AIQR - PART 1

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Organisation	UNIVERSITY COLLEGE DUBLIN
Full Name	Roy Ferguson
E-mail	roy.ferguson@ucd.ie
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The University operates an integrated system for quality assurance and enhancement which contributes to the achievement of the **University Strategy 2015-2020**, and to complementary strategies at School, College and University level, for example the **UCD Strategy for Research, Innovation and Impact 2015-2020** and the **IT Strategy 2020**.

The aim of **UCD's Quality Assurance and Quality Enhancement Policy** is to enhance the effectiveness of its core activities of learning, teaching, research, contribution/service and their effective management. This policy also extends to UCD's collaborative and transnational arrangements. The policy addresses all areas of University activity taking cognisance of their contribution to, and alignment with, the University's Strategic Goals.

The University's Strategy 2015-2020 sets-out ten 'Strategic Objectives', that are pursued by Colleges, their Schools, programmes, institutes and centres, as well as the University's support units. In addition, six ' Strategic Initiatives' are underway to support achievement of the ten Strategic Objectives. Our strategic objectives and strategic initiatives apply the principles set-out in the UCD Quality Assurance and Quality Enhancement Policy.

UCD's performance in relation to these Strategic Initiatives will be benchmarked against global competitors on a rolling basis, in order to evaluate progress against the Strategic Objectives. Key Performance Indicators (KPIs) are in the process of being developed.

UCD (as with other institutions) also has a Mission-based Performance Compact with the Higher Education Authority (HEA) relating to institutional performance across a range of categories including i) excellent teaching and learning and quality of the student experience; and ii) high quality, internationally competitive, research and innovation.

The President, as Chief Officer, has delegated overall responsibility for quality assurance and enhancement to the Registrar and Deputy President, who is also Vice-President for Academic Affairs. The operational management of quality assurance reviews is co-ordinated by the UCD Director of Quality, who reports to the Deputy President.

The University has a range of systems and procedures for assuring and enhancing the academic standards of awards and the quality of its educational provision. These mechanisms include:

1. Regular Peer Review of Academic and Support Units;
2. Robust programme approval and curriculum review processes;
3. Robust approval, monitoring and review of collaborative taught programme arrangements;
4. Module evaluation;
5. External Examiner Reports;
6. Established procedures for the appointment of staff and a comprehensive range of programmes for their ongoing professional development;
7. Student Representation; e.g. Student/Staff Consultative Committees or equivalent; and membership of cross-institutional committees, such as Academic Council Committee on Quality (ACCQ); the University Programmes Board (UPB); and UCD Governing Authority;
8. Systematic student participation and feedback in QA/QE processes;
9. Regular review of QA/QE processes.

The University's implementation of its quality assurance and quality enhancement procedures, also enable it to demonstrate how it discharges its responsibilities for assuring the quality and standards of its awards, as required by the Qualifications and Quality Assurance Act 2012.

Quality assurance and quality enhancement at UCD is supported by a combination of University wide policies and procedures and periodic review of units and programmes. Occasionally, thematic reviews are undertaken, to assist with specific institutional developments or structures, such as UCD Research Institutes. UCD's approach to quality assurance and enhancement is underpinned by, inter alia, the Qualifications and Quality Assurance Act (2012); the European Standards and Guidelines for Quality Assurance (2015); and the QQI Core Statutory Quality Assurance Guidelines as well as other related guidance.

The critical importance of quality for UCD is confirmed by the governance structure, with oversight provided by a number of key bodies, including: Governing Authority; University Management Team; Academic Council Committee for Quality; and the University Programmes Board.

The University takes a multi-layered approach to quality assurance and quality enhancement through key decision-making points at University, College and School levels in relation to quality assurance of both its academic and support functions.

The primary responsibility for quality assurance and quality enhancement rests with the **UCD Governing Authority**, which guides the strategic direction of the University, with particular emphasis on overseeing policy, monitoring the performance of management and working with the President to set UCD's strategic aims. The **University Management Team** is responsible for strategic and financial decision-making and there are a number of groups which support and report to UMT:

> Research, Innovation and Impact Group
> Education Group
> Student Experience Group
> Global Engagement Group
> Capital Projects Group
> Communications and Brand Group
> Equality, Diversity and Inclusion Group

The UCD Academic Council has responsibility for all aspects of academic governance, and delegates a number of formal responsibilities for quality assurance and quality enhancement to a range of committees, including:

Academic Council Committee on Quality (ACCQ)
Academic Council Committee on Examinations (ACCE)
Academic Council Committee on Academic Centres (ACCAC)
Academic Council Committee on Student Appeals and Complaints (ACCSAC)
University Programmes Board (UPB)

In addition to this, responsibility for quality assurance and enhancement is also distributed throughout the various layers of governance and management within the University through a number of other committees, including College Executives, School Executives, Programme Boards, Graduate School Boards and College Executives, and School Executives.

UCD Quality Framework - Formal and Informal Mechanisms (diagram)

There are a wide number of roles and offices within the University which play a role in monitoring and enhancing quality in their respective domains, including:

UCD President and the President's Office
UCD Registrar and Deputy President and the Office of the Registrar and Deputy President (which includes the Dean of Undergraduate Studies and Deputy Registrar for Teaching and Learning, and the Dean of Graduate Studies and Deputy Registrar)
Vice-President for Research, Innovation and Impact
Vice-President for Finance (Bursar)
Vice-President for Global Engagement
Vice-President for Campus Development
Vice-President for Health Affairs
Director of Human Resources
UCD Teaching and Learning
UCD Graduate Studies
UCD Research
UCD International
UCD Registry
UCD Quality Office
UCD Access and Lifelong Learning
UCD Bursar's Office
UCD Human Resources
UCD Campus Development
UCD Library
UCD IT Services

At College and School level there are also a number of key roles through which oversight and management (including resourcing) of the quality of teaching, learning, research and the UCD student experience is exercised, including:

College Principals
Vice-Principals for Teaching and Learning
Vice-Principals for Internationalisation
Vice-Principals for Research and Innovation
College Finance Managers
Programme Deans
Heads of School
Module Co-ordinators

The student academic experience at UCD, undergraduate through to graduate studies, falls under the remit of the post of Registrar/Deputy President/Vice-President for Academic Affairs. The Registrar's portfolio includes the UCD Library, IT Services, Career Development Centre, UCD Teaching and Learning, Graduate Studies, UCD Registry (Administrative Services, Admissions, Assessment, and Student Recruitment), the University Secretariat, Access and Lifelong Learning, UCD International, Quality and Strategic Academic Initiatives. As stated above, the University has put in place a Student Experience Group (SEG) that reports to the University Management Team (UMT). This group articulates key performance indicators (KPIs) to measure the student experience at UCD and links its activities to the University Strategic Plan, Mission and Vision. The group leads the development and operationalization of University activities, processes and

The inter-relationship between these various institution-level quality assurance decision-making roles and fora is outlined in the University Management Team Organisational Chart and the UCD Structures Chart. The terms of reference for the various University and College-level committees are published on the Academic Committees section of the UCD website. The UCD Quality Framework and Governance of quality in UCD is represented in the following diagram:

UCD Quality - Governance

The University Strategy 2015-2020, *inter alia*, aims to consolidate and strengthen the institution's disciplines, with the objective that each discipline should be within the top 100 in the world by the end of 2020. A project was undertaken in 2015 to consolidate the University's disciplines through external benchmarking and internal consultation and discussion, where a range of options were considered, with the benefits and drawbacks of each evaluated in detail. This led to re-structuring and re-titling of some Schools and Colleges with the aim of developing a new academic governance structure that is more aligned to the objectives set-out in the strategy.

Do you have a Policy/Procedure for Programme Design and Approval?	Yes

The rules and policies relating to programme design are contained in the **UCD Academic Regulations**, which are a set of high level, overarching rules governing the University's educational offerings and which define the parameters within which programmes may be designed and developed - this includes support for a modularised and semesterised curriculum, utilising the European Credit Transfer System (ECTS) for all of its programmes. The Academic Regulations are normally reviewed on an annual basis by the Academic Regulations Forum (ARF), a sub-committee of the University Programmes Board (UPB), and are re-issued each academic session. A short history of all changes to Academic Regulations is recorded and published online through the Academic Regulations Version History and a User Guide is also published online for ease of reference. All of the degree award programmes offered by UCD are mapped to the National Framework of Qualifications (NFQ) through articulation of learning outcomes and their alignment with the relevant NFQ level - the process for alignment of major, minor, special purpose and supplemental awards, and also for historical or legacy awards (programmes which preceded the establishment of the NFQ) is outlined in detail on the UCD website.

Extensive support for programme and module design is available through **UCD Teaching and Learning**, which promotes the development of teaching and learning strategies. Included in this is support for student-centred learning, e-learning and blended learning, innovative teaching practices, and clinical and work placement opportunities. The wide range of dedicated projects, resources and tools supported by and available through UCD Teaching and Learning, which help to underpin programme design and approval include:

- Teaching Toolkit;
- Curriculum Review and Enhancement;
- Module Design and Enhancement;
- Assessment;
- Enhancing First Year;
- E-learning;
- Research into Teaching.

The **Programme Development, Approval and Review Framework (PDARF)** sets out the formal institutional approval process by which new programmes and programme changes are developed, approved and implemented through the University's academic governance structures (these include local, **College-based Programme Boards and Graduate School Boards, and the University Programmes Board (UPB)**). The key elements of PDARF include several guideline documents relating to undergraduate, graduate taught, graduate research, collaborative and Continuing Professional Development programmes. PDARF is reviewed on an annual basis - with enhancements based on ongoing operational practice, and benchmarking against international and comparator institutions. Many of UCD's academic programmes are also externally accredited by Professional, Regulatory and Statutory Bodies (PRSBs).

The **Curriculum Team** in Administrative Services (a unit of UCD Registry) has primary responsibility for maintaining all programme-related data, ensuring that this data is accurate and is updated on an ongoing basis. This also includes detailed information about individual modules, including their credit value, the semester in which they are delivered, module code, subject area, School and module co-ordinator, as well as information on the following topics: What will I learn? How will I learn? How will I be assessed? What happens if I fail? Am I eligible to take this module? The Curriculum Team responsibilities are carried out in conjunction with staff in Schools and Colleges and through ongoing liaison with Programme Boards and Programme Offices.

Links:
UCD Academic Regulations;
UCD Academic Regulations - Version History;
UCD Academic Regulations - User Guide;
Academic Regulations Forum (ARF);
UCD Awards and the National Framework of Qualifications (NFQ);
UCD Teaching and Learning - Resources;
Programme Development, Approval and Review Framework (PDARF);
PDARF - Collaborative Programmes:
Curriculum Team, Administrative Services;
UCD Current Students.

Do you have a Policy/Procedure for Programme Delivery and Assessment?	Yes

Links for Policy/Procedure relating to Programme Delivery and Assessment

The UCD **Academic Regulations** set out the rules relating to programme delivery, including the relationship between credits, awards, student workloads and the duration of programmes. These regulations establish the operational parameters within which programmes may be delivered. Programme Boards and Graduate School Boards, which have explicit responsibility for the governance, management and quality assurance of these programmes, are responsible for articulation of programme learning outcomes and objectives, and management of the programme curriculum, while also developing the appropriate mode of delivery for all of the programmes for which they are responsible. The Programme Boards and Graduate School Boards undertake this activity in consultation with the relevant Schools, which provide the curricular content through the relevant modules.

UCD Teaching and Learning also provides extensive support in relation to programme development and delivery, including online resources such as:

[Teaching Toolkit](#);

[Planning & Structuring a Teaching Session](#);

[Delivering a Lecture](#);

[Blackboard: Where to start?](#);

[Understanding How Students Learn](#);

[Gathering Feedback](#);

[Giving Effective Feedback](#);

[Autonomous Learning](#);

[Small Group Teaching Strategies](#);

[Large Group Teaching Strategies](#);

[Focus on First Year Podcast](#).

These resources enable teaching staff to support a diverse student body, using different modes of delivery, pedagogic approaches and flexible learning paths while also promoting learner autonomy and self-reflection.

With respect to assessment, **UCD Assessment** (a unit within UCD Registry), in consultation with the Academic Council Committee on Examinations (ACCE), has published an **Assessment Code of Practice** for staff which sets out a mandatory code of practice encompassing all forms of assessment along the lifecycle of assessment. The University has also published **Principles of Good Practice in Continuous Assessment** which provides a set of principles developed by the Vice-Principals for Teaching and Learning, as part of ongoing reflection of assessment methodologies and practice in the modular curriculum, including submission of assessment. There is also a defined **Grade Approvals Process** which articulates the processes involved in grading student assessment. UCD Assessment also publishes online information and guidance for staff and information for Extern Examiners.

UCD Teaching and Learning also provides advice and support in relation to the design and development of assessment strategies, such as:

- [Why Assess Students?](#);
- [What is Being Assessed?](#);
- [How do you Assess Student Learning?](#);
- [Who Assesses Learning?](#);
- [What if…? Answers to some Common Assessment Questions](#);
- [First Year Assessment](#);
- [Guide to Taxonomies of Learning Outcomes](#);
- [Formative Assessment: Practical Ideas for Improving the Efficiency and Effectiveness of Feedback to Students](#);
- [Learning Outcomes](#);

- [Benefits and Challenges of Using Self Assessment and Peer Assessment](#).

UCD Teaching and Learning also co-ordinates - on a University-wide basis – a **UCD Student Feedback on Modules Survey**. This all-university, anonymous, online student feedback system is used to ensure that students are given a voice in the module enhancement process, part of UCD's evidence-based quality assurance of its educational offerings.

The role of students in relation to programmes and assessment is mediated through a number of additional mechanisms, many of which are facilitated through the **UCD Students' Union**, such as inclusion of student Sabbatical Officers on key University-level committees, including the University Programmes Board, the Academic Council Committee on Quality, and Academic Council. This is a critical interaction, as these committees have explicit responsibility for quality assurance and enhancement of all of the University's academic programmes, and so student representation on these committees provides an appropriate forum for student input into the ongoing development of the University's educational offerings and the student experience. There is also inclusion of College Officers and Class Reps on College-level academic Programme Boards and Graduate School Boards. More locally, individual Schools also

establish 'Staff-Student Committees' - it is the role of the Staff-Student Committee to provide a forum to engage with students on issues of concern, and other feedback from the student body, and to allow staff to engage and respond accordingly.

Statute 21 of the University (which amends Statute 6, Chapter 8) sets out the arrangements for appeals in relation to the results of examinations, and the **UCD Assessment Appeals Office** is responsible for handling all such appeals. The University also has an **Assessment Appeals Policy** which reflects the institution's commitment to resolving complaints as quickly as possible with emphasis on local resolution. Further additional student interaction with assessment processes and procedures is also mediated through the following codes of practice, guidelines and policies and procedures:

- UCD Student Code;
- UCD Student Charter;
- UCD Assessment - Information for Students;
- Policy on Plagiarism;
- Policy on Extenuating Circumstances;
- Policy on Theses in Graduate Research Programmes;
- Policy on Theses in Graduate Taught Programmes;
- Policy on Late Submission of Coursework;
- Policy on Leave of Absence;
- Policy on Progression in Doctoral Programmes;
- Policy on Recognition of Prior Learning;
- Student Complaint Policy and Procedure;
- Code of Practice for Supervisors and Research Degree Students;
- Code of Practice for Conflict Resolution for Supervisors and Research Degree Students;
- Protocol for Programme Transfer;
- Procedure for Withdrawal;
- UCD Student Mental Health and Wellbeing Policy.

The **Curriculum Team** in Administrative Services (a unit of UCD Registry) has primary responsibility for maintaining all programme-related data, ensuring that this data is accurate and is updated on an ongoing basis. This also includes detailed information about individual modules, including their credit value, the semester in which they are delivered, module code, subject area, School and module co-ordinator, as well as information on the following topics: What will I learn? How will I learn? How will I be assessed? What happens if I fail? Am I eligible to take this module? The Curriculum Team responsibilities are carried out in conjunction with staff in Schools and Colleges and through ongoing liaison with Programme Boards and Programme Offices.

Links:
UCD Academic Regulations;
UCD Teaching and Learning;
UCD Assessment (a unit of UCD Registry);
UCD Assessment Code of Practice;
Principles of Good Practice in Continuous Assessment;
Grade Approval Process;
UCD Assessment - Information for Staff;
UCD Assessment - Information for Extern Examiners;
UCD Student Feedback on Modules Survey;
UCD Students' Union - Sabbatical Officers;
UCD Students' Union - College Officers;
UCD Students' Union - Class Reps;
UCD Assessment Appeals Office;
Policy and Procedure on Student Complaints;
Curriculum Team, Administrative Services;
UCD Current Students.

Do you have a Policy/Procedure for Research Quality?	Yes

Links for Policy/Procedure relating to Research Quality

The **UCD Academic Regulations** include regulations on a variety of research degrees, including Research Masters, PhD, MD, Doctor of Nursing (DN) and Doctor of Midwifery (DM), Doctor of Governance (DGov), Doctor of Veterinary Medical Specialisation (DVMS), and the Doctor of Educational Psychology (DEdPsych). These regulations, together with the **Programme Development, Approval and Review Framework (PDARF)** and the resources provided by **UCD Graduate Studies**, set out the procedures for the design, approval, delivery, assessment and monitoring of research programmes.

