmes (1:20) and postgraduate clinical psychology programmes (1:9). For the undergraduate programme the SSR was 1 : 19.2 in 2011/12 1: 20.3 in 2010/11 1 : 20.6 in 2009/2010 1 : 13.1 in 2008/09 for all postgraduate programmes the SST was 1 : 8.4 in 2011/12 1: 9.3 in 2010/11 ! : 20.6 in 2009/2010 1 : 7.1 in 2008/09 These statistics were provided by Maura McGinn UCD Director of Institutional Research. For accreditation PSI requires undergraduate courses to cover the following areas of psychology to basic and advanced levels: (i) Biological Bases of Behaviour (ii) Developmental and Lifespan Psychology (iii) Social Psychology (iv) Personality and Individual Differences (v) Cognitive Psychology (vi) Research Design, Quantitative and Qualitative Methods (including Practical Component) Staff within the UCD School of Psychology collectively have and will continue to have) the expertise to teach on all of these areas. For the doctoral programme in clinical psychology, the staff team must have expertise within this field, and be in regular clinical practice. The staff on the UCD clinical psychology programme conform to these requirements.	A
3.12 6.11	3.12 - Academic staff should be provided with ongoing mentoring to support the development of their careers and to provide guidance about promotion. Where appropriate, mentoring could be provided from other members of the College who are	1	The School has a longstanding informal mentoring system. For example, senior academic staff have provided informal mentoring to the most recent	B

9.12 9.24	not members of the School of Psychology. 6.11 - The Review Group recommends that more support be provided for newly-appointed academic staff (a mentoring programme) 9.12 - The School needs to be aware of the potential difficulties and risks associated with staff retention, particularly experienced College Lecturers and Senior Lecturers at the top of their salary scales, who have not been promoted in the last decade. 9.24 - The Review Group recommends that more support be provided for newly-appointed academic staff (mentoring programme).		additions to the academic staff team in the School (i.e., Dr Louise McHugh and Dr Ela Polek). Senior academic staff advise, write referees' reports for, and provide support to colleagues who apply for promotion. The Head of School and other senior staff support colleagues in developing profiles of research teaching and contribution to UCD and society required for promotion. This type of support was offered to colleagues who applied for the most recent round of academic promotions (Senior Lecturer, Associate Professor; 2012-2013). By March 2014, the Head of School will develop a formal mentoring system, which may include staff who are not members of the School of Psychology to provide support for newly-appointed academic staff. This system will have a formal link with other induction/mentoring systems in the university. New staff will be allocated a mentor; provided with a systematic orientation programme, and encouraged to take additional training e.g. in Blackboard, use of Gradebook etc if appropriate. The School shares the concerns of the Review Group that there are great difficulties and risks with regard to retaining experienced College Lecturers and Senior Lecturers at the top of their salary scales. It is hoped that the university will be addressing this issue in forthcoming promotion rounds	
3.13 9.24	3.13 - New members of academic staff should be given the opportunity to undertake a formal qualification in teaching, in line with institutions in the UK. 9.24 - New members of academic staff should be encouraged to undertake a formal qualification in teaching.	1	New members of academic staff are currently encouraged to undertake a formal qualification in university teaching – such as the UCD Graduate Diploma in University Teaching & Learning (GDTL) The Head of School wrote to the two most recently appointed staff members (Dr Lousie McHugh and Dr Ela Polek) on January 21st 2013, encouraging them to apply for the UCD Graduate Diploma in University Teaching & Learning.	A
3.14	3.14 - All postgraduates who assist in teaching should receive appropriate training.	1	In recent years, tutors at the School of Psychology have attended a module called Graduate Teaching in	B

6.11 9.24	6.11 - The Review Group recommends that that postgraduate students should be provided with their own handbook. 9.24 - The Review Group recommends that more support be provided for postgraduate students (handbook, formal training and development of teaching skills).		Psychology developed at the Centre for Teaching and Learning and organised for the College of Human Sciences. The School of Psychology has a training programme for lab demonstrators, and a demonstrators manual.	
TEACHING, LEARNING AND ASSESSMENT				
4.9 9.18	4.9 - The School should review the number of modules currently offered with a view to significantly reducing this number, thereby reducing the amount of time being spent on teaching. 9.18 - The School will need to seriously consider reviewing the breadth of the current teaching programme with a view to substantially reducing the number of modules offered and maintaining the staff-student ratio required by the professional body, the Psychological Society of Ireland (PSI). An annual review of the currency of the curriculum should be introduced.	1	By March 2014, the School of Psychology's Teaching and Learning Committee (chaired by Margaret Daly) will review the current teaching programme with a view to reducing the number of modules offered (if possible) and maintaining the staff-student ratio of 1:20 for the undergraduate programme required for PSI accreditation. A constraining factor is the University's workload model which requires staff to teach 40% of the time within a 4/4/2 workload model.	B
4.10 6.12 9.19	4.10 - Where appropriate, the amount of formative feedback provided to students should be increased. This could be provided by use of a structured feedback sheet, indicating areas of strength and areas for improvement. 6.12 - The Review Group also recommends that formative feedback should be provided for all student assignments. 9.19 - Formative feedback should be provided for all student assignments.	1	The School of Psychology uses a range of methods to provide feedback to students. All postgraduates receive written and oral individualized feedback on their assignments and theses. All final year undergraduates receive weekly feedback on their research from their thesis supervisor, and individualized formative feedback on drafts of their thesis. For laboratory practical experiments in psychology undergraduates receive written and oral individualized feedback on their laboratory reports. For small undergraduate modules assessed by essay, presentations or group projects, individualized written or oral feedback is given. For some undergraduate and postgraduate modules feedback is given to each student on standardized feedback sheets. For some undergraduate classes, written feedback on essays is posted on blackboard as comments to	D

