



University College Dublin

UCD Quality Office

Writing the Quality Improvement Plan – Background Notes

Follow-up is an integral part of the quality review process. The decisions on improvement, which are made in the follow-up to self-assessment and review, provide a framework within which each unit can continue to work towards developing and fostering a quality culture in the University. Each unit under review is also required to implement the recommendations of the Review Group Report having regard to the resources available, or unless it would be unreasonable or impractical to do so.

The Quality Improvement Plan (QIP) usually takes the form of short summaries of the action taken/planned, or if actions are not being taken, an explanation provided. It is the unit's responsibility to compile an appropriate response to each recommendation. This means that if necessary, the unit must obtain a response to each of those recommendations which relates to other areas of the University, to which actions arising from the report were directed.

Set out below, are examples from earlier QIPs which illustrate a SMART approach i.e. responses that are Specific (S), Measurable (M), Achievable (A), Realistic (R) and Timed (T). Responses are succinct, yet with a sufficient level of detail. The extracts are set out under a number of headings which broadly reflect the QIP content structure. Some recommendations may be context specific to the unit under review, however they serve to illustrate the breadth of recommendations for improvement that can be made by Review Groups.

The extracts are set out under a number of headings which broadly reflect the SAR content structure (Academic Unit Examples – page 1-23; Support Unit Examples – page 24-32).

August 2014

(A) Academic Unit Quality Review - Examples

ORGANISATION AND MANAGEMENT

Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A1 - UCD School of Sociology				
X.X	. . . the Review Group recommends that the School develop a new strategic plan, which provides a realistic vision for the future. The Review Group also recommends that the School develop an Advisory Board to whom the School can then present its vision, seeking advice and recommendations etc. The Review Group advises that the School re-visit its strategic plan and establish an Advisory Board as soon as possible and that the terms of reference for the Advisory Board should focus on helping the School develop and implement its vision for the future.	1	<ul style="list-style-type: none"> • The School is re-developing its Strategic Plan and the updated Plan will reflect the RG recommendations. • The School has organised a number of Planning Day Meetings. The first of these will be informed by its re-developed Strategic Plan. • Subsequent Planning Day Meetings will revolve around assessing and developing policies and practices to implement the Strategic Plan. • The School will appoint an Advisory Board in 2013-14. It has been decided that the Advisory Board will comprise five representatives including sociologists, other academics and non-academic professional sociologists. Members will be appointed for a three-year term. The Terms of Reference and proposed membership of the Advisory Board will be agreed at the School meeting scheduled for 8 November. • The terms and references of the Advisory Board will include, <i>inter alia</i>, representatives attending the School Annual Planning Day Meeting. 	B

CATEGORIES

1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit
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3. Recommendations concerning inadequate staffing, and/or facilities which require recurrent or capital funding

TIMESCALE

- A. Recommendation already implemented
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Example A2 - UCD School of Music				
X.X	The Review Group recommends that the School should consider a facilitated workshop, with input from relevant University experts, for example, the Director of Strategic Planning, to consider development scenarios. This should feed into the School Development Plan that is currently being drafted and the next iteration of the School Strategic Plan. The School could also chart the paths, through the institution and beyond, of high-achieving students as a way to clarify the School's 'Mission'.	1	The recommended workshop is planned for the summer 2014; it has to take place after the end of teaching as staff are more stretched than usual during the current academic year. It will be ensured that its results feed into both the Development Plan and the Strategic Plan. Information on high-achieving students is currently being collected and will be used to market the School in connection with the centenary events of 2014.	B
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A3 - UCD Teagasc Collaborative Programmes				
X.X	The Review Group recommend that the programme team consider documenting the process of matching students to mentor farms (e.g. bullet point the key stages involved) in a short paper.	1	This information exists informally, but the Teagasc Coordinator will develop a formal document to include information on key stages involved in the process ahead of the new students entering the programme in 2013. This information will be included in a 'Programme Information Pack' (PIP) for staff teaching into the PDDFM. The PIP will also include information on key contacts involved in the Programme, annual reports etc.	B
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Example A4 - UCD School of Business				
X.X	Through no fault of the School, the University and	1,2	The UCD School of Business and the UCD International Office have	B