The University introduced the Structured PhD in 2006 - the Structured PhD programme is characterised by a significant original contribution to scholarship, based largely on a major research project which is also complemented by the development of a range of transferable and professional skills. Promotion of and support for the quality assurance and enhancement of the Structured PhD programme is provided through **UCD Graduate Studies,** which has published a number of resources online for staff, including resources and good practice for supervising PhD candidates, such as:

Structured PhD (including Transferable Skills Training Programme);
Research Supervisor Induction Session ('Getting Started');
- UCD Research Supervisor Support & Development Programme (RSSDP)
- Key Learning Outcomes
- Steps for Developing Good Working Relationships
- Clarifying Expectations
- Changing Expectations and Roles
- Support Tools
- Checklist for Early Meetings
- Sample Topics Recommended for Discussion Between Supervisor and Research Student;

o Sample Topics Recommended for Discussion Between Supervisor and Research Student;

Facilitating Progress;
o Encouraging Writing & Giving Good Feedback
o Making Meetings Count
o Managing Common Challenges

Thesis Submission;
o Theses in Graduate Research Programmes
o Deadlines for Submission of Research Theses (and associated Fees)
o UCD Research Theses Process Flowchart
o Tips for Supervisors of Research Students Approaching the Viva
o PhD Examination - Student Information

Reflecting on Practice;
o Pedagogical Approaches to Research Supervision
o Reflection on Supervisory Practice
o Essential Reading for UCD Research Supervisors
o Suggested Reading

All PhD students in UCD are on a structured PhD programme. The Structured PhD Diagram gives an overview of the some of the key aspects of the UCD Structured PhD. All aspects are covered in detail in the UCD Academic Regulations.

Each student will have a Principal Supervisor, and co-supervisor if appropriate, assigned to them who will provide quality supervision, mentoring, guidance and advice throughout their programme of study. They will also endeavour to make students aware of all regulations, policies and codes of practice relevant to the students. In addition to Supervisor(s), Schools (or Thematic Doctoral Programmes) will appoint a Doctoral Studies Panel for each research student early in their first year. The purpose of the Doctoral Studies Panel is to support and enhance the supervisor-student relationship, to monitor student progress during the course of their doctoral studies and to provide advice and support both to the student and their supervisor(s).

The UCD Structured PhD programme comprises two stages: Stage 1 is a period when the student defines their research plan, develops their research skills and initiates original research work for their doctorate. Stage 2 is primarily dedicated to continuing original doctoral research but may also include some advanced education and training. In order to progress from Stage 1 to Stage 2 of the doctoral programme students must undergo a Transfer Assessment to establish that they are making progress and have the competence and capacity to complete the proposed research.

Research and professional development planning is integral to the Structured PhD programme at UCD. The purpose of such planning is to ensure that a student's work is clearly focused on achieving their research and professional development goals. This will play a major part in informing the trajectory of their PhD research and in their training and development as a researcher.

For UCD PhD graduates, their skill-set will naturally include the advanced research and analytical techniques required to undertake high level research in their field. Students are also expected to possess a range of transferable skills, relevant to the successful completion of their research project and to broader career development, and these are benchmarked against the Irish Universities Association (IUA) PhD Graduate Skills Statement.

The majority of Schools and Colleges have a requirement for their students to gain 30 credits through core and optional modules in the course of their PhD programme. One credit corresponds to 20-25 hours student effort. There is a large selection of modules available across the university, both discipline-specific modules to broaden and deepen a student's knowledge of their discipline and research skills modules to provide advanced training in relevant research methodologies. All modules will be selected in consultation with the Principal Supervisor, and students are advised to talk to their School or Graduate School about the relevant requirements.

Workshops covering a wide range of transferable skills are available to assist students, and are provided by the student's School and/or College. Participation in UCD Graduate Studies Transferable Skills Training workshops is recorded on a student's academic transcript.

These resources illustrate the University's commitment to enhancing the quality of its research programmes and supporting students who undertake such programmes. They also reflect the changing needs of society insofar as graduate research students are now provided with a more expansive set of transferable skills to help prepare them for employment in a wide variety of fields. There are also a number of policies and codes of practice that are particularly focused on ensuring the quality of UCD's research programmes and the research student experience. These include:

Policy on Theses in Graduate Research Programmes ;
Policy on Progression in Doctoral Programmes;
Code of Practice for Supervisors and Research Degree Students ;
Code of Practice for Conflict Resolution for Supervisors and Graduate Research Degree Student s.

Support for the next phase of researcher development, beyond completion and award of a UCD graduate research degree, is provided through the set of resources available via **UCD Research Skills and Career Development**. UCD Research Skills & Career Development provides Post-Doctoral Researchers with access to training and development opportunities across four core competency areas.

Core Competency Areas & Programmes Available:

Research & Research Management

Personal & Professional Excellence

Teaching Learning & Mentoring

Innovation & Transferable Skills

In addition to technical expertise, there may be other skills to be acquired to enable career progression. Typical development needs include people and time management skills and communications skills, however for development purposes it is important to explore other options. These may include:

One-to-one coaching and/or mentoring
Shadowing recognised 'experts' in a particular area
Getting involved in or leading a new/different aspect of the research project

[Networking both internally and externally](#)
[Gathering regular feedback from peers, PI and others](#)

All Post-Doctoral Fellows are encouraged to complete the **[Research Skills and Career Development Planning Document](#)** with their Principal Investigator/mentor. This document acts as a road map that helps identify both professional development needs and career objectives. The key resources provided in this regard are:

[UCD Research Skills and Career Development (RSCD) – Development Plan template](#) ;
[Frequently Asked Questions on Training & Development](#) ;
[A Message from the Vice-President for Research, Impact and Innovation to Post-Doctoral Researchers](#) ;
[Career Toolkits for Researchers](#) .

Along with one-to-one careers meetings with a Principal Investigator, UCD Postdoctoral Researchers are entitled to at least three confidential one-to-one career development meetings with the Research Careers team over the course of their contract. To book a meeting, Post-Doctoral Researchers can access the online '**[Careersconnect](#)**' system once a Postdoc Careersconnect account has been opened by a Post-Doctoral Researcher by contacting researchcareers@ucd.ie.

Additional **[UCD Career Development and Support](#)** for researchers includes resources relating to:

Career Consultations;
Career Seminars;
Introducing Researchers to Employers;
Labour Market Information;
Interview Strategy – Taking Control of the Process;
Book a meeting;
Accessing your Online Career Development Profile;
Training and Development Opportunities
Event Calendar;
Career Profiles.

In relation to Principal Investigator/Mentor development, **UCD Research Skills and Career Development** works in conjunction with **UCD HR Learning and Development** to provide support and training across the following areas:

[Leading and Managing](#) – offering and providing a vision with which people can engage, as well as managing their resources to make that vision real requires a range of skills and experience. Whether leading a School or Unit or managing a small team of people, individuals can contact [HR Learning & Development](#) to discuss what options are available to support them in their development as a leader and manager;

[Academic Development](#) – as a research intensive university, the formation of creative and innovative graduates is fundamental to UCD's mission. When it comes to Academic Development, the institution's focus is on supporting academics in ensuring that what they teach, and how they are teaching it, remains state-of-the-art and commensurate with the needs of the wider community;

[Postdoc Mentoring](#) – in October 2015 the Vice-President for Research, Innovation & Impact launched an online Career Development portal for all PDI/II contracts. This system acknowledges the fact that while it is ultimately the responsibility of the Postdoc to manage their career development, excellent mentorship deserves to be identified within the University and through funding applications to which staff and the University are applying. For further information on the Postdoc Career Development opportunities please refer to the [Research Careers website](#).

The **[UCD Centre for Support and Training in Analysis and Research (CSTAR)](#)** was founded in 2009 and was supported for its first three years by the Health Research Board, and is now operating as an independent not for-profit centre based in University College Dublin. An associate unit is operating from the University of Limerick. CSTAR offers a consultancy and training service to individuals, institutions and companies carrying out health research in Ireland. The mission of CSTAR is to enhance the quality and increase the quantity of health research in Ireland. To achieve that, the Centre strives:

1. To become an integral part of the leading Irish research teams and provide a research support environment to build lasting relationships between academics, state agencies, private businesses and charity organisations.
2. To develop effective partnerships with national and international organisations that have the common goal to build a state-of-the-art, coordinated umbrella of services for patient care, clinical research, evidence-based medicine and related areas or research.

CSTAR aims to contribute to the development of a dynamic community of health researchers, whose interests are driven by the need to provide solutions to problems and to discover new techniques, treatments, products and services that enhance the quality of healthcare. CSTAR's approach is synergistic. As statistical methods have become the core methodology of all health sciences, CSTAR strives to offer a cross-disciplinary approach to problem-solving and to stimulate the fusion of ideas from a variety of sources.

Within the quality assurance procedures for **Periodic Quality Review** of Schools, postgraduate research students are a specific group of students that the Review Group meets during the site visit, which is a key part of the Periodic Quality Review of Schools. This allows the Review Group to be informed about the quality of the research student experience.

Also in the context of the Periodic Quality Review of Schools, 'Research' is a dedicated section in both the School Self-Assessment Report and in the Review Group Report. To assist Schools in their preparation for Periodic Quality Review, the **UCD Research Performance and Reporting Team** (part of the Office of the Vice-President for Research, Innovation and Impact), in conjunction with the UCD Library, provides support to Schools, such as the provision of data analytics, and works with Schools to develop appropriate metrics for monitoring the activities set-out in their Quality Improvement Plan.

The UCD Research Performance and Reporting Team also provides Heads of Schools and their nominees with access to a **Research Statement Report**, which provides a view of research activity at University, College, School and Institute level, showing information and metrics on research funding, staff and publications, using a combination of the university business systems and Bibliometrics data. The report is available from the Research tab in **InfoHub** (the University's internal reporting system which is available through UCD Connect – UCD username and password required) and provides information such as:

Research Funding - proposals and awards (volume, value and % overhead for the past five years), active grants (current

Research Funding - proposals and awards (volume, value and % overhead for the past five years); active grants (current volume, value, average duration);

Research Publications - RMS profiles (volume for the past five years), Thomson Reuters' InCites (volume, impact, % cited, % with collaborators for the past five years);

Research Metrics - Total Full Time Equivalent (FTE), Academic FTE, % Research Active Academics, Financial Trajectory Indicator (average award value less average expenditure over three years).

In relation to the overarching quality assurance of all research activities across the institution, the **Office of the Vice-President for Research, Innovation and Impact** provides support for researchers and scholars and is responsible for developing and meeting UCD's strategic objectives for research, specifically for:

Governance and development of research in UCD

Strategic management of major research programmes and institutes

Research support services

Industry partnerships

International programmes

Infrastructural development

Commercialisation of research through UCD Innovation

The **UCD Strategy for Research, Innovation and Impact 2015-2020** describes how the University's activities in research, innovation and impact contributes to the achievement of each of the ten Strategic Objectives outlined in the University Strategy 2015-2020, with a focus on six major research themes:

1. Agri-Food
2. Culture, Economy & Society
3. Energy
4. Environment
5. ICT
6. Health

These particular themes represent areas of global opportunity in which UCD has the excellence, scale and network to deliver significant impact. The University will further align internal resources and optimise external engagements for each of these, and the themes will be kept under regular review, with facilitation of the stratified development of additional thematic areas based on excellence, scale and opportunity.

Support for the research activities of the University is primarily provided through UCD Research & Innovation Services, which provides an online portal of resources for UCD staff which includes resources on the following topics:

Support for Proposals

Register Your Award

Promoting Your Research

Commercialise Your Research

Research Performance & Reporting

Impact

The **UCD Research Finance Office** also provides support for the financial administration of, and quality review process for, the wide variety of research activities that University staff are engaged in. The main functions of the office are:

Costing of complex and non-standard research proposals;

Assessment of VAT status of research accounts;

Financial Review of Grant Registration Documents;

Overall financial control of the University research accounts;

Financial enquiries from researchers relating to research accounts;

Collection of research balances owed to the University;

Assisting researchers in the preparation of cost statements/statements of expenditure.

Links:
UCD Academic Regulations;
UCD Programme Development, Approval and Review Framework (PDARF) ;
UCD Graduate Studies;
UCD Graduate Studies - resources for students;
UCD Graduate Studies - resources for staff ;
UCD Research Skills and Career Development ;
UCD Careersconnect system;
UCD Centre for Support and Training in Analysis and Research (CSTAR) ;
UCD Research Performance and Reporting Team ;
Office of the Vice-President for Research, Innovation and Impact ;
UCD Research;
Infohub (available through UCD Connect, requires UCD username and password);
UCD Innovation;
UCD Research & Innovation Services online porta l;
UCD Strategy for Research, Innovation and Impact 2015-2020 ;
University Strategy 2015-2020;
UCD Research Finance Office ;
Academic Council Committee on Quality.

Do you have a Policy/Procedure in place for Student Lifecycle?	Yes

Links for Policy/Procedure relating to Student Lifecycle

Strategic Objective 2 of the University Strategy 2015 - 2020 states that UCD will "provide an educational experience that defines international best practice." The aim is to give our students a holistic education, instilling in them a desire to learn and create, to question and reason, to innovate and to contribute to society at all levels. This highlights the importance of more active student engagement with their learning and has informed a range of evidence-based practice projects at UCD to promote active student learning.

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

The University is also committed to creating an environment where diversity is celebrated and everyone is treated fairly regardless of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, or membership of the travelling community. The University recognises the challenges it faces and has a genuine commitment to equality of opportunity for staff and students, and to promote and maintain an inclusive work and study environment, where there is mutual respect and dignity. It is fully committed to both meeting and exceeding our obligations under current legislation by doing more than what is required by law. To this end, the University Management Team Equality, Diversity and Inclusion Group was established in September 2015, and as part of the work of this group a dedicated website for **Equality, Diversity and Inclusion** has been created , which includes the **UCD Dignity and Respect Policy** and additional supplementary procedures to ensure UCD meets and exceeds its obligations in this respect.

For *prospective students*, there is a wide variety of policy, procedures and other supporting documents relating to the student lifecycle included on the **Study At UCD** website. For undergraduate admissions, the 'MyUCD' portal provides extensive information on the following topics:

Courses;
Applying to UCD (includes admissions criteria, policies and procedures);
Visiting UCD;
UCD Prospectus;
Featured Events;
My UCD on Facebook;
Scholarships;
UCD Horizons (the modular and credit-based structure for taught degrees at UCD);
CAO 2016 - Explore a World of Opportunities at UCD ;
Campus Life;
Summer School;
UCD Open Day.

Under the Applying to UCD section of the 'MyUCD' portal, there is also a set of dedicated resources and support for a wide variety of types of applicant, including Irish Leaving Certificate Applicants, Mature Applicants, EU Applicants, Non-EU Applicants, Transfer Applicants, A-Level/GCSE Applicants, and Graduate Entry applicants.

The **UCD Access and Lifelong Learning** is dedicated to fostering a University environment that is attractive to school leavers, regardless of socio-economic background or disability, adults beginning their higher education, those wishing to study flexibly and people who wish to continue learning and pursue intellectual enrichment and fulfilment. Aligned with this office are the following dedicated supports for students:

UCD Access Centre - manages the Disability Access Route (DARE) and Higher Education Access Route (HEAR) schemes for the University;
UCD Adult Education Centre - including the 'Open Learning' initiative;
Lifelong Learning in UCD - Progression Pathways Project;
Mature Students Advisor;
Disability Access Officer.

For graduate admissions, there is extensive information for prospective students on the **UCD Graduate Studies** website, including information on degree types, entry requirements, the application process, fees, funding and scholarships and information about how to

order a prospectus for the following types of programmes:

Taught Degrees (MA, MSc, LLM);
Research Degrees (MLitt, PhD, Prof. Doctorate).

For graduate admissions, and other non-CAO applicants, UCD operates an online **UCD Applications** system. There is also information about programmes available via online and distance learning through the **UCD Online Learning** website. For international students, there is also a dedicated website supported by UCD International for study at UCD for international students.

For *current students*, there is a dedicated **UCD Current Students** website. This includes information on registration, term dates, fees, exams and student services with a view to providing a 'one-stop-shop', holistic and student-centred set of resources. Included in this is the following:

Course Search;
Assessment in UCD;
Fees;
New Students (includes orientation information, key dates, the Welcome to UCD guide and video, new students checklist, UCD Career Guide, Library information for new students);
Registration;
Student Desk;
Student Services Directory;
-Quick Links
-Learning and Assessment
-Campus Facilities/Resources
-Student Support
-University Regulations and Policies
-Getting Involved in UCD Life
Academic Term Dates.

Additional policies and procedures and other guidelines which support the student lifecycle include:

o UCD Academic Regulations - includes the articulation of the rules governing student progression between 'stages' of a programme in the context of the modular curriculum, as it pertains to minimum credits accumulated;
o Protocol on Programme Transfer;
o Policy on Recognition of Prior Learning;
o Policy on Progression in Doctoral Programmes;
o UCD Awards and the National Framework of Qualifications (NFQ) - this includes mutual recognition of programmes and awards within and outside Ireland, in compliance and co-operation with ENIC/NARIC.

The UCD Library also provides a key resource to students throughout the student lifecycle. The 'Supporting You' section of the UCD Library website includes extensive resources in the following areas of relevance to students:

I am a New Student (e.g. Welcome to UCD Library, Our 5 Libraries, James Joyce Library Virtual Tour);
Supporting Your Learning (e.g Finding Books, Journals and More, Doing a Literature Review, Effective Search Skills);
Courses, Classes and Events;
Guides and Tutorials Online;
Specialist Services (e.g. Archinfo, Library Disability Services, Bibliometrics Support, Development Studies Library).

The specific services provided by the UCD Library which are available to students also include:

IT in the Library;
Laptop Loans Service;
Group Study Rooms;
Individual Study Rooms;
Postgraduate Research Centre;
Information Desk Service;
Disability Services;
Collection Services.

The UCD Library has published a **Learning Support Strategy**. This strategy uses best international practice, based on International and best practice to enable students to:

Develop key skills
Transition from second to third level
Transition from third to fourth level
Successfully return to education

Develop lifelong learning skills and graduate attributes

The strategy is focused on ensuring all students have the opportunity to avail of these supports. Developing the ability to effectively retrieve, evaluate and communicate information is linked to the development of:

Problem Solving Skills
Critical Thinking
Researching Skills
Communication Skills
Ethical Awareness

The UCD Library actively responds to the changing needs of each programme and measure their impact on student learning and skill development, and works with Undergraduate & Taught Postgraduate Programme Boards, Teaching & Learning Committees, Graduate School Boards, and Schools and Colleges.