		each student.		
		For large undergraduate classes, written feedback on essays, class tests, and MCQs is posted on blackboard as comments to the class group pointing out common mistakes made on assignments and specific suggestions for improvement. Questions about this feedback from individual students are answered by module co-ordinators during office hours or after class.		
		The wide range of material taught within the school (theory, research findings, clinical skills, research methods, statistics, etc) require that this range of methods for giving feedback is used. Structured feedback sheets would not be appropriate for all assignments (e.g. an essay, a class presentation, an experiment, a thesis chapter, a statistics exam paper and a clinical placement).		
		A second concern is the appropriate use of staff time. It would save much time to provide feedback to research students by ticking boxes on a form, rather than giving extensive written feedback on their proposals or thesis chapters. However the quality of this feedback would not optimize their learning.		
		It would waste a lot of time to complete feedback sheets for all students in large classes assessed by MCQs, class tests or essays, when this information could more efficiently given as a group report on common mistakes and how to rectify them, with an invitation to discuss this during office hours.		
		The systems used to give feedback to students at the UCD School of Psychology has been carefully developed over many years, in consultation with international external examiners, and aims to optimize student learning within the constraints of limited resources, and the reality of a very diverse undergraduate and postgraduate curriculum.		
		It is not clear how the introduction of standardized feedback forms all assignments would improve on the current system.		
4.11	4.11 - An annual review process for postgraduate research students should be	1	By March 2014, the School of Psychology Research	B

6.12 9.25	introduced. 6.12 - The Review Group also recommends that an annual monitoring process should be introduced to track the progress of all research students. 9.25 - An annual monitoring process should be introduced to track the progress of all research students		Committee (chaired by Dr Teresa Burke) will develop a system for annually monitoring all MLitt/PhD research students to track their progress.	
4.12	4.12 - An annual review of the currency of the curriculum should be introduced. 9.18 - The School will need to seriously consider reviewing the breadth of the current teaching programme with a view to substantially reducing the number of modules offered and maintaining the staff-student ratio required by the professional body, the Psychological Society of Ireland (PSI). An annual review of the currency of the curriculum should be introduced.	1	The School of Psychology Teaching and Learning Committee (chaired by Margaret Daly) co-ordinates the annual review of the currency of the undergraduate curriculum across all modules. Module co-ordinators are asked as part of the University-wide module enhancement process each February, to review their modules in the light of enrolment figures, drop-out rates, grades awarded over past academic year, and student feedback. They are asked that any suggested changes to modules that arise out of this review be sent to the Head of School and Head of Teaching and Learning, who co-ordinate the overall review the undergraduate programme. They also consider external examiners reports, input from the Teaching and Learning Committee who process requests from module coordinators to change assessment strategies, numbers in their modules, location of modules or review curricula to take account of recent developments in theory and research and input from discussions at staff meetings throughout the year. The Head of School and Head of Teaching and Learning in the light of information from this review determine whether there is a need to modify the suite of modules offered and the Head of School negotiates these changes with module co-ordinators	A
	RESEARCH ACTIVITY			
5.13 9.20	5.13 & 9.20 - Despite the recession, the School would benefit from a more ambitious, long-term strategic research plan covering the next 5 years. In this respect, the Review Group recommends that the School should focus in attaining critical mass in	1	By March 2014, a working group will write a strategic research plan for the School (2014-2019). This plan will focus on a limited number of research themes	B