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	School plans for internationalisation appear to be somewhat misaligned. The University should ensure that its internationalisation goals are aligned with School plans and vice versa. In particular, a clear business plan, agreed by both parties, should be in place before the University launches new initiatives overseas.		worked hard over the past twelve months to develop fully aligned business plans for China and India. These plans will be scaled further in 2012/13. In addition, the School and University will work together in 2012/13 on a business plan for student recruitment in the Middle East and the School plans to participate in the University's Beijing campus on a phased basis, consistent with the University's engagement. Its activities in Sri Lanka will continue as before in line with University plans for that region.	
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Example A5 - UCD School of Irish, Celtic Studies, Irish Folklore and Linguistics				
X.X	The Review Group recommends that as a component of this strategic plan, the organisation of the School, its structures, relationships with the College and the inter-relationships of the various academic/administrative units and committees, is represented in a clear diagrammatic form. The Review Group believe that the creation of such an organisational chart (organogram) would prove helpful in the identification of those areas where there is lack of clarity in terms of communication and line management.	1	The provision of organogram will be arranged, and placed on the School website. This exercise will be used to aid understanding in the areas where communication and organisation require clarification. It will be produced in the first semester of 2013 and the HR partner will support this process.	B

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Example A6 - UCD School of Physics				
X.X	There is a need for better integration of postgraduate students (including taught Masters students) and postdoctoral students into the life of the School, for example, by way of weekly brown bag lunches with discussion of work-in-progress, research colloquia or social events; it might be helpful to establish a committee of postgraduates/postdoctoral students, possibly including one or two academic staff, to plan such academic and social events in the School.	1.	Action taken: A graduate studies committee has been set up, involving academics, postgraduates and administrative staff. It serves as a communication/ideas forum between those involved in different aspects of graduate studies such as research and taught graduate students, administrative matters, marketing, coordination of multi institute graduate programmes (e.g. DRHEA and DGPP), graduate student seminar series, informal event organisation etc. A programme of social events, organised by the postgraduate students, has been financially supported by the School. PhD students present their research to the School after their first 12-18 months of work as part of the transfer process, as well as their formal seminar as part of the <i>viva voce</i> exam at the end of the PhD.	A
X.X	The School should form a postgraduate student committee; one of its functions could be to organise regular research seminars that cut across research groups.			

STAFF AND FACILITIES

Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A7 - UCD School of Agriculture and Food Science				
X.X	A more formal mentoring programme for new academic staff is recommended so that new recruits are positioned to achieve their full potential. A	2	Action: The school will promote the existing UCD Academic Mentoring Programme to all academic staff within the School in addition to establishing a formal mentoring programme for new academics to assist	A/B

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	combination of individual mentoring by experienced staff coupled with a formal School-mentoring programme is likely to be most effective.		them in establishing their teaching and research careers.	
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Example A8 - UCD School of Sociology				
X.X	Post-doctoral students and PhD students felt there could be more emphasis placed on career and publication opportunities. While support and advice is available at a University level, the School should explore how to develop this advice at a School level, including publicising more effectively what is available.	1/2	<p>The graduate studies committee will review the current level of information provision and supports available, and will specifically consider how to optimise the availability and promotion of career and publication opportunities/advice.</p> <p>The School has redesigned its seminar series to ensure greater participation by graduate students. See 4.19.2.</p> <p>One of the tasks of the Director of Communications is to increase the profile of the School, particularly its research and publications. In the first year of his appointment (2013-14), he will investigate ways of increasing the School profile, including engaging with support available from UCD Communications, the College of Human Sciences, UCD Library and UCD Research.</p> <p>A Meeting has been set up with the Deputy Head of Academic Services, UCD Library, to demonstrate how staff publications can be included in the Research Repository.</p>	A/B