The **Curriculum Team** in Administrative Services (a unit of UCD Registry) has primary responsibility for maintaining all programme-related data, ensuring that this data is accurate and is updated on an ongoing basis. This also includes detailed information about individual modules, including their credit value, the semester in which they are delivered, module code, subject area, School and module co-ordinator, as well as information on the following topics: What will I learn? How will I learn? How will I be assessed? What happens if I fail? Am I eligible to take this module? The Curriculum Team responsibilities are carried out in conjunction with staff in Schools and Colleges and through ongoing liaison with Programme Boards and Programme Offices.

Programme Boards and Graduate School Boards have primary responsibility for monitoring the progress of students on the programmes for which they are responsible, and have access to extensive reporting tools within the **InfoHub Report Catalogue** available through **UCD IT Services Analytics & Reporting** to enable them to carry-out this function. These provide important tools to collect, monitor and act on information on student progression, as well as other important student-related metrics. Sample reports which are used for this purpose include:

o Current Applications School Summary;
o Application Trends;
o Conversion Trends;
o Reasons for choosing UCD - University Summary;
o Reasons for choosing programme - University Summary;
o School Class Lists;
o Major Class Lists;
o Programme Class Lists;
o My Grading Class Lists;
o School Grading Summary;
o Student Support Statistics by Area;
o Student Engagement by School;
o Curriculum Management School Summary;
o Student Registrations - University Summary;
o Student Demographics - University Summary;
o Curriculum Trends;
o Graduate Research Students School Summary;
o Registered Students by International Indicators;
o Clubs & Societies Membership Statistics;
o Postdoc Tracking System;
o Final Destination Returns (UCD Career Development Centre).

Throughout a student's programme of study, additional support is provided through a variety of mechanisms, including those relating to the social and cultural life of students, such as:

o Student Advisors
o Athletic Union Council
o Student Societies Council
o Belfield FM (radio)
o University Observer (newspaper)
o UCD Students' Union
o UCD Student Centre
o UCD Sport and Fitness

The **UCD Student Centre** was completed in 2012 and the service providers that fall within its remit include:

UCD Sport – provides an extensive range of sports services on and off-campus, including 57 sports clubs in UCD, the 'Get in Gear' programme for those at all fitness levels, training and development of athletes (including elite athletes), a range of sports scholarships, the operation and maintenance of the very wide range of indoor and outdoor sports facilities;

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

speakers, plays to debates and from comedy nights to club events;

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

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

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

The University encourages co-curricular learning, and the UCD Student Centre collaborates with a number of other UCD units, including, *inter alia*, the UCD School of Public Health, Physiotherapy and Sports Science, UCD Institute of Sport and Health, UCD Institute for Food and Health, UCD HR Learning and Development, UCD Registry and the UCD Office of the Registrar and Deputy President.

Many of the activities delivered by the UCD Student Centre support the development of leadership and life skills for students, including *inter alia*, leadership, teamwork, project management, and presentation and debating skills. The Student Centre, in consultation with students, is seeking to explicitly identify the life skills developed through engagement with different activities and to communicate these students and the broader University. UCD has developed considerable expertise in the design of learning outcomes and the UCD Student Centre is seeking to liaise with UCD Teaching and Learning to obtain advice on how to develop learning outcomes for its activities.

In relation to completion of a UCD programme of study and awarding of degrees, the **UCD Conferring Unit** handles all relevant details of arrangements for the graduation ceremony and all associated protocols. The UCD Student Desk also provides an integrated service for online provision of all official documents required by students, including:

o Academic Statement;
o Certificate of Attendance;
o Graduate Research Transcript;
o Statement of Results;
o Transcript;
o Diploma Supplement.

Following completion of a UCD programme of study and conferring, student interaction with the institution is then mediated through **UCD Alumni Relations**. Staff in this office are committed to strengthening the relationship between UCD and its alumni through a varied programme of reunions, events, communications and membership benefits.

Links:
UCD Student Mental Health and Wellbeing Policy :
Equality, Diversity and Inclusion;
Study At UCD;
MyUCD portal;
UCD Access and Lifelong Learning ;
UCD Graduate Studies;
UCD Applications;
UCD Online Learning ;
Study at UCD - International Students;

UCD Adult Education Centre - Open Learning ;
UCD Current Students;
UCD Library ;
UCD Library – Supporting You ;
UCD Library – Learning Support Strategy ;
Curriculum Team, Administrative Services (UCD Registry) ;
UCD IT Services - Analytics & Reporting ;
UCD Student Centre

Do you have a Policy/Procedure in place for Teaching Staff?	Yes

Links for Policy/Procedure relating to Teaching Staff

UCD has an extensive framework for assuring and enhancing the quality of its teaching staff. This is provided for through a policy and

UCD has an extensive framework for assuring, and enhancing, the quality of its teaching staff. This is provided for through a policy and procedural framework for the recruitment, appointment and ongoing professional development of faculty and staff which is supported by UCD Human Resources. Examples of the procedural framework through which key resources are made available to staff include:

- Recruitment and Selection Policy
- Code of Practice for the Employment of People with Disabilities
- Equal Opportunities Policy
- Orientation for Staff Policy

UCD Human Resources has an extensive range of supporting documentation and policies which are published online, including:

- Recruitment (including Interview and Selection Process);
- Pay;
- Promotions;
- Pensions;
- UCD Learning and Development;
- Leave and Absence;
- Academic Contract;
- Academic Progression Policy;
- Academic Staff Retention Pathway Policy;
- Appointment of Adjunct Staff Policy;
- Appointment of Visiting Academic Staff Policy;
- Competitive Retention Policy;
- Dignity and Respect Policy;
- Disciplinary Procedure Policy;
- Employee Assistance Programme Policy;
- Faculty Promotions Policy;
- Grievance Procedure and Policy;
- Health and Safety at Work;
- HR Training and Development Policy;
- Internal Mobility Policy;
- Leadership Development Policy;
- Mediation Policy and Guide;
- Trade Union Policy;
- HR Training and Development Policy.

An important mechanism used by UCD Human Resources to support the development of its teaching staff is the use of **HR Partners**. The role of the HR Partner is similar to that of a local HR Manager. Their primary objective is to support organisational effectiveness by working strategically with management teams and individual staff managers, supporting them in dealing with organisational and individual challenges, and in developing proactive and planned staffing, employee relations and organisational strategies.

Functionally, HR Partners are part of the HR department but are each assigned to specific Colleges or Support Units to work as part of the senior management teams. HR Partners typically spend most of their time physically located in the College or Unit they support, ensuring their accessibility. Working as part of the management teams allows HR Partners to build a deep understanding of the operational and strategic challenges of the area and informs the best practice initiatives they can partner with the management teams in developing and implementing. These can include specific projects relating to strategy clarification, staffing models, staff planning, management reviews, staff engagement, and change management.

HR Partners work closely with specialist HR colleagues in areas such as Learning & Development, Organisational Development and Employee Relations to deliver excellent services to Schools and Units in pursuit of organisational effectiveness. HR Partners are also available to assist individual staff members who may require confidential guidance, advice or support.

UCD Human Resources also provides a **Managing for Success Toolkit**. This resource has been specially developed to assist UCD staff managers in positively managing their staff and supporting their success. The toolkit provides practical tips, tools and links to relevant information. Nothing in this toolkit replaces or alters any existing formal UCD policies or processes which are published on the UCD HR website. Although designed mainly with staff managers in mind, many of the materials in this toolkit may be useful for any staff member interested in topics such as communications, motivation, recognition, constructive feedback, team development and effectiveness, and the influence these have on the working environment and individual relationships.

The University is committed to creating an environment where diversity is celebrated and everyone is treated fairly regardless of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, or membership of the travelling community. The University recognises the challenges it faces and has a genuine commitment to equality of opportunity for staff and students, and to promote and maintain an inclusive work and study environment, where there is mutual respect and dignity. It is fully committed to both meeting and exceeding our obligations under current legislation by doing more than what is required by law. To this end, the University Management Team Equality, Diversity and Inclusion Group was established in September 2015, and as part of the work of this group a dedicated website for **Equality, Diversity and Inclusion** has been created , which includes the **UCD Dignity and Respect Policy** and additional supplementary procedures to ensure UCD meets and exceeds its obligations in this respect.

A key mechanism through which UCD offers and promotes opportunities for the professional development of all members of staff is through **UCD Learning and Development** (part of UCD Human Resources). This resource provides development opportunities for

through **UCD Learning and Development** (part of UCD Human Resources). This resource provides development opportunities for both new and existing staff, and comprises nine different training providers from across the University with the common goal of supporting staff and faculty in their day to day activities, improving skills while also expanding areas of expertise. These training providers within the University include:

- UCD HR Learning and Development;
- UCD IT Services;
- UCD Innovation;
- UCD Library;
- UCD Procurement;
- UCD Quality Office;
- UCD Registry;
- UCD Safety, Insurance, Risk and Compliance (SIRC) Office;
- UCD Teaching and Learning;
- Bord na Gaeilge.

Some examples of the type of personal and career development opportunities available to staff through UCD Learning and Development include:

- Adaptive Leadership
- Research Ethics for Faculty Supervisors
- Teaching in a Cross Cultural Environment
- Understanding and Working with Change
- Constructive Conversations
- Mentoring
- Career Planning
- Dealing with Distressed Students
- Mindfulness

In relation to the development of its teaching staff, UCD Teaching and Learning serves a critical role through its focus on the continuous professional development of staff as teachers, mentors, supervisors and examiners. The aim of UCD Teaching and Learning is to foster positive and effective student learning experiences by developing and supporting excellence in teaching and academic development. This is achieved by:

- Promoting research-informed approaches to teaching, learning and assessment with proven effectiveness and efficiency;
- Utilising institutional data to inform quality enhancement in education;
- Contributing at university level to the development of sound educational policies;
- Supporting the design of quality learning environments, systems and services;
- Empowering and rewarding outstanding teaching and educational leadership.

UCD Teaching and Learning also offers two professional qualifications for its teaching staff:

- **Professional Certificate (University Teaching & Learning)** - one academic year (two semesters, one module (max. 7.5 ECTS) per semester);
- **Certificate of Continuing Professional Development (University Teaching & Learning)**- one semester, one ECTS module.

The University, through UCD Teaching and Learning, also supports and promotes scholarly activity which is aimed at strengthening the link between education and research, theory and practice. This is undertaken through Fellowships in Teaching and Academic Development. These Fellowships provide the opportunity for academic staff to participate actively in advancing university-wide enhancement in teaching and learning through strategic policy/practice based research, including, for example, examination of the question of research-teaching linkages in the context of a high quality student learning experience at UCD, to develop a shared understanding of the linkages between research and teaching, and to identify policies and practical ways to support academic staff to integrate and embed these dual objectives in their academic practice.

Innovation in teaching methods, and in particular exploration of the use of new technologies, is also encouraged through a number of dedicated Projects which are also supported by UCD Teaching and Learning. Current projects include:

- UCD Digital Badges Pilot;
- Student Digital Ambassadors;
- Understandings and Perceptions of research/teaching linkages amongst academic staff;
- Exploring the impact of research teaching linkages on the undergraduate experience;
- Designing and revising curriculum for graduate taught programmes;
- Blended design for large classes; Learning for success at university.

In order to recognise the quality and the success of its teaching staff, UCD Teaching and Learning administers a number of Teaching Awards and Grants, such as:

- Teaching Expert Award;
- President's Teaching Award;

College Teaching Awards;
Award for Supporting Student Learning.

 Additional support mechanisms and strategies for enhancing the quality of teaching, learning and research provided by UCD Teaching and Learning include:

- T & L Community;
- Guidelines on Peer-observation of Teaching;
- Tutor, Demonstrator & Coordinator Development at UCD;
- Facilitating Self-Assessment of Teaching & Learning for Quality Review;
- Online Teaching Profile.

UCD Research Skills & Career Development provides staff with access to training and development opportunities across four core competency areas.

Core Competency Areas & Programmes Available:

- Research & Research Management
- Personal & Professional Excellence
- Teaching Learning & Mentoring
- Innovation & Transferable Skills

 In addition to technical expertise, there may be other skills to be acquired to enable career progression. Typical development needs include people and time management skills and communications skills, however for development purposes it is important to explore other options. These may include:

- One-to-one coaching and/or mentoring
- Shadowing recognised 'experts' in a particular area
- Getting involved in or leading a new/different aspect of the research project
- Networking both internally and externally
- Gathering regular feedback from peers, PI and others

 Additional **UCD Career Development and Support** for researchers includes resources relating to:

Career Consultations;
Career Seminars;
Introducing Researchers to Employers;
Labour Market Information;
Interview Strategy – Taking Control of the Process;
Book a meeting;
Accessing your Online Career Development Profile;
Training and Development Opportunities
Event Calendar;
Career Profiles.

 UCD Research Skills and Career Development also works in conjunction with UCD HR Learning and Development to provide support and training across the following areas:

Leading and Managing – offering and providing a vision with which people can engage, as well as managing their resources to make that vision real requires a range of skills and experience. Whether leading a School or Unit or managing a small team of people, individuals can contact HR Learning & Development to discuss what options are available to support them in their development as a leader and manager;

Academic Development – as a research intensive university, the formation of creative and innovative graduates is fundamental to UCD's mission. When it comes to Academic Development, the institution's focus is on supporting academics in ensuring that what they teach, and how they are teaching it, remains state-of-the-art and commensurate with the needs of the wider community;

Postdoc Mentoring – in October 2015 the Vice-President for Research, Innovation & Impact launched an online Career Development portal for all PDI/II contracts. This system acknowledges the fact that while it is ultimately the responsibility of the Postdoc to manage their career development, excellent mentorship deserves to be identified within the University and through funding applications to which staff and the University are applying. For further information on the Postdoc Career Development opportunities please refer to the Research Careers website. For details on how to access the Online Career Development portal for postdocs in a research group and how to record development meetings staff may have with them please see the following instructions.

The UCD Library also provides a key resource to support teaching staff. See also the Student Lifecycle section for further information on the UCD Library.

In relation to provision of IT resources and support, UCD also offers the campus community a wide range of technologies to assist with teaching and research ranging from the Blackboard learning environment, expertise in developing various types of visual content, and ePortfolios. Guidance is provided via the Education Technologies in UCD website which is supported by UCD IT Services. IT Services has also published its IT Strategy 2020 which includes four strategic themes:

Supporting Research
Enhancing Educational Technology Services
Contributing to the Student Experience
Enabling Global Engagement

Included among the services provided by IT Services which support teaching staff are:

Email, Calendar and Collaboration (e.g. Email, Web Publishing, UCD Connect);
Management and Administrative Systems (e.g. Student Recruitment and Admissions, Student Registration and Records, Curriculum Management and Reporting, Examinations and Assessment, Student Services and Support);
Research IT (e.g. Computer Clusters, Data Centre Hosting, Complementary Services, Data Management);
Security (e.g. Top Security Tips, Protecting Your Information, Policies and Procedures, How to report an Incident);
Education Technologies (e.g. Virtual Learning – Blackboard, Multimedia Content Development, Blended Learning);
Get Connected (e.g. Accounts, Wireless Services, Buying new equipment);
Software (e.g. Application Catalogue, Application Jukebox);
Advice, Support and Consultancy (e.g. Mobile IT Centre, Helpdesk and IT Centres);
Documents and Storage (e.g. Which file Storage should I use?, Google Drive, Office 365);
Training (e.g. Microsoft Office 2013 Courses Training, Research IT Training, Education Technology and Multimedia Courses).

Links:
UCD Human Resources;
UCD Human Resources - Policies;
HR Partners;
Equality, Diversity and Inclusion;
UCD HR Learning and Development;
UCD Teaching and Learning;
UCD Teaching and Learning - Staff;
UCD Research Skills and Career Development;
UCD Library;
UCD Library – Supporting You;
UCD Library – Learning Support Strategy;
UCD IT Services – Our Services.

Do you have a Policy/Procedure in place for Teaching and Learning?	Yes

Links for Policy/Procedure relating to Teaching and Learning

UCD Teaching and Learning is a unit within the Office of the Vice-President for Academic Affairs, reporting to the Deputy Registrar for Teaching and Learning, which provides leadership and support within the UCD community in relation to the enhancement of teaching and learning. The Teaching and Learning team adopts an evidence-based approach to all aspects of its work, which includes:

Design, implementation and evaluation of strategic enhancement projects;
Provision of a range of learning opportunities for staff;
Resource development;
Recognition and award schemes.

The UCD Teaching and Learning team works in partnership with Colleges and Schools, liaising closely with the Vice-Principals for Teaching and Learning (College-level), Associate Deans for Teaching and Learning (College-level), School Heads of Teaching and Fellows. UCD Teaching and Learning provides an extensive number of resources in the following areas, for example:

Teaching Toolkit;
 - Assessment

 - Planning a Teaching Session
 - Small Group Teaching Strategies
 - Large Group Teaching Strategies
 - Delivering a Lecture
 - Focus on First Year Podcast
 - Blackboard: Where to Start?

Blackboard: Where to Start?
- Understanding How Students Learn
- Gathering Feedback
- Giving Effective Feedback
- Autonomous Learning

[Curriculum Review and Enhancemen t;](#)
- Stage 1: Programme Vision and Values

- Stage 2: Programme Outcomes
- Stage 3: Curriculum Mapping and Alignment
- Stage 4: Action Plan and Implementation

[Module Design and Enhancement;](#)
- Best Practice in Writing Learning Outcomes, Four Golden Rules

- Aligning your Learning Outcomes, Teaching and Assessment
- Guidelines for Completing the Module Descriptor Form
- Assessment of your Module
- UCD Student Feedback on Modules Survey
- Student FAQs - Feedback on Module Survey
- Gathering Feedback on your Module
- Guide to Module Enhancement in UCD
- Module Enhancement and the Academic Cycle

[Assessment;](#)
- Why Assess Students?