	sustainable research fields and organise its research around "real" research clusters/themes that incorporate doctoral and post- doctoral students into the clusters/themes activities.		which highlight staff clusters of excellence. It will specify how doctoral and post- doctoral students will be recruited and work under staff supervision within these thematic areas. It will specify national (e.g. IRC, and voluntary bodies) and international (e.g. Horizons 2020) agencies to which research proposals will be submitted to obtain funding for this programme. The school's research plan will align itself with the next UCD Strategic Plan to increase the visibility of the school's research and to ensure maximum support when submitting for peer-reviewed funding. The working group will be jointly directed by Dr Jessica Bramham, Dr Barbara Dooley, and the Head of School.	
5.14	5.14 - Given the relatively small number of FT staff and one of largest number of postgraduate students in Ireland (N=95) for its discipline, the RG recommends that the School consider better ways of incorporating doctoral /Masters students into the research life of the School, as a way of further growing the research culture/activity. This to include regular seminar programmes for academic staff and research students covering both content-specific themes, but also seminars with other cognate Schools with a view to seeking funding for postdoctoral students and preparing the groundwork for potential collaborative research bids.	1	In an effort to sustain a dynamic research climate in the School, Dr Ela Polek has developed the School of Psychology seminar programme at which staff, postdoctoral students, postgraduates, and members of cognate schools present their research on a monthly basis. Postgraduates are invited to these seminars. In 2012/2013 the following seminars were held: 25. 9. 2012, Alan Carr (staff) & Clare Graham (postgrad), Evaluation of Functional Family Therapy in an Irish context. 9.10.2012 9, Achille Pasqualotto (international guest), The role of visual experience in space and numbers representation. 23.10.2012, Mimi Tatlow-Golden (Post-doc), Self-concept scales for children and young people: Limitations, applications and recommendations 20.11.2012, Ian O'Donnell (UCD guest from Law), Coercive confinement in Ireland: Patients, prisoners and penitents 22.1.2013, Amanda Fitzgerald (postdoc), The role of 'One Good Adult' When in need and distress: A mediation analysis amongst Irish adolescents. 19.2.213, Louise Mc Hugh (staff), Developing a flexible self. 26.3.2013, Mick O'Connell (staff) Does Personality	A

			Matter?
			16.4.2013, Nancy Stenson (international guest), Cracking the code of Irish orthography
			28.5.2013, Jessica Bramham (staff) It never rains but it pours? Understanding elevated co-morbidity in adult Attention Deficit Hyperactivity Disorder
5.15 9.23 5.22	5.15 - Whilst recognising current strengths in Clinical, Cognitive, Social and Developmental areas in Psychology, the RG recommends that the School could better exploit opportunities for synergies between these research areas and those of other cognate Schools engaged in applied research in CHS (e.g. Education and Applied Social Science); other relevant Colleges (e.g. Health Sciences) and, finally, Trinity College's School of Psychology and TCIN. This broadening of interdisciplinary and collaborative focus should, however, be done on a managed basis and where the opportunities provided are consistent with the emerging strategic research vision of the School and College. 9.23 - It is strongly recommended that the School develop more links with other Schools within the College, other colleges in UCD, and TCD, and seek more international opportunities and collaborative research projects. 5.22 - Given the ambition to be a Premier European School and the University's membership of *Universitas 21,* the School is encouraged to exploit more collaborative links with like-minded Schools/ departments in this consortium.	1	The School has developed links with many collaborators some of which are posted on the School website. These include collaborations with other Schools within the CHS (e.g., Applied Social Science) other UCD schools (e.g., Psychiatry and Physiotherapy & Performance Science), relevant Schools and institutes within TCD (e.g. psychology, Law, TCIN), other Irish colleges (QUB, UCC, UL, UU, QUB. RSCI, DIT) and international colleagues (e.g., Harvard University, MIT, Kings College London, Goldsmiths College London, Imperial College London Manchester University, Leeds University, University of Minnesota, Indiana University, Florida State University, University of Toronto, Universite Claude Bernard Lyon 1, and the University of Wales). The School will continue to develop such links, and where appropriate link with colleges within the Universitas 21 group, and post lists of collaborators on the School website on an ongoing basis. In line with university guidelines, it is the responsibility of individual staff members within the School to post links with collaborators on the School website through the RMS.	A
5.16 **5.17** 9.22	9.22 - The School needs to undertake some restructuring of its committees, and consider appointing a Director of Research to drive the development of a long-term strategic research plan. 5.17 - The current Research Committee should be subdivided into two committees: (i) Postgraduate Studies Committee (responsible to the College of Human Sciences' (CHS) Graduate Studies Board and chaired by the Head of Postgraduate Studies in the School), and (ii) a separate Research Committee that in addition to monitoring the development of staff research activity and researcher development should regularly engage in external national/ international research benchmarking using bibliographic	1	The School distinguishes between the (i) Postgraduate Research Committee and (ii) Strategic Research Planning, which is a function fulfilled by the School Management Committee, and in particular by the following 4 members of this committee: Dr Teresa Burke chairs the School's Postgraduate Studies Committee which monitors the admission and progress of MLitt/PhD postgraduates.	A

	tools and with a view to demonstrating how the School contributes to delivering the University's key performance targets (KPI's).

5.16 - A Director of Research should be appointed who, in addition to chairing the Research Committee, would be key to driving the development of a long-term strategic research plan; supporting the development of research clusters/themes; identifying collaborative research opportunities; ensuring support for early career researchers, and capitalising on and securing support from the University, in terms of both grant application and administration of grants | | On the School Management Committee Professor Alan Carr, Dr Jessica Bramham and Dr Barbara Dooley are jointly responsible for strategic research planning. Their function is to drive the development of a long-term strategic research plan for the School. They have already started planning a school strategy targeting Horizon 2020 EU research funding.