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Example A9 - UCD School of Public Health, Physiotherapy & Population Science				
X.X	The Review Group recommends that the proposed Chair in Occupational and Environmental Studies be filled to consolidate and develop existing Public Health programmes. The School should ensure that the infrastructure and post appointment support for chair appointments is adequate for fulfilment of the role.	2	The School welcomes the recognition of the RG and of the University of the importance of this strategic role to SPHPPS. A candidate for the Chair has been nominated by the School and by UCD for an AXA Permanent Endowed Chair in Occupational and Environmental Studies and the outcome of this application will be known in December 2013. BRC approval was achieved in September 2013.	A
		1	Should the AXA application not be successful, an application for a School-funded permanent Chair will be put to the BRC. Responsibility: Head of School and Head of Administration	B
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Example A10 - UCD School of Business				
X.X	In both Quinn and Smurfit there is a need for more flexible seating in rooms. For example, it may be more appropriate if flat, rather than tiered seating is used. Should Executive Education move to a new locale (as suggested as a possibility – see X.X below) their facility could perhaps be used by the graduate programmes.	1,3	The Quinn School has noted this recommendation and introduced in 2012/13 a new suite of classrooms with flexible seating. The first room, called the Collaborative Learning Space, is populated with moveable furniture to allow group discussions and break-out spaces. This room is flanked by 4 media suites which allow students to work on, and prepare, presentations. Each room has a record function where students can review their presentations. Also included in the suite of rooms is an analytics lab. This room contains 12 Bloomberg terminals and will be operated under the governance of	A, C

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			<p>the Business E-Learning Unit in the Quinn School. Of relevance here is the safety aspect – rooms with over 50 seats are required to have fixed seating. Moreover, flexible seating tends to require more floor space than fixed seating.</p> <p>In the Smurfit School, work is scheduled to commence in Semester One of the current academic year 2012/13 to refurbish classroom D104. This will provide an additional high-quality, flat-floor classroom. Additional flat-floor classroom requirements will be considered in the multi-year building plan as per the response to recommendation 3.19 (QIP, p.9).</p>	
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TEACHING, LEARNING AND ASSESSMENT

Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A11 - UCD School of Public Health, Physiotherapy & Population Science				
X.X	The administrative arrangements to facilitate and maximise student learning at clinical placements/worksites needs to be further considered. In two instances reported to the Review Group, neither the students nor the work place/clinical supervisors were aware of their respective roles, and responsibilities or the outcomes	1	BSc Physiotherapy and MSc Physiotherapy Pre-Registration have a comprehensive briefing process for students and Clinical Tutors. Clinical Tutors attend Training Days in the University where their role and responsibilities in Students Clinical Education is outlined. They are also involved in teaching practical components of modules to students during their programme. Each student receives a Clinical Manual before they go on placement which outlines all details pertaining to the	A

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	that were expected from the student visit.	1	placement. For the BSc Sport and Exercise Management prospective work placement hosts provide a job description of the student placement that outlines what the student will be expected to do, which is negotiated with the work placement coordinator. Students receive a number of briefing sessions throughout Stage 2 prior to their summer work placement and provide an initial statement of their key objectives and strategies for achieving those objectives that are developed in conjunction with their work placement supervisor.	A
		1	The School will continue with this policy of ensuring that all stakeholders are well briefed and aware of their respective roles and responsibilities. The School will ensure that the effectiveness of our current practices in this regard is evaluated in our programme and module evaluation methodologies from this point on. Responsibility: Programme Coordinators and Module Coordinators	B
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Example A12 - UCD School of Geography, Planning & Environmental Policy				
X.X	The School makes considerable use of post-doctoral and other temporary staff to provide teaching cover. It should ensure that all such staff receive appropriate training and supervision.	1	1. Within the contractual boundaries encourage new postdoctoral teaching staff to undertake a UCD Teaching and Learning Centre's workshop on small and large group teaching to assist them with preparing and delivering lectures.	B