- What is being Assessed?
- How do you Assess Student Learning?
- What if...? Answers to some Common Assessment Questions
- Who Assess Student Learning?
- First Year Assessment

[Enhancing First Year;](#)
- Design Principles for First Year

- Module Design Principle 1: Continuous Assessment
- Module Design Principle 2: Peer Review
- Module Design Principle 3: Collaborative Learning
- Module Design Principle 4: Learning by Design
- Module Design Principle 5: Active Learning
- Module Design Principle 6: Workload
- Focus on First Year Podcast

[E-learning;](#)
- Understanding E-learning Terminology

- Review Key Principles
- Plan Your Design
- Customise Blackboard
- Incorporating Technology and Activities
- Enable Student Collaboration
- Assessment and Feedback
- Support Students
- Evaluate the Experience

[Research into Teaching;](#)
- Clarifying the Question

- Has it been Done Before
- Ethical Approval/Exemption
- How can you Strengthen your Research?
- Getting Published

UCD Teaching and Learning also facilitates the sharing of knowledge and expertise across the institution through a virtual [T & L Community](#). The UCD Teaching and Learning Community (accessed via Google+) is for sharing and discussing any information relating to Teaching and Learning. There is no replacement for face-to-face networking, however, sharing and discussion opportunities, which we hope will arise from this online community, will bring value in information sharing and conversation across a large group of people with diverse areas of expertise with the touch of a few keystrokes. Members of this community can post information, resources, reports and notifications across a range of topics; existing topics include:

Assessment;
Educational Technology;
Discussion/Suggestions;

Curriculum Review and Enhancement;
Research into Teaching;
University Teaching Qualification;
STEM T&L;
Digital Capacity in HE;
Announcements;
Practical T&L;
New Members;
Learning Through Research;
Events;
Photos.

UCD Teaching and Learning is continually developing its series of open educational resources. The **UCD Open Educational Resources (UCDOER)** website includes resources across the following topics:

Assessing and Teaching and Learning;
Becoming a University Teacher;
Evaluating Teaching;
Scholarship of Teaching;
Engaging Students;
Session Plans and Modules;
Teaching Philosophy;
Resources and Literature;
Educational Theory;
UCD OER Development

UCD Teaching and Learning also issues a regular **Teaching and Learning Newsletter** to all staff which highlights events and developments relating to the enhancement of teaching and learning within the University, including the dissemination of outputs from enhancement projects supported by UCD Teaching and Learning. In addition, UCD Teaching and Learning hosts a number of workshops and events for staff to facilitate discussion and learning, an example of which was a workshop in April 2015 on: *Using existing quality guidelines to peer review and enhance online and blended programmes.*

Innovation in teaching methods, and in particular exploration of the use of new technologies, is also encouraged through a number of dedicated Projects which are also supported by UCD Teaching and Learning. Current projects include:

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Student Digital Ambassadors;
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> Research Ethics for Faculty Supervisors
> Teaching in a Cross Cultural Environment
> Understanding and Working with Change
> Constructive Conversations
> Mentoring
> Career Planning
> Dealing with Distressed Students
> Mindfulness

The **UCD Library** also provides a key resource to support teaching staff and students. The 'Supporting You' section of the UCD Library website includes extensive resources in the following areas:

> I am a New Student (e.g. Welcome to UCD Library!, Our 5 Libraries, James Joyce Library Virtual Tour);
> Supporting Your Learning (e.g. Finding Books, Journals and More, Doing a Literature Review, Effective Search Skills);
> Supporting Your Teaching (e.g. Supporting Your Programme, Working With Your Programme, Identifying Needs & Solutions);
> Supporting Your Research (e.g. Showcasing Your Research, Bibliometrics Support, UCD Digital Library);
> College Liaison Librarians (e.g. College Liaison Service, Information Resource Policy);
> Courses, Classes and Events;
> Guides and Tutorials Online;
> Specialist Services (e.g. Archinfo, Library Disability Services, Bibliometrics Support, Development Studies Library).

The UCD Library has published a **Learning Support Strategy**. This strategy uses best international practice, based on International and best practice to enable students to:

> Develop key skills
> Transition from second to third level
> Transition from third to fourth level
> Successfully return to education
> Develop lifelong learning skills and graduate attributes

The strategy is focused on ensuring all students have the opportunity to avail of these supports. Developing the ability to effectively retrieve, evaluate and communicate information is linked to the development of:

> Problem Solving Skills
> Critical Thinking
> Researching Skills
> Communication Skills
> Ethical Awareness

The UCD Library actively responds to the changing needs of each programme and measure their impact on student learning and skill development, and works with Undergraduate & Taught Postgraduate Programme Boards, Teaching & Learning Committees, Graduate School Boards, and Schools and Colleges.

In relation to provision of IT resources and support, UCD also offers the campus community a wide range of technologies to assist with teaching and research ranging from the Blackboard learning environment, expertise in developing various types of visual content, and ePortfolios. Guidance is provided via the Education Technologies in UCD website which is supported by UCD IT Services. IT Services has also published its IT Strategy 2020 which includes four strategic themes:

> Supporting Research
> Enhancing Educational Technology Services
> Contributing to the Student Experience
> Enabling Global Engagement

Included among the services provided by IT Services which support teaching staff are:

> Email, Calendar and Collaboration (e.g. Email, Web Publishing, UCD Connect);
> Management and Administrative Systems (e.g. Student Recruitment and Admissions, Student Registration and Records, Curriculum Management and Reporting, Examinations and Assessment, Student Services and Support);
> Research IT (e.g. Computer Clusters, Data Centre Hosting, Complementary Services, Data Management);
> Security (e.g. Top Security Tips, Protecting Your Information, Policies and Procedures, How to report an Incident);
> Education Technologies (e.g. Virtual Learning – Blackboard, Multimedia Content Development, Blended Learning);
> Get Connected (e.g. Accounts, Wireless Services, Buying new equipment);
> Software (e.g. Application Catalogue, Application Jukebox);
> Advice, Support and Consultancy (e.g. Mobile IT Centre, Helpdesk and IT Centres);
> Documents and Storage (e.g. Which file Storage should I use?, Google Drive, Office 365);
> Training (e.g. Microsoft Office 2013 Courses Training, Research IT Training, Education Technology and Multimedia Courses).

Links:

UCD Teaching and Learning;
UCD Open Educational Resources (UCDOER);
UCD Access and Lifelong Learning;
UCD HR Learning and Development;
UCD Library;
UCD Library – Supporting You;
UCD Library – Learning Support Strategy;
UCD IT Services – Our Services.

Do you have a Policy/Procedure in place for Resources and Support?	Yes

Links for Policy/Procedure relating to Resources and Support

The provision of funding and resources to support the learning, teaching and research activities of the institution is a key element of the University Strategy 2015-2020. Objective 8 of the Strategy states that as UCD continues to develop as a university of pre-eminent international standing, it is imperative that its facilities match this level of ambition. UCD has made significant progress in recent years in developing world-class facilities, and the campus now represents a significant strength and area of competitive advantage for the University. Recent developments emphasise this, including the new UCD O'Brien Centre for Science and the UCD Sutherland Law School. The Student Centre and many of the campuses sporting facilities are excellent. The initiatives in relation to the ongoing development and enhancement of the University campus are outlined in the **UCD Campus Development Plan**.

The University is equally determined to put in place facilities which contribute significantly to the building of the University community, and which promotes engagement with the wider community. To the greatest extent possible, Schools and support units will be housed in contiguous space, to ensure each has appropriate space to facilitate engagement and the exchange of ideas amongst faculty and staff.

In relation to the provision of support for management of resources, UCD Institutional Research provides data support for University planning and management activities directed toward fulfilling th goals and objectives of the University. Institutional research is essentially a supporting function within UCD which aims to inform decision making and planning at senior management level. The Director of Institutional Research reports to the Director of Strategic Planning and their activities are closely aligned to the work of the Quality Office. The Director of Institutional Research, for example, provides statistical data and information for use in the quality review process which includes information on applications, student registrations, graduations, and retention rates. This suite of statistics gives each unit under review a consistent and reliable source of information to begin their self-assessment process. The following reports are available to the Head of School via InfoHub, to assist planning and quality assurance processes:

Module Enhancement and Student Feedback Report - view information to support the module enhancement process including registration and de-registration counts, grade distribution and student feedback;
Student FTEs - provides information on FTEs for taught and research students;
Registrations to Majors - information on student registrations to programmes and majors to assist in enrolment planning;
Online Applications - information on applications made via the online applications system;
Student Recruitment Reporting - this item contains reports relating to CAO Applications to UCD including application and conversion trends, entry points and current year information;
Access and Lifelong Learning Students - information on students registered with UCD Access Centre and Adult Education Centre and Part-Time Undergraduate students;
HR Staff Management Report - this report provides details of staff associated with your unit;
Research Information - provides information on school research projects, including financial status, staff and publications;
Retention and progression rates - can be obtained directly from the Director of Institutional Research.

The **UCD Bursar's Office** provides extensive resources and support for University, College, School and other unit planning and management processes, and has explicit responsibilities in the following areas:

Resource Allocation
University and College Budgets
Ancillary Budgets
Financial Planning for New Initiatives
Full Economic Costing Exercise
Maintenance of Management Reporting Structures
Post Authorisation
Staff Financial Planning and Resources

The Bursar's Office also established a **Financial Management Reporting** system, the objectives of which are to:

Provide financial management reports under a revised university management and governance structure;
Empower Colleges and Schools by allowing the running of reports within these units. This allows for real time financial information

for all Colleges and Schools;
Meet end-user reporting needs by getting feedback from working groups and a sample of end-users;
Provide training to College and School administrators.

Evaluation of the resource requirements in relation to the delivery of the University's academic programmes is undertaken through the procedures outlined in the Programme Development, Approval and Review Framework (PDARF) . New programme proposals are submitted to the relevant committees at College (College Executives, Programme Boards, Graduate Schools Boards) and University (University Management Team (UMT) and University Programmes Board (UPB)) levels. The College Executive and the UMT evaluate the strategic and financial aspects of new proposals, to ascertain the availability of the financial, staff and other resources required to deliver the programme, based also on projections of student numbers and anticipated fee intakes. This is undertaken primarily through the College Finance Managers, in consultation with the UCD Bursar's Office.

To assist Schools in their preparation for Periodic Quality Review, the UCD Research Performance and Reporting Team (part of the Office of the Vice-President for Research, Innovation and Impact), in conjunction with the UCD Library, support Schools preparing for the Periodic Quality Review process by providing data analytics, and working with the School to develop appropriate metrics for monitoring the activities set-out in the Quality Improvement Plan.

The UCD Research Performance and Reporting Team also provides Heads of Schools and their nominees with access to a Research Statement Report, which gives a view of research activity at University, College, School and Institute level, providing information and metrics on research funding, staff and publications, using a combination of the university business systems and Bibliometrics data. The report is available from the Research tab in InfoHub (the University's internal reporting system which is available through UCD Connect – UCD username and password required) and provides information such as:

Research Funding - proposals and awards (volume, value and % overhead for the past five years), active grants (current volume, value, average duration);
Research Publications - RMS profiles (volume for the past five years), Thomson Reuters' InCites (volume, impact, % cited, % with collaborators for the past five years);
Research Metrics - Total Full Time Equivalent (FTE), Academic FTE, % Research Active Academics, Financial Trajectory Indicator (average award value less average expenditure over three years).

In relation to the overarching quality assurance of all research activities across the institution, the **Office of the Vice-President for Research, Innovation and Impact** provides support for researchers and scholars and is responsible for developing and meeting UCD's strategic objectives for research, specifically for:

Governance and development of research in UCD
Strategic management of major research programmes and institutes
Research support services
Industry partnerships
International programmes
Infrastructural development
Commercialisation of research through UCD Innovation

The **UCD Strategy for Research, Innovation and Impact 2015-2020** describes how the University's activities in research, innovation and impact contributes to the achievement of each of the ten Strategic Objectives outlined in the University Strategy 2015-2020.

The University will further align internal resources and support and optimise external engagements for each of the themes which will be kept under regular review.

Support for the research activities of the University is provided through a range of mechanisms at University, College, School and Institute level. For example, **UCD Research & Innovation Services** provides an online portal of resources for staff which includes:

Support for Proposals
Register Your Award
Promoting Your Research
Commercialise Your Research
Research Performance & Reporting
Impact

The **UCD Research Finance Office** also provides support for the financial administration and quality review of research activity, such as:

Costing of complex and non-standard research proposals;
Assessment of VAT status of research accounts;
Financial Review of Grant Registration Documents;
Overall financial control of the University research accounts;
Financial enquiries from researchers relating to research accounts;
Collection of research balances owed to the University;
Assisting researchers in the preparation of cost statements/statements of expenditure.

Furthermore, the Research Finance Office aims to foster an environment that is conducive to research and the creation of knowledge. They are committed to assisting researchers with all aspects of their funded research activity at UCD and provide a Research Intranet site to find information and support relating to all stages of the research project lifecycle, covering the following topics:

Find a Funding Opportunity
Prepare a Proposal
Getting an Award Started
Manage a Research Project
Research Outputs
Research Commercialisation

A key mechanism through which UCD offers and promotes opportunities for the professional development of all members of staff is through **UCD Learning and Development**. This resource provides development opportunities for both new and existing staff, and comprises nine different training providers from across the University with the common goal of supporting staff and faculty in their day to day activities, improving skills while also expanding areas of expertise. These training providers within the University include:

UCD HR Learning and Development;
UCD IT Services;
UCD Innovation;
UCD Library;
UCD Procurement;
UCD Quality Office;
UCD Registry;
UCD Safety, Insurance, Risk and Compliance (SIRC) Office;
UCD Teaching and Learning;
Bord na Gaeilge.

Informed by current international research, UCD also continues to invest in quality teaching and in supporting staff to develop teaching repertoires based on best practice in higher education. This ensures that UCD students learn in the most effective educational environments, allowing them to reach their full potential in terms of learning and skills development. Support for staff development in the areas of teaching, learning and assessment skills also incorporates teaching and learning expertise at a disciplinary level, encouraging staff to understand and implement not only general pedagogy but also the most appropriate and impactful educational approaches in particular academic disciplines. Much of this provision of resources and support for learning, teaching and research is made available through **UCD Teaching and Learning**. Such resources include:

Professional Certificate (University Teaching & Learning);
Certificate of Continuing Professional Development (University Teaching & Learning);
Fellowships in Teaching and Academic Development;
Projects;
Teaching Awards and Grants;
T & L Community;
Guidelines on Peer-observation of Teaching;
Tutor, Demonstrator & Coordinator Development at UCD;
Facilitating Self-Assessment of Teaching & Learning for Quality Review;
Online Teaching Profile.

In relation to support for students and to meet the needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), the UCD Access and Lifelong Learning is dedicated to helping to accommodate different learning contexts and fostering a University environment that is attractive to school leavers, regardless of socio-economic background or disability, adults beginning their higher education, those wishing to study flexibly and people who wish to continue learning and pursue intellectual enrichment and fulfilment. Aligned with this office are the following dedicated supports for teaching and learning:

UCD Access Centre - manages the Disability Access Route (DARE) and Higher Education Access Route (HEAR) schemes for the University;
UCD Adult Education Centre - including the 'Open Learning' initiative;
Lifelong Learning in UCD - Progression Pathways Project;
Mature Students Advisor;
Disability Access Officer.

For current students, there is also a dedicated **UCD Current Students** website. This includes information on registration, term dates, fees, exams and student services with a view to providing a 'one-stop-shop', holistic and student-centred set of resources. Included in this is the following:

Course Search;
Assessment in UCD;
Fees;
New Students (includes orientation information, key dates, the Welcome to UCD guide and video, new students checklist, UCD Career Guide, Library information for new students);
Registration;
Student Desk;
Student Services Directory;
Academic Term Dates;

In relation to provision of IT resources and support, UCD also offers the campus community a wide range of technologies to assist with teaching and research ranging from the Blackboard learning environment, expertise in developing various types of visual content, and ePortfolios. Guidance is provided via the Education Technologies in UCD website which is supported by **UCD IT Services**. IT Services has also published its **IT Strategy 2020** which includes four strategic themes:

Supporting Research
Enhancing Educational Technology Services
Contributing to the Student Experience
Enabling Global Engagement

UCD Agile, which was established in October 2015, is a key support in helping the University deliver on its objectives under Strategic Initiative Six of the 2015-2020 Strategic Plan: "Increasing agility and effectiveness. Building on the considerable efficiencies that have already been achieved, UCD aims to ensure that teaching, research and administrative processes and procedures are efficient and fit for purpose." Strategic Initiative Six continues the journey of making UCD an ever better place to work, to study, to teach, and to research, and calls for all of members of the University community to the continued pursuit of excellence.

The **UCD Library** also provides a key resource to support teaching staff and students. The 'Supporting You' section of the UCD Library website includes extensive resources in the following areas:

I am a New Student (e.g. Welcome to UCD Library!, Our 5 Libraries, James Joyce Library Virtual Tour);
Supporting Your Learning (e.g. Finding Books, Journals and More, Doing a Literature Review, Effective Search Skills);
Supporting Your Teaching (e.g. Supporting Your Programme, Working With Your Programme, Identifying Needs & Solutions);
Supporting Your Research (e.g. Showcasing Your Research, Bibliometrics Support, UCD Digital Library);
College Liaison Librarians (e.g. College Liaison Service, Information Resource Policy);
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Guides and Tutorials Online;
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Develop key skills
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The strategy is focused on ensuring all students have the opportunity to avail of these supports. Developing the ability to effectively retrieve, evaluate and communicate information is linked to the development of:

Problem Solving Skills
Critical Thinking
Researching Skills
Communication Skills
Ethical Awareness

The UCD Library actively responds to the changing needs of each programme and measure their impact on student learning and skill development, and works with Undergraduate & Taught Postgraduate Programme Boards, Teaching & Learning Committees, Graduate School Boards, and Schools and Colleges.