Professor Aidan Moran is responsible for liaising with UCD library staff with regard to the use of bibliometric tools in psychology, monitoring staff research activity, and providing advice to the School about research benchmarking and about optimal ways of delivering the University's key performance targets.

Dr Gary O'Reilly represents the School's research interest on the CHS research and innovation committee, an dis also responsible for the development of the School's Research Profile on its webpage. | |
| **5.18** | 5.18 - The School should begin to track its progress in relation to research output, and funding obtained, and prepare, as part of a 5-year strategy, targets in relation to each of these headings. This strategy should be discussed, further developed and reviewed annually at Management Committee level. This activity should also be tied into a College-wide process. To facilitate more transparent School and individual research career progress awareness, the School is encouraged to ensure that all staff research profiles are kept up-to-date, through RMS. In addition, academic staff members can employ one of several free author identification systems (e.g. Researcher ID tagged to the staff member's web page) that publically provide a credible index of research outputs and collective citations. | 1 | Staff update their RMS profiles annually ahead of publication of the UCD President's Report, and this will continue.

The School has a system for tracking grant proposals, grant income and publications; and will use this information for planning. Prior to staff meetings Helena McCann survey's staff grant proposals, grant income, publications and other achievements in the month preceding each staff meeting. These are announced in staff meetings and entered into a data base which Helena maintains.

By March 2014, Professor Aidan Moran will advise staff within the School on the use of author Identification systems tagged to staff webpages to provide an index of publications and citations. | B |
| **5.19** | 5.19 - A priority for the future, in line with the University's strategic research goals, is the recruitment of additional funded post-doctoral researchers. | 1 | By March 2014, a working group will write a strategic research plan (2014-2019). The plan will focus on a limited number of research themes. It will specify how | B |

			doctoral and post- doctoral students will be recruited and work under staff supervision within these thematic areas. It will specify national (e.g. IRC, and voluntary bodies) and international (e.g. Horizons 2020) agencies to which research proposals will be submitted to obtain funding for this programme. The working group will be jointly directed by Dr Jessica Bramham Dr Barbara Dooley Professor Alan Carr	
5.20 9.21	5.20 - Given greater flexibility (autonomy) for developing the School web page, the School should endeavour to prioritize the presentation of its research and the impact of its research in a more strategic and coherent manner to the outside world. A Public Engagement committee should be formed to encourage, co-ordinate and develop the public-facing presentation of the School. 9.21 - The School should endeavour to prioritize the presentation of its research and the impact of its research in a more strategic and coherent manner to the outside world. A Public Engagement committee should be formed to encourage, co-ordinate and develop the public-facing presentation of the School.	1	By March 2014, Professor Aidan Moran will present information about School of Psychology research and its impact on the newly developed school website.	B
5.21	5.21 - The School should continue to host a high-profile research seminar series, bringing in local, national, and international scholars to promote the School's research culture.	1	Dr Ela Polek has developed the School of Psychology seminar programme at which staff, postdoctoral students, postgraduates, and members of cognate schools present their research on a monthly basis. Postgraduates are invited to these seminars. In 2012/2013 the following seminars were held: 25. 9. 2012, Alan Carr (staff) & Clare Graham (postgrad), Evaluation of Functional Family Therapy in an Irish context. 9.10.2012 9, Achille Pasqualotto (international guset), The role of visual experience in space and numbers representation. 23.10.2012, MimiTatlow-Golden (Post-doc), Self-concept scales for children and young people: Limitations, applications and recommendations 20.11.2012, Ian O'Donnell (UCD guest from Law), Coercive confinement in Ireland: Patients, prisoners and penitents 22.1.2013, Amanda Fitzgerald (postdoc), The role of 'One Good Adult' When in need and distress: A	A

		mediation analysis amongst Irish adolescents. 19.2.213, Louise Mc Hugh (staff), Developing a flexible self. 26.3.2013, Mick O'Connell (staff) Does Personality Matter? 16.4.2013, Nancy Stenson (international guest), Cracking the code of Irish orthography 28.5.2013, Jessica Bramham (staff) It never rains but it pours? Understanding elevated co-morbidity in adult Attention Deficit Hyperactivity Disorder These seminars are widely advertised. In addition to this each year the School will continue to host a special seminar involving a high-profile international scholar to promote the School's research culture, and present this guest with the Distinguished Scholar Medal. In the Spring of 2012 The School will invite an international guest and award this guest the Distinguished Scholar Medal. This event will be organized by Professor Aidan Moran. From 2013 onwards the school will host 5/6 seminars per semester involving external speakers where possible (within the financial constraints of the school's budget).	
MANAGEMENT OF QUALITY AND ENHANCEMENT				
6.8	6.8 - Strategic planning processes, in the short- and medium-term, will be crucial in determining how well the quality of education and research can be maintained in the face of future budgetary constraints.	1	By March 2014, the Head of School with support from the School Management Committee will draw up a new strategic plan (2014-2017). The plan will summarise current strengths, and proposed developments in research and teaching.	B
6.9	6.9 - Postdoctoral researchers raised concerns about the quality of some of the training provided, within the University. This will need to be addressed at university level.	1	The School will seek ways to work with the university so it better supports the training needs of postdoc researchers. The School will discuss training needs with post-doctoral students in psychology, and then write to the Principal of the College of Human Sciences and the	D