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			2. On-going supervision of postdoctoral staff by their mentors, heads of subject and/or programme directors.	
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Example A13 - UCD School of Business				
X.X	UCD School of Business has developed significant opportunities for students in undergraduate programmes to avail of international study experiences. As this is greatly appreciated by those who have taken these opportunities and by the employer representatives that the Review Group met, it is suggested that the School consider extending further this opportunity for students, where possible. Appropriate resources will need to be in place to achieve this.	1	<p>At present, all but one full-time Business undergraduate degree programme have an international study opportunity. The specific nature of the BSc Economics & Finance curriculum has made it difficult to find one partner school that can provide the necessary curriculum content. However, the School continues to explore talks with Partner Schools to find a suitable exchange location for these students. In particular, the School is in advanced negotiations with a potential Partner in Hong Kong (HKUST). It is hoped that study abroad opportunities could be offered to BSc Economics & Finance students as early as academic year 2013/14. The School is planning to carry out a full review of the undergraduate international exchange partnerships in the near future.</p> <p>In relation to its graduate programmes, the School is very keen to expand the range of opportunities to enable postgraduate students to spend a portion of their studies abroad. A number of programmes already embed overseas study opportunities for graduate students, including the CEMS and MBA programmes and several of the MSc streams. Because most School postgraduate Business programmes are of 12-months' duration, the time window within which graduate</p>	C

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			students can avail of overseas study is particularly limited. The Smurfit School will be undertaking a comprehensive review of its largest suite of postgraduate programmes, the MSc in Business, during 2012/13 and it is intended that the issue of internationalisation will be addressed as part of this review.	
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Example A14 - UCD School of Psychology				
X.X	<p>X.X - The School should review the number of modules currently offered with a view to significantly reducing this number, thereby reducing the amount of time being spent on teaching.</p> <p>X.X - The School will need to seriously consider reviewing the breadth of the current teaching programme with a view to substantially reducing the number of modules offered and maintaining the staff-student ratio required by the professional body, the Psychological Society of Ireland (PSI). An annual review of the currency of the curriculum should be introduced.</p>	1	<p>By March 2014, the School of Psychology's Teaching and Learning Committee will review the current teaching programme with a view to reducing the number of modules offered (if possible) and maintaining the staff-student ratio of 1:20 for the undergraduate programme required for PSI accreditation.</p> <p>A constraining factor is the University's workload model which requires staff to teach 40% of the time within a 4/4/2 workload model.</p>	B
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Example A15 - UCD School of Nursing, Midwifery and Health Systems				
X.X	Continue to develop seamless "links" between the School and hospital settings that are clearly understood by all levels of students. Thus, when	1A	<p>SNMHS shall:</p> <p>1. Continue to ensure appropriate clinical partner representation on relevant programme committees and groups, for example, the</p>	A

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	conflicts arise there may be faster methods to address student concerns that arise in hospitals and other clinical environments.	1A	Clinical Assessment Sub-Committee of the Local Joint Working Group and the Registration Programme Working Group.	A
		1B	2. Clarify with all stakeholders the various student support roles, such as that of the personal tutor, already in place	B
		1A	3. Develop a user---friendly model (e.g., a flowchart) of programme structures, functions, roles and processes to enhance communications between stakeholders.	A
		1A	4. Continue to elicit and act upon student feedback and ensure that students' perspectives inform curriculum and communication processes.	A
			5. Evaluate existing staff---student forums, including the Programme Forum, and explore further ways of providing a regular, safe and confidential space for the expression of students' concerns.	

CURRICULUM DEVELOPMENT AND REVIEW

Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A16 - UCD School of Public Health, Physiotherapy & Population Science				
X.X	Given the wide range of programmes, consideration should be given to the development of curriculum maps.	1	The School will undertake to create curriculum maps for each undergraduate programme that identify where in each programme such skills are explicitly and implicitly addressed. These curriculum maps will also identify related skills such as critical thinking, library skills, writing skills, ethics and other relevant skills that are implicit in modules as	B