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Included among the services provided by IT Services which support teaching staff are:

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Research IT (e.g. Computer Clusters, Data Centre Hosting, Complementary Services, Data Management);
Security (e.g. Top Security Tips, Protecting Your Information, Policies and Procedures, How to report an Incident);
Education Technologies (e.g. Virtual Learning – Blackboard, Multimedia Content Development, Blended Learning);
Get Connected (e.g. Accounts, Wireless Services, Buying new equipment);

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Advice, Support and Consultancy (e.g. Mobile IT Centre, Helpdesk and IT Centres);
Documents and Storage (e.g. Which file Storage should I use?, Google Drive, Office 365);
Training (e.g. Microsoft Office 2013 Courses Training, Research IT Training, Education Technology and Multimedia Courses).

Links:
University Strategy 2015-2020;
UCD Campus Development Plan;
UCD Bursar's Office;
Programme Development, Approval and Review Framework (PDARF);
UCD Research Performance and Reporting Team;
Office of the Vice-President for Research, Innovation and Impact;
UCD Research;
Infohub (available through UCD Connect);
UCD Innovation;
UCD Research & Innovation Services online porta l;
UCD Strategy for Research, Innovation and Impact 2015-2020;
UCD HR Learning and Development;
UCD Teaching and Learning;
UCD Access and Lifelong Learning;
UCD Current Students;
UCD Bursar's Office;
UCD IT Services;
UCD IT Strategy 2020;
UCD Agile;
UCD Library;
UCD Library – Supporting You;
UCD Library – Learning Support Strategy;
UCD IT Services – Our Services .

Do you have a Policy/Procedure for Information Management?	Yes

Links for Policy/Procedure relating to Information Management

UCD uses a wide spectrum of data sets to inform decision making across and at different levels within the institution, in order to collect, analyse and use relevant information about programmes and other activities to assure and enhance the quality of those activities. The **University Strategy 2015-2020** sets out ten **Strategic Objectives** which have been agreed as the basis upon which the University will achieve its vision over this period. For each objective, a number of **Key Performance Indicators (KPIs)** are being developed, and a process has been undertaken to define and agree targets for each KPI. This process involves the analysis of the institution's own data, identification of appropriate benchmark universities (both national and international) and the setting of appropriate targets to measure success against the ten Strategic Objectives, which are:

1. Increase the quality, quantity and impact of our research, scholarship and innovation;
2. Provide an educational experience that defines international best practice;
3. Consolidate and strengthen our core disciplines;
4. Conduct strong interdisciplinary research and education in important areas of global need;
5. Attract and retain an excellent and diverse cohort of students, faculty and staff;
6. Build our engagement locally, nationally and internationally;
7. Develop and strengthen our university community;
8. Further develop world-class facilities to support the vision;
9. Adopt governance, management and budgetary structures which enable the vision;
10. Overcome financial, human resource management and other external constraints.

UCD is committed to setting targets for the relevant KPIs which are appropriate to its level of ambition, consistent with the objectives of the University Strategy 2015-2020 and cognisant of international benchmark organisations. Provision of this information will also assist UCD in meeting its obligations under the **Mission- based Performance Compact between UCD and the Higher Education Authority (HEA)**, the purpose of which is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

The **UCD IT Strategy 2020** also aligns with the University Strategy, with a focus on four principles:

Customer focused
Adding value
Secure, reliable, flexible, sustainable and accessible
Simple and innovative solutions

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In relation to the provision of information to support the management of resources, **UCD Institutional Research** provides data support for University planning and management activities directed toward fulfilling the goals and objectives of the University. The Director of Institutional Research also supplies statistical data and information for use in the quality review process which includes information on applications, student registrations, graduations, and retention rates. This suite of statistical reports gives each unit under review a consistent and reliable source of information to support their self-assessment process via Infohub, for example:

Module Enhancement and Student Feedback Report - view information to support the module enhancement process including registration and de-registration counts, grade distribution and student feedback;

Student FTEs - provides information on FTEs for taught and research students;

Registrations to Majors - information on student registrations to programmes and majors to assist in enrolment planning;

Online Applications - information on applications made via the online applications system;

Student Recruitment Reporting - this item contains reports relating to CAO Applications to UCD including application and conversion trends, entry points and current year information;

Access and Lifelong Learning Students - information on students registered with UCD Access Centre and Adult Education Centre and Part-Time Undergraduate students;

HR Staff Management Report - this report provides details of staff associated with your unit;

Research Information - provides information on school research projects, including financial status, staff and publications;

Retention and progression rates - can be obtained directly from the Director of Institutional Research.

The **UCD Research Performance and Reporting Team** also provides Heads of Schools and their nominees with access to a Research Statement Report, which provides a view of research activity at University, College, School and Institute level, showing information and metrics on research funding, staff and publications, using a combination of the university business systems and Bibliometrics data. The report is available from the Research tab in InfoHub (the University's internal reporting system which is available through UCD Connect (UCD username and password required) and provides information such as:

Research Funding - proposals and awards (volume, value and % overhead for the past five years), active grants (current volume, value, average duration);

Research Publications - RMS profiles (volume for the past five years), Thomson Reuters' InCites (volume, impact, % cited, % with collaborators for the past five years);

Research Metrics - Total Full Time Equivalent (FTE), Academic FTE, % Research Active Academics, Financial Trajectory Indicator (average award value less average expenditure over three years).

The **UCD Bursar's Office** also provides extensive resources and support for University, College, School and other unit planning and management processes, such as:

Resource Allocation
University and College Budgets
Ancillary Budgets
Financial Planning for New Initiatives
Full Economic Costing Exercise
Maintenance of Management Reporting Structures
Post Authorisation
Staff Financial Planning and Resources

The Bursar's Office also established a **Financial Management Reporting system**, which aims to:

Provide financial management reports under a revised University Management and Governance structure;
Empower Colleges and Schools by allowing the running of reports within these units. This allows for real time financial information for all Colleges and Schools;
Meet end-user reporting needs by getting feedback from working groups and a sample of end-users;
Provide training to College and School administrators.

In order to provide key information and data about students, UCD Registry recently launched the **Integrated Assistance Network (IAN)**. IAN is UCD's new student engagement dashboard which facilitates staff in Programme and School areas to pro-actively identify students who may be struggling or potentially heading for difficulty so that timely, targeted and, most importantly, successful interventions and supports can be offered.

IAN can be found in Infohub under the Students menu by selecting the Registration Information link and then the Student Engagement Analytics menu. It is available by Programme (Student Engagement by Programme), by School (Student Engagement by School) or users can view individual students (Engagement - Student Quick Search). IAN is a dashboard which compiles approximately 15,000 pieces of data per student into five simple flags which, when taken together, may be indicators that a student is in difficulty. It shows all students in a given programme/major and stage, which flags are raised for them and their total flags, enabling users to identify students who may need to be contacted and offered further help, support and targeted services. These five flags are:

Engagement: This shows a student's Blackboard activity relative to their peers. If a student's Blackboard activity is less than 30% of their peer average, the flag is raised;

Performance: This shows a student's most recent GPA. If the student is failing (ie if their GPA is less than 2.0, the flag is raised);

Extenuating Circumstances: This flag is raised if the student has submitted an Extenuating Circumstances application online;

Fee Compliance: This flag is raised if a student has not met their minimum payment for the term (ie if they have an 'Active' status);

Workload: This shows a student's total credits in the current year. If they are registered to more than the normal credits workload

(normally 60 credits) for their Programme and stage, the flag is raised.

For additional internal reporting and information management purposes, and accessed via UCD Connect, the **InfoHub** online reporting system delivers fast access to information in UCD's business systems e.g. student information, HR reports and Finance reports. It provides high-level summaries and graphs and enables quick and easy drilling to detailed information. Key institutional data is considered as part of the periodic quality review of Schools and support units. UCD HR Learning and Development also provide training on the use of the Infohub system.

Programme Boards and Graduate School Boards have primary responsibility for monitoring the progress of students on the programmes for which they are responsible, and have access to extensive reporting tools within the **InfoHub Report Catalogue**, available through **UCD IT Services Analytics & Reporting**. These provide important tools to collect, monitor and act on information on student progression, as well as other important student-related metrics. Sample reports which are used for this purpose include:

Current Applications School Summary;
Application Trends;
Conversion Trends;
Reasons for choosing UCD - University Summary;
Reasons for choosing programme - University Summary;
School Class Lists;
Major Class Lists;
Programme Class Lists;
My Grading Class Lists;
School Grading Summary;
Student Support Statistics by Area;
Student Engagement by School;
Curriculum Management School Summary;
Student Registrations - University Summary;
Student Demographics - University Summary;
Curriculum Trends;
Graduate Research Students School Summary;
Registered Students by International Indicators;
Clubs & Societies Membership Statistics;
Postdoc Tracking System;
Final Destination Returns (UCD Career Development Centre).

UCD also receives the outputs from the annual **Irish Survey of Student Engagement (ISSE)**, and these outputs are evaluated at institutional, College, School and programme level, ensuring there is direct feedback of students feeding into the quality assurance and enhancement of UCD's programmes and the student experience as a whole.

UCD IT Services also provides resources for **Research IT** - this range of services is designed to support and facilitate researchers in their use of IT as an enabler for their research activities. The range of services provided is tailored to support the needs of the research community.

Working in conjunction with UCD Research, IT Services has also delivered a suite of **Research Analytics** reports that provide a statement of research activity at university, college or school level. These reports draw together information from a wide variety of sources, relating to number and value of proposals submitted and grants awarded, number of publications, and number of staff that are research-active. The reports provide information spanning a number of years, to enable senior university management to view the trend in research activity over time. In addition to being able to view summary information, users can drill into the numbers to view more details of the relevant item.

IT Services also supports **Curriculum Management & Reporting** which incorporates the systems that support UCD Registry and Schools and Colleges in their endeavour to maintain UCD's curriculum. These include Curriculum Archive, Curriculum Browser, Curriculum Management, Module Access Management, the Programme Register, Student Feedback Survey Management and Timetable Management.

To safeguard individuals and to ensure the integrity and reliability of information services, UCD has a number of 'Use Policies'. These are designed to ensure that the University can offer the widest possible range of services to its community. The policies are not intended to limit use of the University's information services. The relevant issues are addressed in the **UCD Information Technology Services Acceptable Use Policy**.

In addition to this, the UCD Library has also published the **UCD Library – General Information Resources Policy**. The aim of the UCD Library Information Resources Development Policy is to direct and guide the provision of effective, high quality collections and appropriate electronic access to information resources for the University College Dublin academic community. The policy is developed in the context of the University's mission and goals, as published in strategic planning and policy documents at University, College and School levels.

The policy also sets out the following priorities:

To serve the curricular needs of students and academic staff on and off campus
To support graduate research in selected areas, based upon graduate programmes
To support fourth level graduate research (doctoral and postdoctoral)
To support academic staff research
To provide remote access to resources for users whenever possible

Links:

University Strategy 2015-2020;
University Strategy 2015-2020: 10 Strategic Objectives;
UCD Bursar's Office;
UCD Registry - Integrated Assistance Network (IAN) ;
UCD IT Services - Analytics and Reportin g;
Infohub;
UCD HR Learning and Development - InfoHub Training ;
Irish Survey of Student Engagement (ISSE);
UCD IT Services - Research I T;
UCD IT Services - Research Analytics ;
UCD IT Services - Curriculum Management & Reporting ;
UCD Information Technology Services Acceptable Use Policy;
UCD Library – General Information Resources Policy .

Do you have a Policy/Procedure for Self-evaluation and Monitoring?	Yes

Links for Policy/Procedure relating to Self-evaluation and Monitoring

UCD uses a range of mechanisms to monitor and periodically review programmes, with a view to encouraging continuous improvements. For example, UCD Teaching and Learning co-ordinates – on a University-wide basis – a **UCD Student Feedback on Modules Survey**. This all-university, anonymous, online student feedback is used to ensure that students are given a voice in the module enhancement process, part of UCD's evidence-based quality assurance of its educational offerings. Module enhancement allows for the regular and incremental updating of the educational design of modules for future offerings to ensure that they continue to provide an appropriate academic challenge for students. The process makes explicit the academic judgements and pedagogic adaptations that staff implement in keeping their modules current and relevant to students' learning needs and the goals of the discipline or subject.

The **Annual Monitoring of UCD's Taught Collaborative/Transnational Educational Provision**, which is overseen by the UCD Quality Office on behalf of the Academic Council Committee on Quality, is an important element in the University's quality assurance and quality enhancement framework. Annual monitoring of this provision allows Programme Teams, Schools, Colleges, and the University to assure themselves that the programmes delivered, in conjunction with collaborative partners, meet the expectations of staff and students, as well as facilitating ongoing opportunities to develop and enhance provision.

Programme Boards and Graduate School Boards have primary responsibility for monitoring the progress of students on internal UCD programmes for which they are responsible, and have access to extensive reporting tools within the **InfoHub Report Catalogue** available through **UCD IT Services Analytics & Reporting**. These provide important tools to collect, monitor and act on information on student progression, as well as other important student-related metrics. Sample reports which are used for this purpose include:

Current Applications School Summary;
Application Trends;
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Reasons for choosing UCD - University Summary;
Reasons for choosing programme - University Summary;
School Class Lists;
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My Grading Class Lists;
School Grading Summary;
Student Support Statistics by Area;
Student Engagement by School;
Curriculum Management School Summary;
Student Registrations - University Summary;
Student Demographics - University Summary;
Curriculum Trends;
Graduate Research Students School Summary;
Registered Students by International Indicators;
Clubs & Societies Membership Statistics;

Postdoc Tracking System;
Final Destination Returns (UCD Career Development Centre).

Programme Boards and Graduate Schools Boards also support **Programme Examination Boards** through which student performance in modules and programmes is evaluated, and through which general trends in student performance or in grading practices are identified, which may lead to revisions to the programme to address issues which may have emerged. The **Academic Council Committee on Examinations (ACCE)** oversees all elements of assessment and examinations, for undergraduate, graduate taught and graduate research degree programmes.

Self-evaluation and monitoring of the University's educational offerings is also a key component of the **UCD Quality Review Process**. As part of this process, Schools are required to undertake a review of the programmes they offer, for example, using extern examiner reports, student feedback on modules and professional and regulatory accreditation reports to inform reflection. Preparation for quality review also requires Schools to assess the effectiveness of the processes that they use to monitor and review programmes.

UCD also appoints **Subject Extern Examiners** with international expertise in their field, as moderators of the assessment process, to review suites of modules related to subjects either within or across Schools. In larger Schools, a Subject Extern Examiner may be appointed to exercise oversight of a specific taught graduate programme.

Appropriate curriculum alignment with industry and the professions is an aspect of the ongoing programme monitoring and review process: professional/regulatory body accreditation and/or recognition is an important external validation of the quality of UCD programmes. These external bodies also provide input to curriculum review and inform both programme changes and the development of new programmes, for example: Engineers Ireland, Irish Medical Council; Psychological Society of Ireland. Industry and professional body collaborations in relation to many of UCD's undergraduate and graduate programmes adds value to the student learning experience and student employability. Industry advisory boards also contribute to programme currency and development in particular subject areas.

The **University Strategy 2015-2020** highlights the institution's commitment to educational excellence through a strong student focused, research-led, educational experience. In particular **Strategic Initiative 2: Defining Educational Excellence** establishes an institution-wide commitment to enhancement and review of programmes in pursuance of the UCD vision. The University Management Team (UMT) has identified a number of specific programme enhancement themes which will inform the curriculum process, with a focus on research-informed and research-led education and transferable skills development in addition to an appraisal of assessment (methods and load) and use of technology to enhance learning. This project was initiated in 2015 and is ongoing.

The key elements of the **Curriculum Review and Enhancement** process comprise four interconnected and interdependent stages, as follows:

Stage 1: Programme Vision and Values
Stage 2: Programme Outcomes
Stage 3: Curriculum Mapping and Alignment
Stage 4: Action Plan and Implementation

Using Programme Outcomes as the starting point, over the 2015/16 and 2016/17 academic sessions there will be institution-wide review and enhancement of programme design for effective learning and assessment, with consideration given to the key structural features of the UCD degrees, review and improvement of the choice and flexibility that the UCD degrees offer for diverse students and the opportunities for learning in a research-intensive university through both the curricular and co-curricular student experience.

Through a review of the curriculum, gaps/areas for improvement in the curricular delivery of learning outcomes will be identified, as will duplication of the subject content in the context of meeting specified outcomes. Areas requiring enhancement will be identified, such as how to design assessment outcomes, but in tandem with this, consideration will be given to how to build the wider student experience into the curriculum through increased flexibility in learning content and pace, possibilities for personalised learning for students and increased co-curricular opportunities.

Links:
UCD Student Feedback on Modules Survey;
Programme Development, Approval and Review Framework (PDARF);
UCD Quality Office;
Academic Council Committee on Quality;
Academic Council Committee on Examinations;
UCD Quality Review Process;
University Strategy 2015-2020;
Curriculum Review and Enhancement.

Do you have a Policy/Procedure for Stakeholder Engagement?	Yes
Links for Policy/Procedure relating to Stakeholder Engagement	The role of external stakeholders involvement in UCD quality assurance processes is an important check on academic standards. The interaction with external stakeholders takes many forms, both formal and informal. For example, this external reflection on the UCD

quality assurance system is articulated in a range of policies and procedures, such as the **Quality Assurance and Quality Enhancement Policy**; the **Quality Review Process**; and **Professional, Regulatory and Statutory Body (PRSB)** accreditation. This also includes the role of external reviewers on Periodic Quality Review Groups, as well as Extern Examiners used for programme design, approval and for the examination of research degrees. In this regard, the University has published a **Policy Statement and Principles on Extern Examination at UCD**.