			Registrar of UCD outlining the training needs of Postdoctoral students.	
6.10	6.10 - The School needs to take proactive steps to address the low response rate by students to online surveys' feedback on modules and also programme feedback	1	The School of Psychology has consistently had a higher response rate to online student surveys' than the College of Human Sciences and the University. In broad terms the response rate for the School of Psychology is 34-38%. In comparison the response rate for the college and the university is 26-29%. The response rate for psychology modules in the first semester 2011/12 was 37.1%, in the second Semester 2011/12 was 34.2%, and in the first semester of 2012-2013 was 38.15%. For the first semester 2011/12 the college rate was 28.9, and the university rate 29.9. For the second semester 2011/2012 the college rate 27% and university rate 26.6%. Aggregated data at College level is not yet available for the first semester 2012/13. At the School of Psychology most module co-ordinators already encourage students in class to take the feedback survey and also send email reminders to their students after the module ends to remind them again.	A
6.11 3.12 3.14 9.24	6.11 - The Review Group recommends that more support be provided for newly-appointed academic staff (a mentoring programme) and that postgraduate students should be provided with their own handbook. 3.12 - Academic staff should be provided with ongoing mentoring to support the development of their careers and to provide guidance about promotion. Where appropriate, mentoring could be provided from other members of the College who are not members of the School of Psychology. 3.14 - All postgraduates who assist in teaching should receive appropriate training. 9.24 - The Review Group recommends that more support be provided for newly-appointed academic staff (mentoring programme), and postgraduate students (handbook, formal training and development of teaching skills).	1	The School has a longstanding informal mentoring system. For example, senior academic staff have provided informal mentoring to the most recent additions to the academic staff team in the School (i.e., Dr Louise McHugh and Dr Ela Polek). Senior academic staff continue to advise, write referees' reports for, and provide support to colleagues who applied for the most recent round of academic promotions (Senior Lecturer, Associate Professor; 2012-2013). By March 2014, the Head of School will develop a formal mentoring system, which may include staff who are not member of the School of Psychology to provide support for newly-appointed academic staff. This system will have a formal link with other induction/mentoring systems in the university. New staff will be allocated a mentor; provided with a	B

			systematic orientation programme, and encouraged to take additional training e.g. in Blackboard, use of Gradebook etc if appropriate. In recent years, tutors at the School of Psychology have attended a module called Graduate Teaching in Psychology developed at the Centre for Teaching and Learning and organised for the College of Human Sciences. The School of Psychology has a training programme for lab demonstrators, and a demonstrators manual.	
6.12 4.11 9.25 9.17 9.26 4.10 9.19	6.12 - The Review Group also recommends that: • an annual monitoring process should be introduced to track the progress of all research students. • an annual review of all staff activity and performance should be implemented to provide an opportunity for individual reflection and mentoring and school workload updates. In addition, a sabbatical leave rota should be reactivated to facilitate and enhance research opportunities. • formative feedback should be provided for all student assignments. 4.11 - An annual review process for postgraduate research students should be introduced 9.25 - An annual monitoring process should be introduced to track the progress of all research students. 9.17 - An annual review of all staff activity and performance should be implemented to provide an opportunity for individual reflection and mentoring and school workload updates, as well as to discuss career development. 9.26 - The School needs to reactivate its sabbatical leave rota in line with College practice. This can now be realistically entertained, with the arrival of two new academic staff members and given the proposed reduction in the number of modules taught. 4.10 - Where appropriate, the amount of formative feedback provided to students should be increased. This could be provided by use of a structured feedback sheet, indicating areas of strength and areas for improvement. 9.19 - Formative feedback should be provided for all student assignments.	1	By March 2014, the School of Psychology Research Committee chaired by Teresa Burke will develop a system for annually monitoring all MLitt/PhD research students to track their progress. By March 2014, the Head of School will introduce a system for annually reviewing performance of all staff. Research, teaching, contribution, workload, and career development will be covered in this review system. The aim of this review process will be to facilitate self-reflection, mentoring, and career development By March 2014, the School will establish a sabbatical leave rota in line with CHS policy. The School of Psychology has developed comprehensive system for providing formative feedback to undergraduate and postgraduate students on their assignments detailed under 4.10. .	B

6.13	6.13 - Succession planning with regard to a medium- and long-term development plan, (including rotational period as HOS) should be described when revising the strategic plan.	1	By March 2014, the Head of School with support from the School Management Committee will draw up a new Strategic Plan for the School (2014-2017). With regard to succession planning, the School plan will specify how the critical roles of Head of School and Head of Teaching and Learning and Head of Research will be passed from one staff member to another. It will also specify who take over headship of the School in 2015 and 2018.	B
6.14 9.27	6.14 - Student feedback expressed concern at the lack of opportunity or guidance for professionally-related or work-based placement at undergraduate level. The School should explore, creatively, a range of options for work-based learning suited to the School's outreach and community/ employer engagement (e.g. professional placements / short-term internships, work shadowing, volunteering). 9.27 - Student feedback (BA 3rd year) expressed concern at the lack of opportunity or guidance for professionally-related or work-based placement. There is compelling evidence from the UK that structured work experience has clear competitive career advantages for many graduates. The School should explore a range options for work-based learning best suited to the School's outreach and community engagement (e.g. professional placements (3rd Year)/ short-term internships, work shadowing, volunteering).	1	By March 2014, the School Management Committee will explore work-based learning options (including professional placements, short-term internships, work shadowing, and volunteering). However, it is acknowledged that it is extremely difficult to find appropriate placements for our 17 D Psych Sc clinical psychology postgraduate across a wide region and that we would be concerned that these placements could be jeopardised if undergraduates were also competing for clinical placements. Also, the co-ordination of undergraduate placements has a huge administrative burden, more so in psychology than in other disciplines, due to the need for Garda clearance etc.	B
6.15 **6.16** **6.17** 8.13 9.28	6.15 - The School needs more qualitative information on UG and PG destinations and student volunteering. Enhanced mechanisms for tracking and maintaining contact with alumni through a database would be valuable in documenting first destination and career pathways of graduates, thus generating statistics valuable for quality management and enhancement. 6.16 - In addition to deriving more quantifiable student destination outcome data, it would be useful to include on the School's web page: (i) illustrations of posts secured by past students, and (ii) a selection of graduate comments e.g. "what the students say" regarding both UG/PG degree programmes, thereby illustrating the range and importance the School attaches to students' feedback, employment and employability skills. 6.17 - Given the plan to grow the international student UG market – and current challenging home market opportunities for graduates – it would be important to	1	Helena McCann has established a data base containing (non-ucdconnect) email addresses of all final year UG and PG students, and a system for conducting annual email surveys to determine what our students do after they qualify. By March 2014, School Management Committee will use information from this survey for national and international marketing purposes. Dr Gary O'Reilly (for the D Psych Sc) and Dr Ger Moane (for the H Dip Psych) have posted video testimonials from students on the School webpage. By March 2014, the website developer will also post	B

	ascertain and publicise where PSI accreditation has equivalence outside Ireland. 8.13 - About 80% of UK Psychology graduates find careers in occupations other than professional psychology. No such data exists at present for Irish graduates. The School is currently unable to provide information on graduate destinations, which means that there is no evidence to demonstrate the diversity of vocational benefits from the UCD degree or facility to develop potential alumni networks. This might be remedied for current student cohorts by launching a simple call via Facebook, but a more formal approach (similar to that used throughout the UK and suggested above under Quality) could involve College or School administrative staff following up all graduates. Creation of such a network/data base would provide a rich profile of graduate employment for future (international) applicants and be useful for mentoring clinical and educational placements. 9.28 - The School needs more qualitative information on UG and PG destinations and student volunteering. Such information would be useful when demonstrating the "employability" and social value of UCD Psychology graduates and could provide critical marketing information when distinguishing the UCD School.		written and video testimonials from students on the School webpage, and indicate where PSI accredited degrees are acceptable internationally. Dr Gary O'Reilly is managing webpage development.	
	SUPPORT SERVICES			
7.9	7.9 - The University needs to provide rewards for hard-working and dedicated staff to maintain levels of input in the absence of promotions and /or similar incentives. A robust cross-College mentoring system would help assist academics to focus and thrive in difficult circumstances while also providing an opportunity to explore cross-School (interdisciplinary) research interests.	1	By March 1014, the School Management Committee will consider asking the principal of the CHS to introduce a cross-College mentoring system.	B
7.10	7. 10 - Significant problems have been experienced with recruiting research assistants and postdoctoral researchers in the current recessionary climate, due in part to the HEA embargo on employing staff. The University needs to display greater flexibility and to insist on the same with close funding partners.	2	By March 2014, the School Management Committee will ask the principal of the CHS for advice on how best to address the issue of the HEA embargo on employing research assistants and postdoctoral researchers.	B
7.11	7.11 - Formal training and development of teaching skills should be offered by the University to all postgraduates, especially lab demonstrators.	3	By March 2014, the School Management Committee will consider asking the Principal of the CHS to fund the provision of training for postgraduate tutors and lab demonstrators.	B
7.12	7.12 - Postdoctoral researchers need to be offered greater support at University level to develop a range of generic skills (e.g. in Statistics).	1	This recommendation is inappropriate. The School has strong statistics expertize and provides adequate support for postdoctoral students in this area.	D
7.13	7.13 - The University needs to encourage and facilitate University-wide collaborations by enabling greater social interaction of colleagues between cognate subject areas,	2	By March 2014, the School management team will explore obstacles to members of the School working	B