In relation to **Periodic Quality Review** of Schools and Units, the composition of Review Groups is selected independently of the unit under review. A typical Review Group is composed of two internal UCD staff - again, independent of the unit under review; and two or three external experts in the discipline/specialism under review (this number may vary, as appropriate, to reflect the size and diversity of the unit under review, having regard to the principle that the number of internal UCD members shall not exceed the number of external members). All Review Group members contribute to drafting the Review Group Report including the identification of recommendations for further improvement, and the Review Group Report is signed-off by all group members. Also, as part of the Periodic Quality Review process, Review Groups meet with external stakeholders. A survey is undertaken, usually annually, of Review Group members in order to evaluate and enhance the effectiveness of the UCD Quality Review process.

In relation to Extern Examiners, the University recognises that successful fulfilment of the functions of the Extern Examiner is dependent on the quality of internal assessment at both School and University levels. The key principles that underpin the role of the Extern Examiner are:

> **Quality of Assessment** - the fundamental role of the Extern Examiner is to assure academic standards and the quality of teaching, learning and assessment. The Extern Examiner confirms that the academic standards of modules and the awards to which they lead are consistent with the academic outcomes specified by the University, and are comparable to those achieved in the subject area in equivalent universities internationally;
> **Equity** - the Extern Examiner helps to assure the fairness, validity and rigour of assessment at the University;
> **Enhancement** - the Extern Examiner provides feedback on the quality of modules and the overall learning experience in the subject area, and on how teaching, learning and assessment in modules and the subject area may be enhanced;
> **Assessment** - the role of the Extern Examiner is to review, moderate and enhance the assessment process, and they will not routinely act as an additional examiner. The conduct of assessment and the determination of grades and awards is a matter for the Internal Examiner acting with the support and advice of the Extern Examiner. Nonetheless, in particular circumstances and in accordance with the policies of the University, Extern Examiners may be involved in the assessment process as second or additional examiners.

The University is subject to an independent **Quality Review** every seven years. An independent panel, co-ordinated by Quality and Qualifications Ireland (QQI), reviews the effectiveness of UCD's quality assurance processes. Each year, an institutional annual report on quality assurance activity is prepared by UCD for QQI, which forms the basis of an **Annual Dialogue Meeting** between QQI and UCD officers.

Links:
UCD Quality Assurance and Quality Enhancement Policy;
UCD Quality Review Process;
Policy Statement and Principles on Extern Examination at UCD .

Do you have a Policy/Procedure for Engagement with other Bodies?	Yes
Links for Policy/Procedure relating to Engagement with other Bodies	The UCD quality assurance policy and procedures refer to the engagement with professional, statutory and regulatory bodies and other quality assurance and awarding bodies. This is articulated, for example, in the **Quality Assurance and Quality Enhancement Policy**, the

Periodic Quality Review Process, and in School/Programme links with external **Professional, Regulatory and Statutory Bodies (PRSB)**.

As part of the preparation for **Periodic Quality Review**, units are encouraged, where relevant, to seek input from external stakeholders. In most reviews, the Review Group will also meet external stakeholders.

Many of UCD's academic programmes are accredited by a Professional, Regulatory and Statutory Body (PRSB). This is just one of the many ways the University ensures that professional standards and quality are maintained and that students gain the skills and knowledge required by employers. A PRSB normally accredits a programme for a specific number of years, after which they return to review and re-accredit the programme for the next period.

As stated earlier, UCD uses external members on Review Groups when undertaking **Periodic Quality Review**. These external members allow UCD to benchmark academic standards and practices against leading global university comparators. This also applies to the use of international External Examiners.

In the **University Strategy 2015-2020**, there is an explicit emphasis on '**Building Partnerships**' through Strategic Initiative 5. The ethos of UCD has always been embracing and inclusive, and the institution has established a range of effective partnerships. UCD values the mutual benefit of engaging with wider society. Through this initiative, UCD will build further holistic, strategic partnerships with public and non- governmental agencies, educational institutions, industry, community and professional organisations, in a structured way so that the institution can maximise its relevance and impact on society, while at the same time augmenting the student experience and researcher engagement.

Furthermore, Strategic Initiative 4 commits the University to '**Engaging Globally**'. Students and graduates benefit from a UCD education that enables them to thrive and contribute in an increasingly global community. The University's faculty engage in international research collaborations, sharing and contributing to a global bank of knowledge that aims to impact on society. In order to expand the University's global engagement, UCD is creating a network of UCD Global Centres, each of which provides a hub of research and education connections for students, faculty, alumni and partners.

UCD is also an active participant in the **Universitas 21** network. Universitas 21 is the leading global network of research-intensive universities, working together to foster global citizenship and institutional innovation through research-inspired teaching and learning, student mobility, connecting our students and staff, and wider advocacy for internationalisation. Collectively, its 25 members enrol over 1.3 million students and employ over 220,000 staff and faculty. All Universitas 21 member institutions are research-led, comprehensive universities providing a strong quality assurance framework to the network's activities.

Universitas 21 and the Irish Universities Association (IUA) provide a useful forum to discuss best practice around quality assurance and to exchange, for example, procedural exemplars and benchmark performance indicators.

Links:
UCD Quality Assurance and Quality Enhancement Policy;
UCD Quality Review Process;
University Strategy 2015-2020;
Universitas 21;
Irish Universities Association (IUA).

Do you have a Policy/Procedure for Provision and use of Public Information?	Yes

Links for Policy/Procedure relating to Provision and use of Public Information

In relation to the framework for quality assurance and enhancement, Quality Review Reports and Quality Improvement Plans are also published on the **UCD Quality Office** website. UCD participates in the annual **Irish Survey of Student Engagement (ISSE)** and the **International Student Barometer** survey. The results from both independent surveys are published publicly.

International Student Barometer survey. The results from both independent surveys are published publicly.

The **UCD University Relations** office manages, *inter alia*, the external and internal communications functions of the University. Primarily concerned with building and enhancing the reputation of the University among stakeholder groups, the office manages the projection of the UCD brand, major university events, media relations, marketing to prospective students, the production and publication of university-level online and print communications, as well as the processes around internal communications. The key areas of provision for which UCD University Relations is responsible are:

Internal Communications
Internet & New Media (including UCD profiles on Facebook, Twitter, Instagram and Snapchat)
Information Sources for Staff
Publications
Identity & Marketing
UCD Crest Brand Guidelines

Clear, accurate, up-to-date and accessible public information is provided by UCD, through the publication of information, policies, guidelines and other data on the UCD website, and as appropriate, hard copy and other media. UCD has a comprehensive suite of published information about its activities including programmes, admissions and assessment which is updated regularly. As part of the UCD quality assurance framework, relevant University Officers are responsible for the accuracy, clarity and currency of information relevant to their area of responsibility such as: Admissions, Assessment, Quality and Research.

To ensure the integrity and reliability of information, UCD has a number of relevant policies, for example, the **UCD Information Technology Services Acceptable Use Policy**. This policy also sets out the following priorities:

·   To serve the curricular needs of students and academic staff on and off campus
·   To support graduate research in selected areas, based upon graduate programmes
·   To support fourth level graduate research (doctoral and postdoctoral)
·   To support academic staff research
·   To provide remote access to resources for users whenever possible

In addition to this, the UCD Library has also published the **UCD Library – General Information Resources Policy**. The aim of the UCD Library Information Resources Development Policy is to direct and guide the provision of effective, high quality collections and appropriate electronic access to information resources for the University College Dublin academic community.

For *prospective students*, there is a wide variety of guidance, information and other supporting documents relating to the student lifecycle, included on the **Study At UCD** website and in hard copy. For undergraduate admissions, the 'MyUCD' portal provides extensive information on a range of topics, such as:

Courses;

Applying to UCD (includes admissions criteria, policies and procedures);

Visiting UCD;

UCD Prospectus;

Featured Events;

My UCD on Facebook;

Scholarships;

UCD Horizons (the modular and credit-based structure for taught degrees at UCD);

CAO 2016 - Explore a World of Opportunities at UCD ;

Campus Life;

Summer School;

UCD Open Day.

This information is collated and managed by the **Student Recruitment** and **Admissions** units, which are both part of **UCD Registry**. These units work with Schools, and in co-ordination with the **Curriculum Team** in **Administrative Services** (another unit which is part of UCD Registry which manages the Curriculum Management System), to ensure all programme and module information is correct and up-to-date. This includes information about collaborative and transnational programmes, which is supported by UCD International.

UCD International also provides dedicated information for prospective and incoming international students, including information on:

Why UCD?
What Can I Study?
Coming to Ireland
Student Life
Meet UCD

The **UCD Access and Lifelong Learning** is dedicated to fostering a University environment that is attractive to school leavers,

regardless of socio-economic background or disability, adults beginning their higher education, those wishing to study flexibly and people who wish to continue learning and pursue intellectual enrichment and fulfilment. Aligned with this office are the following dedicated supports for students:

UCD Access Centre - manages the Disability Access Route (DARE) and Higher Education Access Route (HEAR) schemes for the University;

UCD Adult Education Centre - including the 'Open Learning' initiative;

Lifelong Learning in UCD - Progression Pathways Project;

Mature Students Advisor;

Disability Access Officer.

For graduate admissions, there is extensive information for prospective students on the **UCD Graduate Studies** website, including information on degree types, entry requirements, the application process, fees, funding and scholarships and information about how to order a prospectus for the following types of programmes:

Taught Degrees (MA, MSc, LLM) ;

Research Degrees (MLitt, PhD, Prof. Doctorate).

For graduate admissions, and other non-CAO applicants, UCD operates an online **UCD Applications** system. There is also information about programmes available via online and distance learning through the **UCD Online Learning** website. For international students, there is also a dedicated website supported by UCD International for study at UCD for international students.

For *current students*, there is a dedicated UCD Current Students website. This includes information on registration, term dates, fees, exams and student services with a view to providing a 'one- stop-shop', holistic and student-centred set of resources. Included in this is the following:

Course Search;

Assessment in UCD;

Fees;

New Students(includes orientation information, key dates, the Welcome to UCD guide and video, new students checklist, UCD Career Guide, Library information for new students);

Registration;

Student Desk;

Student Services Directory;

Academic Term Dates.

Additional policies and procedures and other guidelines include:

UCD Academic Regulations- includes the articulation of the rules governing student progression between 'stages' of a programme in the context of the modular curriculum, as it pertains to minimum credits accumulated;

Protocol on Programme Transfer;

Policy on Recognition of Prior Learning;

Policy on Progression in Doctoral Programmes;

UCD Awards and the National Framework of Qualifications (NFQ) - this includes mutual recognition of programmes and awards within and outside Ireland, in compliance and co-operation with ENIC/NARIC.

UCD International also provides dedicated information for current students interested in coming to study at UCD from overseas, including information on the following topics:

Student Community
UCD Global Lounge
Student Videos and Blogs
Practical Information
Student Support - Student Advice and University & Academic Support
Seeing Dublin
News & Events
Going Abroad with UCD

Links:
UCD Information Technology Services Acceptable Use Policy;
UCD Library – General Information Resources Policy;
UCD By Numbers;

Do you have a Policy/Procedure for Linked Providers?	Yes

Links for Policy/Procedure relating to Linked Providers (DABs only)	The University has initiated a process to approve the quality assurance procedures of each Linked Provider and in due course, undertake an institutional level review of the effectiveness of the providers quality assurance procedures, in accordance with its obligations under the Qualifications and Quality Assurance (Education and Training) Act of 2012. This is being managed by the UCD Quality Office. The Quality Review of UCD's Linked Providers aims to:

Safeguard academic standards;
Contribute to the enhancement of UCD's educational provision and that of its linked providers;
Promote partnership between UCD and the linked providers;
Provide information that is useful to stakeholders;
Identify, encourage and disseminate good practice;
Identify challenges and how to address these;
Provide an opportunity for linked providers to test the effectiveness of their systems and procedures for monitoring and enhancing quality and standards;
Encourage the development and enhancement of these systems, in the context of current and emerging provision;
Inform the strategic planning processes;
Meet statutory review requirements.

The University is in the process of finalising two **Handbooks for the Review of Linked Providers** which is intended to assist with the management and oversight of the quality assurance and enhancement of the provision delivered by UCD's partner institutions, specifically by i) approving the quality assurance procedures of those partner institutions; and ii) undertaking institutional review of the effectiveness of those quality assurance procedures. The procedures also provide for the withdrawal of approval. These procedures are informed by a number of publications including the **QQI Core Statutory Quality Assurance Guidelines (April 2016)**, the **European Standards and Guidelines (ESG) (2015)** and the **QQI Policy on Quality Assurance Guidelines (2014)**.

Links:
UCD Quality Office |

Do you have a Policy/Procedure for Collaborative Provision?	Yes

Links for Policy/Procedure relating to Collaborative Provision	UCD has a wide variety of collaboration links, with (potential) variable risk profiles. Therefore, UCD takes a flexible approach to the approval and monitoring of such relationships. Consequently, a number of decision-making fora can be involved, depending on the nature of the collaboration (e.g. the University Management Team (UMT), The UMT Global Engagement Group (UMT_GEG), the University Programmes Board (UPB), and College Programme Boards). The role of the Vice-President for Global Engagement also

continues to evolve as the strategy for global engagement is being developed, which is aimed at ensuring and enhancing the quality of UCD's relationships withexternal partners

As part of the **Programme Development, Approval and Review Framework (PDARF)** there is a dedicated set of resources specific to collaborative provision. This includes an overview of the approval process and a set of 'Information Sheets' which set out the various definitions and modes of collaboration across key domains including quality assurance and due diligence, programme structures, admissions, registration, fees and financial arrangements, assessment, degree award classification, transcripts/diploma supplements, and parchments and conferring. Each educational programme partnership is underpinned by a Memorandum of Agreement (e.g. Recognised Colleges) and the Curriculum Team in Administrative Services (UCD Registry) also maintains an Implementation Management Plan for each collaborative arrangement to ensure that all relevant operational issues are addressed to ensure the successful activation of the collaboration.

UCD's framework for collaborative provision is benchmarked against international best practice and comparator institutions, and also complies with relevant policies and guidelines, such as the Irish Higher Education Quality Network (IHEQN) Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision (2013). Cyclical Quality Review of collaborative provision is published, however internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.

Links:
Programme Development, Approval and Review Framework (PDARF);
PDARF - Collaborative Programmes;
UCD Quality Office - IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision;
UCD Quality Office – Review Reports.

PRSBs	42
Awarding Bodies	0
QA Bodies	1
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	First Set of Records
Type of Arrangement	PRSB
Name of the Body	EQUIS (EFMD - European Foundation for Management Development)
Programme Titles and Links to Publications	https://www.efmd.org/accreditation-main/equis

Bachelor of Commerce (BComm);
Bachelor of Commerce (BComm) International;
Bachelor of Science (BSc) Economics and Finance;
Bachelor of Science (BSc) Business Analytics;
Bachelor of Business and Law (BBL);
Master of Accounting (MAcc);
MSc Strategic Management Accounting;
MSc International Law and Business;
MSc Aviation Finance;
MSc Energy and Environmental Finance;
MSc Finance;
MSc Quantitative Finance;
MSc Food Business Strategy;
MSc Human Resource Management; |

MSc Organisational Development and Change;
MSc Digital Innovation;
MSc Innovation, Entrepreneurship and Design;
MSc Global Services Management;
MSc International Business;
MSc International Management;
MSc Business Analytics;
MSc Management;
MSc Management Consultancy;
MSc Project Management;
MSc Strategic Management and Planning;
MSc Supply Chain Management;
MSc Digital Marketing;
MSc Marketing;
MSc Marketing Practice;
MSc Biotechnology and Business;
Master of Business Administration (MBA).