	Schools and Colleges.		with colleagues in other parts of UCD. This will involve an exploratory meetings with the Principal of the CHS and the UCD Research Office. The School will actively promote its research capabilities and openness to joint research projects when the next university strategic plan is developed to maximise collaboration within UCD and enhance it's capacity to bid externally for research funding.	
7.14 9.31	7.14 - The risk of future library budget cuts is likely to have a detrimental impact on School /College activities, from undergraduate level upwards, but particularly with regard to the volume and quality of research outputs. This will need to be addressed at University level. 9.31 - Library budget cuts will have a detrimental impact on School and College activities related to both teaching and research. Library funding must be prioritized at University Level	2	By March 2014, the school will make representations to the Principal of the College of Human Sciences and the Registrar to continue to fund psychology library holdings, especially electronic data bases of psychology journals and books. Investment in library resource for psychology has been cut in recent years. No new psychology textbooks have been bought for the library. Electronic databases for journals have been cut including those identified as vital by the school (i.e., Routledge 2012). The School will request that the College of Human Sciences and the Registrar arrange for psychology library holdings to be funded as recent cuts are detrimentally effecting student and staff teaching and research.	B
7.15	7.15 - Administrative staff may require further retraining and office space could be better redesigned to improve the current working environment.	1	In 2012 administrative staff office space was redesigned to improve the working environment. Administrative staff are offered training as required.	A
7.16	7. 16 - There is little evidence of University-based pastoral care and proper institutional Induction for International students joining the School. As International student numbers are expected to grow, such a framework becomes more important.	1	Dr Adrian Brock has a well developed induction system for incoming international students. He obtains a list of these form the international office and invited them to a welcoming induction session. He is then available to them by email or appointment as required throughout their time at UCD. This responsibility was passed to Dr Louise McHugh in January 2013, due to Dr Brock being on extended sick leave. Dr McHugh will continue the process of linking with the international office and offering support and institutional Induction for International students.	A

	EXTERNAL RELATIONS			
8.9 9.32	8.9. The School needs to provide a clear map of its external collaborators for students, staff and University management. 9.32 - The School needs to provide a clear map of its external collaborators for students, staff and University management.	1	By March 2014, the Head of School will arrange for all staff to list their collaborators through the RMS on their webpages of the School website. This will constitute a clear map of the School's external collaborators for students, staff and University management.	B
8.10	8.10 - Few undergraduates currently engage with Erasmus/Socrates exchange programmes. The Review Group identified room for greater internal promotion of the BA International degree given the current rates of unemployment nationwide. Currently, European exchange links with the School appear relatively low beyond key UK centres.	1	UCD statistics show that a relatively high number of psychology undergraduates engage in exchange programmes. Between 2010 and 2013 39 psychology undergraduates went on international exchanges. This included 17 in 2010/11, 8 in 2011/12 and 14 in 2012/13. Between 2010 and 2012 the 25 psychology students who went on international exchanges represented 25.5% of all 98 exchange students in the CHS and 2.3% of all 1106 exchange student in UCD as a whole. In contrast between 2010 and 2012 only 27 students in the entire College of Science went on exchanges, representing only 2.4% of all 1106 exchange student in UCD as a whole. This the rate of exchanges in the School of Psychology is similar to the rate for the entire College of Science. There are good procedures within the School for encouraging students to study abroad. All BA-DN519 students are sent personal emails in their second year advising them of opportunities to study abroad for a year. This responsibility has been passed from Dr Adrian Brock to Dr Louise McHugh in January 2013. The BA International webpage has been redesigned to increase undergraduate awareness of opportunities to study abroad for a year. Students who spend a year abroad are awarded a BA international in psychology which the School has arranged to have a distinct prestigious designation [BHACS020].	A
8.11	8.11 - Although a volunteering ethos is strong amongst final year undergraduates, there is no formal development or exploitation of the potential vocational aspect of volunteering by the School. Networks of links could give undergraduates practical experience in the field and greatly enhance the future attractiveness of the BA in	1	By March 2014, a web-page on volunteering containing weblinks to organizations where psychology students can volunteer will be added to the School website.	B