Date of last review or accreditation	17-12-2015
Next review year	2020
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Second Set of Records
Type of Arrangement	PRSB
Name of the Body	American Veterinary Medical Association (AVMA)
Programme Titles and Links to Publications	https://www.avma.org/Pages/home.aspx MVB Veterinary Medicine; MVB Veterinary Medicine (Graduate Entry) BSc Veterinary Nursing
Date of last review or accreditation	01-01-2014
Next review year	2021
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Third Set of Records
Type of Arrangement	PRSB
Name of the Body	Engineers Ireland
Programme Titles and Links to Publications	http://www.engineersireland.ie/services/accredited-courses/chartered-engineer.aspx?institute=University+College+Dublin+(UCD)

PROGRAMME	ACCREDITATION VALID	
	From:	To:

	University College Dublin (UCD)		
	BE (Hons) in Biosystems Engineering (previously titled BE (Hons) in Agricultural Food Engineering)	2005	2010
	BE (Hons) in Chemical Engineering	2005	2010
	BE (Hons) in Civil Engineering (Note 3)	2005	2020
	BE (Hons) in Electrical Engineering (Note 3)	2005	2020
	BE (Hons) in Electronic Engineering (Note 3)	2005	2020
	BE (Hons) in Mechanical Engineering (Note 3)	2005	2015
	BE in Agricultural Food Engineering	Up To	2004
	BE in Biosystems Engineering	Up To	2012
	BE in Chemical Engineering	Up To	2004
	BE in Civil Engineering	Up To	2010
	BE in Electrical Engineering	Up To	2012
	BE in Electronic Engineering	Up To	2012
	BE in Mechanical Engineering	Up To	2004
	ME in Biomedical Engineering (Note 5)	2011	2017
	ME in Civil and Environmental Engineering (Note 5)	2012	2018
	ME in Civil Engineering (Note 5)	2012	2018
	ME in Electrical Energy Engineering (Note 5)	2012	2018
	ME in Electronic and Computer Engineering (Note 5)	2012	2018
	ME in Energy Systems Engineering (Note 5)	Up To	2020
	ME in Engineering with Business (Note 5)	2011	2017
	ME in Materials Science & Engineering (Note 5)	2011	2017
	ME in Mechanical Engineering (Note 5)	2011	2017
	ME in Structural Engineering (Note 5)	2012	2018
	ME in Structural Engineering with Architecture (Note 5)	Up To	2020

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fourth Set of Records
Type of Arrangement	PRSB
Name of the Body	Nursing and Midwifery Board of Ireland (NMBI)
Programme Titles and Links to Publications	**Undergraduate Programmes** (http://www.nmbi.ie/Education/Undergraduate-programmes):

  BSc Children's and General Nursing
  BSc General
  BSc Psychiatric Nursing
  BSc Midwifery

Post-Registration Courses (http://www.nmbi.ie/Education/post-registration-courses):

- MSc Advanced Pain Management
- MSc Advanced Pain Management with Prescriptive Authority
- Graduate Diploma Cancer Nursing (Adult, Breast, Children, Colorectal)
- Graduate Diploma Children's Nursing
- MSc Clinical Leadership in Healthcare
- Graduate Diploma Clinical Leadership in Healthcare
- Graduate Diploma Critical Care Nursing (Children, Cardiovascular, Intensive Care)
- Graduate Diploma Diabetes Care
- Graduate Diploma Emergency Nursing (Adult, Children)
- Higher Diploma Midwifery
- MSc Midwifery Practice
- MSc Nursing Advanced Practice (Gastroenterology, Prescribing Pathway)
- Graduate Diploma Nursing Advanced Practice
- Graduate Certificate Nursing Advanced Practice
- MSc Nursing Education
- Graduate Diploma Nursing (Endoscopy)
- Professional Diploma Prescription of Medication with Health Assessment
- Graduate Certificate, Graduate Diploma, MSc Palliative Care
- Graduate Diploma Peri-operative Nursing
- Graduate Diploma Person Centred Care (Older People)
- Graduate Diploma Public Health Nursing

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fifth Set of Records
Type of Arrangement	PRSB
Name of the Body	Irish Medical Council

Programme Titles and Links to Publications	**Programme & Accrediting Body**	**Review Date**
	Undergraduate Entry to Medicine (UEM) **Irish Medical Council (IMC)**	Nov 2011 (Full) Jan 2015 (Annual) Next: Nov 2016 (Full)
	Graduate Entry to Medicine (GEM) **Irish Medical Council**	Nov 2011 (Full) Jan 2015 (Annual) Next: Nov 2016 (Full)

Date of last review or accreditation	13-01-2015
Next review year	2016
Joint research degrees	2
Joint/double/multiple awards	20
Collaborative programmes	24
Franchise programmes	15

Linked providers (DABs only)	3
Section: Collaborative Provision	First Set of Records
Type of arrangement:	Linked providers (DABs only)
Name of the Body (Bodies)	Institute of Banking (IoB)
Programme Titles and Links to Publications	http://www.iob.ie/ The University is in the process of finalising two **Handbooks for the Review of Linked Providers** which is intended to assist with the management and oversight of the quality assurance and enhancement of the provision delivered by UCD's partner institutions, specifically by i) approving the quality assurance procedures of those partner institutions; and ii) undertaking institutional review of the effectiveness of those quality assurance procedures. The procedures also provide for the withdrawal of approval. These procedures are informed by a number of publications including the **QQI Core Statutory Quality Assurance Guidelines (April 2016)**, the **European Standards and Guidelines (ESG) (2015)** and the **QQI Policy on Quality Assurance Guidelines (2014)** .
Next review year	2018
Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Linked providers (DABs only)
Name of the Body (Bodies)	National College of Art and Design (NCAD)
Programme Titles and Links to Publications	http://www.ncad.ie/ The University is in the process of finalising two **Handbooks for the Review of Linked Providers** which is intended to assist with the management and oversight of the quality assurance and enhancement of the provision delivered by UCD's partner institutions, specifically by i) approving the quality assurance procedures of those partner institutions; and ii) undertaking institutional review of the effectiveness of those quality assurance procedures. The procedures also provide for the withdrawal of approval. These procedures are informed by a number of publications including the **QQI Core Statutory Quality Assurance Guidelines (April 2016)**, the **European Standards and Guidelines (ESG) (2015)** and the **QQI Policy on Quality Assurance Guidelines (2014)** .
Next review year	2017
Section: Collaborative Provision	Third Set of Records
Type of arrangement:	Linked providers (DABs only)
Name of the Body (Bodies)	Institute of Public Administration (IPA)
Programme Titles and Links to Publications	http://www.ipa.ie/ The University is in the process of finalising two **Handbooks for the Review of Linked Providers** which is intended to assist with the management and oversight of the quality assurance and enhancement of the provision delivered by UCD's partner institutions, specifically by i) approving the quality assurance procedures of those partner institutions; and ii) undertaking institutional review of the effectiveness of those quality assurance procedures. The procedures also provide for the withdrawal of approval. These procedures are informed by a number of publications including the **QQI Core Statutory Quality Assurance Guidelines (April 2016)**, the **European Standards and Guidelines (ESG) (2015)** and

Next review year	2018
Section: Collaborative Provision	Fourth Set of Records
Type of arrangement:	Franchise programmes
Name of the Body (Bodies)	Kaplan Higher Education - Hong Kong
Programme Titles and Links to Publications	BBS MSc Business Master in Management Master in Business Administration Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.
Next review year	2017
Section: Collaborative Provision	Fifth Set of Records
Type of arrangement:	Franchise programmes
Name of the Body (Bodies)	Kaplan Higher Education - Singapore
Programme Titles and Links to Publications	BBS MSc Business Master in Management Master in Business Administration Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.
Next review year	2017
Section: Collaborative Provision	Sixth Set of Records
Type of arrangement:	Franchise programmes
Name of the Body (Bodies)	National School of Business Management - Sri Lanka
Programme Titles and Links to Publications	BSc Management Information Systems MSc Business BSc Computer Science Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.

Next review year	2018
Section: Collaborative Provision	Seventh Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Penang Medical College - Malaysia Royal College of Surgeons
Programme Titles and Links to Publications	MB, BCh, BAO Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.
Section: Collaborative Provision	Eighth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Beijing University of Technology (BJUT) Beijing-Dublin International College (BDIC)
Programme Titles and Links to Publications	BComm Finance BE Internet of Things Engineering BSc Software Engineering BSc Applied Statistics Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.
Section: Collaborative Provision	Ninth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	University Pantheon-Assas Paris II University Toulouse 1 Capitole
Programme Titles and Links to Publications	BCL Maitrise Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.
Section: Collaborative Provision	Tenth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Universite Catholique de Louvain Universite Aix-Marseille III Ruhr University Bochum Universidad de Deusto Uppsala University

	Rijks University Groningen
Programme Titles and Links to Publications	MSc Humanitarian Action Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.
Articulation Agreements	7
Section: 1 Articulation Agreements	First Set of Records
Name of the Body	Wuhan University
Name of the Programme and Links to Publications	BComm Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.
Section: Articulation Agreements	Second Set of Records
Name of the Body	Xiamen University
Name of the Programme and Links to Publications	BComm Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.
Section: Articulation Agreements	Third Set of Records
Name of the Body	Shanghai Sport University (SUS)
Name of the Programme and Links to Publications	BSc Sport & Exercise Management MSc Sports Management Internal monitoring and reporting on collaborative provision is currently confidential to the institution. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.
Section: Internal Review Schedule	First Set of Records
Year	2014-2015
Areas/Units	UCD School of History and Archives; UCD School of Philosophy;

	UCD School of Information and Library Studies; UCD School of Mathematical Sciences; UCD School of Mechanical and Materials Engineering; UCD School of Civil, Structural and Environmental Engineering; UCD School of Veterinary Medicine; UCD Library; UCD IT Services.
Number	9
Link(s) to Publication(s)	http://www.ucd.ie/quality/reviewreports/qualityreviewreports/2014-2015/
Section: Internal Review Schedule	Second Set of Records
Year	2015-2016
Areas/Units	UCD School of Civil Engineering; UCD School of Archaeology – Pilot Research Assessment Exercise; UCD School of Law; UCD International Office; UCD Student Centre (Student Health, Counselling, Chaplaincy, Sports, SU Societies, and Bars); UCD School of Computer Science; UCD School of Information and Communication Studies; UCD School of Medicine; UCD Research and Innovation; UCD School of Architecture, Planning and Environmental Policy.
Number	10
Link(s) to Publication(s)	http://www.ucd.ie/quality/reviewreports/qualityreviewreports/2015-2016/

AIQR - PARTS 2-6

Submission Date	31-05-2016 16:04:40
Organisation	UNIVERSITY COLLEGE DUBLIN
Reporting Year	2014-2015
Full Name	Roy Ferguson
E-mail	roy.ferguson@ucd.ie
Which Part do you wish to complete?	PART 2: Institution-led QA - Annual
Submission	Final Submission
PART 2 - Section 1: Institution-led QA - Annual	Quality Assurance and Enhancement System Developments

A piece in relation to the evolution of quality assurance and enhancement systems to support strategic objectives in the reporting period.

UCD keeps its quality assurance and enhancement framework under continuous review. Consequently, there are routine year-on-year enhancements. These enhancements reflect both internal and external developments, for example, the publication of the QQI Core Statutory QA Guidelines in 2016. Enhancements to the UCD Quality Framework that support the institutional strategic objectives include:

Development of Key Performance Indicators (KPIs) to measure progress against strategic objectives and initiatives;

Restructuring of Schools and Colleges to achieve efficiency and ensure the management of governance of academic units is fit-for- purpose;

Curriculum Review and Enhancement, a project under Strategic Initiative 2: Defining Educational Excellence - to evaluate the curriculum of all of the institution's academic offerings with a view to further enhancing the quality of this provision;

Introduction of UCD Agile, which supports the University community in its response to Strategic Initiative 6: Increasing Agility and Effectiveness;

Development of a Handbook for Linked Providers to manage and oversee the quality assurance and enhancement of the provision delivered by UCD's partner institutions with specific reference to i) approving the quality assurance procedures of those partner institutions; and ii) undertaking institutional review of the effectiveness of those quality assurance procedures;

Further enhancements to the Annual Report on UCD Collaborative and Transnational Taught Programmes;

Academic Council Committee on Quality (ACCQ) Quality Enhancement Work Projects, including mapping of UCD provision against:

-European Standards and Guidelines (ESG);
-QQI Core Statutory Quality Assurance (QA) Guidelines;
-Code of Practice for the Provision of Programmes of Education and Training to International Learners;
-QQI Policy Restatement: Policy for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training;
-QQI Protection of Enrolled Learners (PEL);
-QQI Statutory Quality Assurance Guidelines for Flexible and Distributed Learning.

Significant specific changes (if any) to QA within the institution.	There were three changes to the reviews schedule for the reporting period. Periodic Quality Review of these units was postponed for local operational reasons (e.g. a new Head of School appointed). These related to the following units:

There were three changes to the reviews schedule for the reporting period. Periodic Quality Review of these units was postponed for local operational reasons (e.g. a new Head of School appointed). These related to the following units:

UCD School of Languages, Cultures and Linguistics

UCD Estate Services

UCD School of Biosystems & Food Engineering

UCD keeps operational practice and procedures under continuous review. Examples of enhancements to the quality assurance system in the reporting period include:

Review of UCD Management and Governance (2014-2015), including review of Academic Council and revision of terms of reference;

UCD Quality Assurance and Quality Enhancement Policy (March 2015), updated to reflect the revised European Standards and Guidelines (ESG), May 2015

Updated Guidelines for the Preparation and Implementation of the Quality Improvement Plan (Academic Unit) (May 2015);

Report prepared on Good Practice identified in UCD Quality Review Reports and other quality related activities, September 2014 - September 2015: Issue 6;

Enhancements to the Annual Report on UCD Collaborative and Transnational Taught Programmes;

UCD Pilot Research Assessment Project (School of Archaeology);

Development of procedures to i) approve Linked Provider quality assurance procedures; and ii) undertake institutional review of the effectiveness of Linked Provider quality assurance procedures.

The University has also established a number of key offices and posts which have a quality assurance and enhancement dimension:

Vice-President for Global Engagement;

University Secretariat and Director of University Governance;

UCD Agile and Director of UCD Agile.

The schedule of QA governance meetings for the period should be inserted here.	The schedule of meetings of the University governance committees which have primary responsibility for the quality assurance system in the reporting period is as follows:

Governing Authority (GA) - 21 October 2014, 16 December 2014, 10 February 2015, 24 March 2015, 19 May 2015, 23 June 2015

Academic Council (AC) - 11 September 2014, 15 October 2014, 11 December 2014, 10 March 2015, 20 March 2015, 7 May 2015

University Management Team (UMT) - 26 August 2014, 9 September 2014, 23 September 2014, 7 October 2014, 21 October 2014, 4 November 2014, 18 November 2014, 2 December 2014, 16 December 2014, 20 January 2015, 3 February 2015, 17 February 2015, 3 March 2015, 18 March 2015, 31 March 2015, 14 April 2015, 28 April 2015, 12 May 2015, 26 May 2015, 9 June 2015

Academic Council Committee on Quality (ACCQ) - 23 October 2014, 19 March 2015, 11 June 2015
Academic Council Committee on Examinations (ACCE) - 6 October, 22 October, 19 November, 17 December, 4 February, 3 March, 31 March, 28 April, 26 May, 23 June

University Programmes Board (UPB) - 9 October 2014, 19 November 2014, 19 March 2015, 14 May 2015 |
| **PART 2 - Section 2: Institution-led QA - Annual** | Reviews in the Reporting Period |
| **Area/Unit and links to relevant publications** | UCD School of Veterinary Medicine - http://www.ucd.ie/t4cms/VetMed_FINAL%20RGR%20accepted%20by%20UCDGA.pdf;

UCD School of Mechanical and Materials Engineering - http://www.ucd.ie/t4cms/151021%20SMME%20FINAL%20RGR%20accepted%20by%20UCD

UCD IT Services - http://www.ucd.ie/t4cms/151021%20IT%20Services%20FINAL%20RGR%20accepted%20by'

UCD Library - http://www.ucd.ie/t4cms/160119%20FINAL%20Library%20RG%20Report%20accepted%20b

UCD School of Philosophy - http://www.ucd.ie/t4cms/160119%20Philosophy%20FINAL%20RG%20Report%20accepted%

UCD School of History and Archives - report in progress, to be published at http://www.ucd.ie/quality/reviewreports/qualityreviewreports/2014-2015/

UCD School of Mathematical Sciences - report in progress, to be published at http://www.ucd.ie/quality/reviewreports/qualityreviewreports/2014-2015/ |
| **Number of internal approval/evaluations and reviews completed in respect of School/Department/Faculty Review.** | 5 |
| **Number of internal approval/evaluations and reviews completed in respect of Service Unit Review.** | 2 |

Number of internal approval/evaluations and reviews completed in respect of Review of arrangements with a partner organisation.	0
Composition of Panels: % Internal	41
Composition of Panels: % National	3
Composition of Panels: % UK	41
Composition of Panels: % EU	6
Composition of Panels: % Student	0
Composition of Panels: % Other	9
Chair Profile: % Internal	97
Chair Profile: % Different institution	3
PART 2 - Section 3: Update on Institutional QA Overview	Other Implementation Factors

UCD uses a wide spectrum of data sets to inform decision making and to support quality assurance and the management of the student learning experience. This includes:

Key Performance Indicators - the University Strategy 2015-2020 sets out ten Strategic Objectives which have been agreed as the basis upon which the University will achieve its vision over this period. For each objective, a number of Key Performance Indicators (KPIs) are being identified, and a process has been undertaken to define and agree targets for each KPI. This process has involved the analysis of the institution's own data, identification of appropriate benchmark universities (both national and international) and the setting of appropriate targets to measure success against the ten Strategic Objectives.

UCD Institutional Research - provides data support for University planning and management activities directed toward fulfilling the goals and objectives of the University. The Director of Institutional Research supplies statistical data and information for use in the quality review process ('School Profiles') which includes information on applications, student registrations, graduations, and retention rates. This suite of statistics gives each unit under review a consistent and reliable source of information to begin their self-assessment process.

Research Statement Report - provided by the UCD Research Performance and Reporting Team, provides Heads of Schools and their nominees with a report on activity at University, College, School and Institute level, showing information and metrics on research funding, staff and publications, using a combination of the university business systems and Bibliometrics data.

UCD Bursar's Office - provides extensive resources and support for University, College, School and other unit planning and management processes, through its Financial Management Reporting system, the objectives of which are to i) provide financial management reports; ii) empower Colleges and Schools by allowing the running of reports within these units. This allows for real time financial information for all Colleges and Schools; iii) meet end-user reporting needs by getting feedback from end-users; and iv) provide training to College and School administrators.

Integrated Assistance Network (IAN) - provided by UCD Registry, is UCD's new student engagement dashboard which allows staff in Programme and School areas to pro-actively identify students who may be struggling or potentially heading for difficulty so that timely, targeted and, most importantly, successful interventions and supports can be offered. It is available by Programme (Student Engagement by Programme), by School (Student Engagement by School) or users can view individual students (Engagement - Student Quick Search). IAN is a dashboard which compiles approximately 15,000 pieces of data per student into five simple flags which, when taken together, may be indicators that a student is in difficulty. It shows all students in a given programme/major and stage, which flags are raised for them and their total flags. These five flags are i) Engagement: This shows a student's Blackboard activity relative to their peers. If a student's Blackboard activity is less than 30% of their peer average, the flag is raised; ii) Performance: This shows a student's most recent GPA. If the student is failing (ie if their GPA is less than 2.0, the flag is raised); iii) Extenuating Circumstances: This flag is raised if the student has submitted an Extenuating Circumstances application online; iv) Fee Compliance: This flag is raised if a student has not met their minimum payment for the term (ie if they have an 'Active' status); and v) Workload: This shows a student's total credits in the current year. If they are registered to more than the normal credits workload (normally 60 credits) for their Programme and stage, the flag is raised.