	Psychology at UCD.			
8.12	8.12 - Current UCD structures should provide greater incentives regarding the benefits of cross-disciplinary and cross-School research. This type of activity does not appear to be explicitly rewarded or promoted by current University FTE operating structures (e.g. if colleagues are not named as P.I.'s on grant applications then the time investment is not justified by the eventual partial impact). A possible strategy for building and facilitating cross-disciplinary research would involve ensuring that the mentoring system suggested above actively involves colleagues from across the CHS.	1	By March 2014, the Head of School will write to the Principal of the College of Human Sciences about how to resolve the problem of incentivizing cross-disciplinary and cross-School research within UCD.	B
8.13 6,15 6.16 6.17 9.28	8.13 - About 80% of UK Psychology graduates find careers in occupations other than professional psychology. No such data exists at present for Irish graduates. The School is currently unable to provide information on graduate destinations, which means that there is no evidence to demonstrate the diversity of vocational benefits from the UCD degree or facility to develop potential alumni networks. This might be remedied for current student cohorts by launching a simple call via Facebook, but a more formal approach (similar to that used throughout the UK and suggested above under Quality) could involve College or School administrative staff following up all graduates. Creation of such a network/data base would provide a rich profile of graduate employment for future (international) applicants and be useful for mentoring clinical and educational placements. 6.15 - The School needs more qualitative information on UG and PG destinations and student volunteering. Enhanced mechanisms for tracking and maintaining contact with alumni through a database would be valuable in documenting first destination and career pathways of graduates, thus generating statistics valuable for quality management and enhancement. 6.16 - In addition to deriving more quantifiable student destination outcome data, it would be useful to include on the School's web page: (i) illustrations of posts secured by past students, and (ii) a selection of graduate comments e.g. "what the students say" regarding both UG/PG degree programmes, thereby illustrating the range and importance the School attaches to students' feedback, employment and employability skills. 6.17 - Given the plan to grow the international student UG market – and current challenging home market opportunities for graduates – it would be important to ascertain and publicise where PSI accreditation has equivalence outside Ireland. 9.28 - The School needs more qualitative information on UG and PG destinations and student volunteering. Such information would be useful when demonstrating the "employability" and social value of UCD Psychology graduates and could provide	1	Helena McCann has established a data base containing (non-ucdconnect) email addresses of all final year UG and PG students, and a system for conducting annual email surveys to determine what our students do after they qualify. By March 2014, the School Management Committee will use information from this survey for national and international marketing purposes. Dr Gary O'Reilly (for the D Psych Sc) and Dr Ger Moane (for the H Dip Psych) have posted video testimonials from students on the School webpage. By March 2014, the website developer will also post written and video testimonials from students on the School webpage, and indicate where PSI accredited degrees are acceptable internationally.	B

	critical marketing information when distinguishing the UCD School.			
8.14	8.14 - The School has appointed a number of visiting/ adjunct staff in recent years to initiate/ foster links with other cognate disciplines and professionals. The Review Group recommends extending, growing and marketing this engagement further and, in particular, using the flexibility to customise the school web page as an opportunity to publically profile adjunct/visiting staff members -all of which would further enhance the School's national and international standing in a mutually beneficial manner.	1	By March 2014, the Head of School will continue to extend its list of adjunct staff, and arrange with the website co-ordinator for them to be profiled on the school webpage.	B

PRIORITISED RESOURCE REQUIREMENTS

This section should only contain a list, prioritised by the Quality Improvement Committee, of recommendations outlined in the Review Group Report, which require additional resources. The planned action to address each recommendation with an estimate of the cost involved should also be included:

Recommendation 2.11. The RG suggested …to aim for a Senior Lecturer position. …..Alternatively, the School might consider recruiting a younger person at College Lecturer grade.

Response to Recommendation 2.11. By March 2014, the Head of School (with support form the Principal of the CHS) will make a proposal to the BRC to appoint 2.2 new staff to support intake of additional non-EU students into PG programmes and contribute to research. These PG programmes are the H Dip Psych. M Psych Sc, and D Psych Sc.
A detailed proposal has been made to the Bursar, with support from the Principal of the CHS in December 2012 and is summarized below:

H Dip Psych
The H Dip Psych is a 2-year diploma programme for graduates with honours degrees in other subjects who wish to pursue a career in psychology.
It is proposed to increase the capacity of the H Dip Psych from about 30 to 40, and to recruit up to 5 non-EU students per annum into the H Dip Psych. The additional fee-income will fund a college lecturer post to permit programme expansion. An extra lab room will also be required in the E or F block of the Newman building and extra demonstrator hourly funding.
For an investment of about €57K in the H Dip Psych, there would be an eventual annual of return of €67 – 104K.

M Psych Sc
The M Psych Sc is a 1-year masters programme for graduates with honours degrees in psychology who wish to develop professional skills, or to progress to professional doctoral studies in clinical psychology, or other types of applied psychology.
It is proposed to increase the capacity of the M Psych Sc from about 20 to 30, and to recruit up to 10 non-EU students per annum into the M Psych Sc. The additional fee-income will fund a college lecturer post, specialist occasional lecturer hours and teaching room space to permit programme expansion.
For an investment of about €75K in the M Psych Sc, there would be an eventual annual return of €87 – 155K.

D Psych Sc
The D Psych Sc is a 3-year accredited, professional, doctoral clinical psychology programme.
It is proposed to recruit 2 non-EU candidates into the D Psych Sc at each intake, which would result in an increase in fee income of €101,500 by 2016.
To resource this expansion, it would be necessary to extend the contract of the placement co-ordinator from 0.5 to 0.7WTE.
Thus, for an investment of about €20K the return would eventually be over €100K per annum.

Appointment of a professor
In the medium term the School must recruit another professor (at a cost of approximately €150,000 pa including on costs) to progress the school's research agenda. This was agreed with the UCD President in 2008.

Space requirements
These developments will require
- One extra Laboratory room
- Three staff offices
- Access to a teaching room sufficient for 30 students and 3 breakout rooms for group of up to 10 students from 9am to 5pm 2 days per week for semesters 1 and 2.