InfoHub, UCD Connect - for internal reporting and information management purposes, and accessed via UCD Connect, the InfoHub online reporting system delivers fast access to information in UCD's business systems e.g. student information, HR reports and Finance reports. It provides high-level summaries and graphs and enables quick and easy drilling to detailed information. Key institutional data is considered as part of the periodic quality review of Schools and support units. UCD HR Learning and Development also provide training on the use of the Infohub system.

UCD Student Feedback on Modules Survey - this all-university, anonymous, online student feedback mechanism is used to ensure that students are given a voice in the module enhancement process, part of UCD's evidence-based quality assurance of its educational offerings. Module enhancement allows for the regular and incremental updating of the educational design of modules for future offerings to ensure that they continue to provide an appropriate academic challenge for students. The process helps to keep modules current and relevant to students' learning needs and the goals of the discipline or subject.

Irish Survey of Student Engagement (ISSE) - UCD receives the outputs from this annual nationwide survey, and these outputs are evaluated at institutional, College, School and programme level, ensuring there is direct feedback of students feeding into the quality assurance and enhancement of UCD's programmes and the student experience as a whole.

The institution may choose to highlight in this section information relating to factors that have impacted on quality and quality assurance in the reporting period. These may be factors relating to national developments or initiatives, such as clusters/alliances/mergers, other external factors or intra-institutional factors.	Examples of these include: Mapping of UCD quality assurance provision against the revised **European Standards and Guidelines (May 2015)**; **Review of UCD Management and Governance**, including review of Academic Council and revision of terms of reference; **Restructuring of Schools and Colleges** to achieve efficiency and ensure the management and governance of academic units is fit-for-purpose; **Implementing the requirements of the 2012 Act through the Development of Handbooks for Linked Providers** to manage and oversee the quality assurance and enhancement of the provision delivered by UCD's partner institutions with specific reference to i) approving the quality assurance procedures of those partner institutions; and ii) undertaking institutional review of the effectiveness of those quality assurance procedures; the procedures will provide for the withdrawal of approval, and are informed by a number of publications including the **QQI Core Statutory Quality Assurance Guidelines (April 2016)**, the **European Standards and Guidelines (ESG) (2015)** and the **QQI Policy on Quality Assurance Guidelines (2014)**; Development and implementation of the **[Mission-Based Performance Compact between UCD and the HEA 2014-2016](#)**.
Any other implementation issues of interest can be noted here.	
PART 3	Effectiveness and Impact

A commentary about the effectiveness of QA policies and procedures in the reporting period may be inserted here.

The effectiveness of UCD's approach to quality assurance, including its policies and procedures, is evaluated on a periodic basis through a cyclical independent external review process, conducted by Quality and Qualifications Ireland (QQI). The effectiveness of quality assurance processes and their impact in different academic schools and support services across the University, are evaluated through periodic reviews co-ordinated by the UCD Quality Office – typically on a seven year cycle.

The scope of unit quality reviews within UCD is comprehensive and covers for example: organization and management; staff and facilities; resources; Teaching and Learning; research; programmes; external relations. Particular emphasis is placed on the student experience, and students are key stakeholders who meet with review groups. The focus of quality reviews of support services is on the quality and effectiveness of the services provided, the processes and systems that monitor and support those services, and the overall contribution to the strategic development and effective operation of the University. All quality reviews are informed by key metrics aligned with the University Strategy and are benchmarked against comparable institutional data, where it is available.

UCD reflects, on a continuous basis, on its quality assurance and enhancement policies and procedures. Examples of recent enhancements include:

Revision and enhancement of the [UCD Quality Assurance and Enhancement Policy](#);

Review of the role of the Academic Council Committee on Quality (ACCQ) and identification of ACCQ Quality Enhancement Work Projects, including mapping of the UCD quality assurance provision against the revised [European Standards and Guidelines (ESG)](#);

Publication of [Examples of Good Practice identified in UCD Quality Review Reports and other quality related activities, September 2014 - September 2015: Issue 6](#);

[Institutional Quality Report - Annual Summary for UCD Governing Authority, University Management Team, and the UCD Academic Council Committee on Quality (ACCQ)](#);

[Annual Report on UCD Taught Collaborative/Transnational Educational Provison 2014-2015](#)

The University also regularly surveys members of **Periodic Quality Review Panels** - internal and external panel members and chairs of Review Panels are each surveyed separately, regarding the effectiveness of the quality assurance and enhancement procedures and processes, which informs further enhancements to the institution's quality assurance framework. Feedback from Review Groups indicates that overall, UCD units prepared well for Quality Review, with the majority of Self-Assessment Reports (SAR) providing a useful analysis of the units core activities. The UCD Quality Office provides Self-Assessment Report exemplars to units preparing for review, and briefing sessions for SAR Co-ordinating Committees, and will continue to explore opportunities to further enhance the 'reflective' aspect of Self-Assessment Reports. All units engaged positively with the Quality Review process. A number of unit heads noted that preparation for review, combined with the Review Group Report recommendations for enhancement, provided a positive driver for change.

In relation to oversight and quality assurance of **UCD's Taught Collaborative/Transnational Educational Provision**, a number of enhancements were noted in the annual report published in the reporting period, including:

Evidence of the establishment of joint management teams by the co-ordinators for individual collaboration programmes from partnering institutions, and definition and codification of the protocol for communication among the members of the team – and between the team, the partner institutions and the students – has helped to embed the key channels through which quality assurance and enhancement can be pursued. This includes, in some instances, an annual meeting devoted solely to quality assurance.

There is evidence of Schools and Colleges undertaking not only annual quality review of the administration and academic content of collaborative programmes, such as that exercised through the production of the annual programme report, but also annual review of the financial viability of such programmes.

There are examples where improved and enhanced contact with the cohort of potential students as part of a programme recruitment strategy has helped to increase student numbers in excess of the projected targets and has also improved student retention. Additional supports for students once accepted and registered to the programme, such as a 'Survival Guide' supplied by each host institution for all visiting students of that institution, a dedicated new student orientation programme and assisted student registration sessions, likewise promote retention and help to enhance the student experience. A further example of this is the provision of a short, optional, summer school session (or other similar session available during the academic year), on-campus at UCD in Dublin, which helps students on overseas programmes to better connect with UCD. Frequent visits by UCD staff to overseas locations are also useful.

In the majority of the reports, feedback received from students on individual modules is outlined in detail, with concomitant plans for amending the curriculum to address the concerns which have been raised.

Lists of meeting dates for the programme teams are provided as appendices to the reports, including, in some instances, detailed agendas and descriptions of aims and objectives.

The relevant outputs of School/Unit Periodic Review, where applicable, are reflected in the Annual Programme Monitoring Report for collaborative/transnational programmes managed by the School.

An evaluation of the impact of QA policies and procedures through their implementation in the reporting period should be inserted here.

The impact of implementing the quality assurance framework within UCD tends to be reflected in continuous incremental enhancements rather than fundamental shifts in policy and/or procedures year-on-year. For example, changes to a module's assessment profile; further enhancing the reporting template for annual reporting on collaborative provision or the redevelopment of a School's workload model. Periodically, however, more significant projects are initiated at a cross-institution level, such as the current **Curriculum Review and Enhancement** process which is linked to the **UCD Strategic Initiative 2: Defining Educational Excellence**. A number of specific programme enhancement themes will inform this process, including a focus on:

Embedding research in the undergraduate experience;

The development of discipline-specific as well as a wider set of attributes and capabilities;

Effective and efficient definition and assessment of outcomes;

An expansion of the use of technology to enhance learning.

Other enhancement work programmes linked to Strategic Initiative 2 include:

Enabling the flexible UCD degree;

The enhancement of Electives Provision;

Providing excellence in student academic advice;

Measuring and demonstrating educational excellence.

Another example – UCD Registry launched the **Integrated Assistance Network (IAN)** within the reporting period, which is UCD's new student engagement dashboard. This tool allows staff in Programme and School areas to pro-actively identify students who may be struggling or potentially heading for difficulty so that timely, targeted and, most importantly, successful interventions and supports can be offered. It is available by Programme (Student Engagement by Programme), by School (Student Engagement by School) or users can view individual students (Engagement - Student Quick Search). IAN is a dashboard which compiles approximately 15,000 pieces of data per student into five simple flags which, when taken together, may be indicators that a student is in difficulty. It shows all students in a given programme/major and stage, which flags are raised for them and their total flags. These five flags are i) Engagement: This shows a student's Blackboard activity relative to their peers. If a student's Blackboard activity is less than 30% of their peer average, the flag is raised; ii) Performance: This shows a student's most recent GPA. If the student is failing (ie if their GPA is less than 2.0, the flag is raised); iii) Extenuating Circumstances: This flag is raised if the student has submitted an Extenuating Circumstances application online; iv) Fee Compliance: This flag is raised if a student has not met their minimum payment for the term (ie if they have an 'Active' status); and v) Workload: This shows a student's total credits in the current year. If they are registered to more than the normal credits workload (normally 60 credits) for their Programme and stage, the flag is raised. The IAN tool therefore provides an important resource which is used to evaluate the impact of the University's quality assurance and enhancement policies and procedures.

In the context of **Periodic Quality Review** of units, the most important aspect of the quality assurance and enhancement process is the unit's engagement with the recommendations for improvement that have been generated by the Review Group and the development of a Quality Improvement Plan (QIP) to address those recommendations. *Each Review Group Report is considered by the University Management Team (UMT) and is discussed with the Chair of the Review Group*. The UMT prepares a commentary on the findings of the Review Group, and both this commentary and the Review Group Report are considered by the Governing Authority. The University also monitors the implementation and progress of the planned actions approximately 12 months from the initial production of the QIP. This formal stage involves the Registrar and Deputy President, the Chair and Deputy Chair of the Review Group, representatives from the UCD Quality Office, the head of unit that has been reviewed and three to four members of staff from that unit. This meeting is informed by an updated QIP which highlights current progress on planned actions arising from the report recommendations, and as such, provides an indication of the impact of the various UCD quality assurance processes.

As part of the internal reflection of the outputs of the Quality Review Reports, an annual report on quality assurance and enhancement activity in the preceding year is provided to the Governing Authority, Academic Council and the University Management Team, which incorporates an analysis of key issues or themes arising from the Review Group Report recommendations for improvement. Examples of these Quality Improvement Plans and annual reports are available at **UCD Quality Office - Quality Review Reports.**

| **This section should highlight an analysis of the key themes arising within the implementation of QA policies and procedures, primarily through a thematic analysis of key recommendations, commendations and conditions for the reporting period.** | The University periodically analyses key themes arising from unit reviews under recommendations and/or commendations, for example: |

The University periodically analyses key themes arising from unit reviews under recommendations and/or commendations, for example:

> Annual Report on UCD Taught Collaborative/Transnational Educational Provison 2014-2015;
>
> Institutional Quality Report - Annual Summary for UCD Governing Authority, University Management Team, and the UCD Academic Council Committee on Quality (ACCQ);
>
> Annual Report of Examples of Good Practice identified in UCD Quality Review Reports and other quality related activities, September 2014 - September 2015: Issue 6.

Analysis of key recommendations highlight a number of thematic issues which are being addressed, as appropriate, at school/unit level, which include:

- o Provision of timely feedback to students;
- o Support and training for new research students;
- o Leadership development programme for staff;
- o Workload models;
- o Induction and orientation programme for newly appointed staff.

For information pertaining to the key themes arising within the implementation of quality assurance and enhancement policies and procedures, including commendations and recommendations arising from Review Group reports, Quality Improvement Plans and annual reports, see UCD Quality Office - Review Reports, which includes:

> Quality Review Reports;
>
> Thematic Review Reports;
>
> Institutional Review Reports;
>
> Collaborative/Transnational Provision Reports.

| **PART 4** | Quality Enhancement |

A description of improvements or enhancements, impacting on quality or quality assurance, that took place in the reporting period, identifying the reasons for the improvements (for example an evaluation of effectiveness and impact from the previous period or objectives set out in strategic compacts).

In the **University Strategy 2015-2020**, launched within the reporting period, there is a set of ten Strategic Objectives and six Strategic Initiatives. There has been a significant number of quality assurance and enhancement initiatives which have been activated during the period; examples of enhancements impacting on quality assurance within UCD during the reporting period have been referenced in earlier sections of this report. For convenience, some of these earlier examples are given again below:

Mapping of UCD quality assurance provision against the revised **European Standards and Guidelines**;

Review of UCD Management and Governance to ensure structures are fit-for-purpose, including review of Academic Council and revision of terms of reference;

Restructuring of Schools and Colleges to achieve efficiency and ensure the management of governance of academic units is fit-for-purpose;

Development of two **Handbooks for UCD Linked Providers** to manage and oversee the quality assurance and enhancement of the provision delivered by UCD's partner institutions with specific reference to i) approving the quality assurance procedures of those partner institutions; and ii) undertaking institutional review of the effectiveness of those quality assurance procedures; the procedures will provide for the withdrawal of approval, and are informed by a number of publications including the **QQI Core Statutory Quality Assurance Guidelines (April 2016)**, the **European Standards and Guidelines (ESG) (2015)** and the **QQI Policy on Quality Assurance Guidelines (2014)**;

Development of **Key Performance Indicators (KPIs)** to measure progress against institutional strategic objectives and initiatives;

Curriculum Review and Enhancement, a major project under Strategic Initiative 2: Defining Educational Excellence to evaluate the curriculum of all of the institution's academic offerings with a view to further enhancing the quality of this provision;

Establishment of **UCD Agile**, which supports the University community in its response to Strategic Initiative 6: Increasing Agility and Effectiveness;

Further enhancements to the **Annual Report on UCD Collaborative and Transnational Taught Programmes** and the annotated Reporting Template;

Ongoing development of a number of **UCD Teaching and Learning Projects** including UCD Digital Badges Pilot, Student Digital Ambassadors, Understanding and Perceptions of Research/Teaching linkages amongst academic staff; Exploring the impact of Research/Teaching linkages on the undergraduate experience; Designing and Revising Curriculum for Graduate Taught Programmes, Blended Design for Large Classes and Learning for Success at University.

Academic Council Committee on Quality (ACCQ) Quality Enhancement Work Projects, including mapping of UCD quality assurance provision against the QQI Core Statutory Quality Assurance (QA) Guidelines, and the Code of Practice for the Provision of Programmes of Education and Training to International Learners;

UCD Pilot Research Quality Assessment Project (School of Archaeology);

Further development of, and pursuit of the objectives set-out in, the **Strategy for Research, Innovation and Impact 2015-2020** - research, innovation and impact are central to the University Strategy, underpinning all ten objectives and for each of the ten University objectives, the research strategy describes how UCD's activities in research, innovation and impact will contribute to the achievement of that objective, and identifies the key associated actions.

An analysis of quality enhancement activities that were initiated by the institution. This could also include reference to any national or international quality assurance developments in which the institution is engaged. The institution is encouraged to highlight areas that may be of interest to other institutions and would benefit from wider dissemination.	See above section on 'Improvements and Enhancements for the Reporting Period'.

PART 5   Objectives for the Coming Year

A piece in relation to strategic objectives in the coming period and plans for quality assurance and enhancement.

Examples of quality assurance and enhancement system plans for the coming period, which include projects already underway, are:

Finalise the development of two **Handbooks for UCD Linked Providers** to manage and oversee the quality assurance and enhancement of the provision delivered by UCD's partner institutions, specifically to i) approve UCD Linked Provider quality assurance procedures, and ii) begin the process of undertaking Linked Provider institutional review, with reference to the effectiveness of their quality assurance procedures; the procedures will provide for the withdrawal of approval, and are informed by a number of publications including the **QQI Core Statutory Quality Assurance Guidelines (April 2016)**, the **European Standards and Guidelines (ESG) (2015)** and the **QQI Policy on Quality Assurance Guidelines (2014)**;

Ongoing development of **Key Performance Indicators (KPIs)** to measure progress against the objectives and initiatives articulated in the University Strategy 2015-2020;

Curriculum Review and Enhancement, a major project under Strategic Initiative 2: Defining Educational Excellence to evaluate the curriculum of all of the institution's academic offerings with a view to further enhancing the quality of this provision;

Ongoing development of **UCD Agile**, which supports the University community in its response to Strategic Initiative 6: Increasing Agility and Effectiveness;

Ongoing updating of the UCD quality assurance and enhancement framework to **Approve, Monitor and Review UCD Collaborative and Transnational Taught Programmes**;

Academic Council Committee on Quality (ACCQ) Quality Enhancement Work Projects, including ongoing work to map the UCD quality assurance provision against the QQI Core Statutory Quality Assurance (QA) Guidelines.

Develop and implement a new **UCD HR Strategy: Growing Through People**.

Undertake a Quality Review of **UCD programmes delivered in partnership with Kaplan**, in Singapore and Hong Kong.

Review Plans: Area/Unit and Number	The reviews planned for the forthcoming (2016-17) cycle of reviews includes: National College of Arts and Design (NCAD) - approval of quality assurance and enhancement framework (July 2016) and review of the effectiveness of the quality assurance and enhancement processes and procedures (March 2017) UCD/Teagasc BAgrSc/Prof Dip Dairy Farm Management UCD/Kaplan Partnership (Business Programmes), Hong Kong and Singapore UCD School of Physics UCD School of Art History & Cultural Policy UCD School of Economics UCD School of Classics UCD School of Biosystems & Food Engineering UCD Estate Services UCD Career Development Centre UCD School of Languages, Cultures and Linguistics UCD School of Chemical and Bioprocess Engineering
Any further information with respect to plans for the coming period.	
PART 6	Preparation for Periodic Review
A description of the impacts of institutional review within the institution.	
A short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review cycle.	
Developmental themes of importance to the institution which will be relevant to periodic review.	