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			opposed to embedded in specific modules.	
			Responsibility: Associate Dean for Teaching & Learning In association with under-graduate Programme Coordinators	
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Example A17 - UCD School of Business				
X.X	UCD School of Business has a broad range of undergraduate and postgraduate degree programmes available. It was not evident that a regular review process is in place to ensure that the range of programmes continues to be relevant to the needs of students and employers. Neither is it clear that opportunities for sharing facilities and modules across degrees are optimised. It is suggested that UCD (programme coordinators) collectively consider a regular review of programme offerings (e.g. annually/5-yearly including: content; student feedback; target markets; employer needs and delivery structure and methods).	1,3	<p>The School's Executive Committee recently agreed in principle that all programmes will be henceforth reviewed in a 3-5 year cycle. This review process will cover all aspects of programme performance and delivery.</p> <p>In addition, the University is commencing a pilot programme review process regarding the sustainability of graduate programmes in 2012/13 and the Smurfit School has agreed to participate. It is expected that a formal, university-wide programme review process will be implemented in 2013/14 whereby all UCD programmes will be subject to a detailed, rolling review.</p> <p>Less formally, there are constant reviews undertaken by the School with employers, students and prospective students, particularly at promotional events such as school visits and the Quinn School internship fair. A new BComm curriculum is currently being phased-in (students are now in Stage 2 of the new curriculum) and component new modules are also being introduced to the School's other degree programmes progressively.</p>	A, B, C

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Example A18 - UCD School of Physics				
X.X	Restructuring of mathematics modules is required to better fit the needs of physicists.	1/2	Action planned: This issue has received a large amount of attention as part of the planning for the restructured Science Programme (see 4.12). For the 2011/12 session the vast majority of physics students will be expected to take “Calculus in the Physical Sciences” and “Linear Algebra in the Physical Sciences”, early in their Programme. These modules are being designed around the needs of physics students. In addition, the new curriculum is being designed around all physics students taking 4 additional mathematics modules, (multivariable-calculus, vector calculus, differential equation and computational science) that will cover the maths required for physics modules and ensure that all physics students have the appropriate mathematical background before they start year 3.	B
X.X	The School should seriously consider developing new maths modules designed for physics students.			

RESEARCH ACTIVITY

Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A19 - UCD School of Geography, Planning & Environmental Policy				
X.X	The effort to define the future direction of the School should include the identification of cutting-edge research domains in which the School has competitive advantage. The presentation of three broad-based research clusters has the benefit of inclusivity but at the expense of focus. Being	1	The School has three broad-based research themes (not research clusters) at present to represent and communicate the breadth and scope of research in the School. <u>Action:</u>	B

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	internationally known for a few key research strengths would sharpen the profile of the School within the University, assist in its research interaction with other schools and institutes and help put the School on the map internationally.		Following the recommendation of the QR group, the Research Committee will undertake a review of research output, research income, PhD student activity and research impact to identify areas of research <i>strengths</i> with an intention to: a) raise the international profile of the School; and b) 'map out' the competitive advantage of GPEP and the School's distinctive contribution within the College and University. This latter involves mapping School's research strengths to emerging College of Human Sciences research priorities and to UCD's major research institutes, e.g., Geary Institute and Earth Institute.	
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Example A20 - UCD School of Business				
X.X	Research Funding has been very sporadic. School research funding has decreased significantly in the last number of years (though understandable given the economic circumstances but of concern nevertheless). Staff need to be encouraged to apply for EU Research grants. The perception exists amongst some academic staff that support is there for the grant application process but not the post-grant administration process. The Review Group urges that efforts be made to improve ties between the UCD Research Office and the Business School.	1,2	<p>The need for steady research funding and for the ability of staff members to anticipate funding availability is fully acknowledged by the School. There have been three rounds of competitive School research funding in 2011/12. This research funding was allocated as follows: one group funding competition and two individual researcher funding competitions. For 2012/13, four funding rounds are scheduled to take place: in addition to the three that took place in 2011/12, there will be an additional round of seed funding in respect of large research projects. It is the School's belief that this cadence and distribution of School funding support will provide all researchers within the School with a realistic opportunity to access funding for high-quality research projects.</p> <p>A concerted effort has been made by the School to encourage staff to apply for EU Research Grants. Information sessions by UCD Research</p>	A

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			<p>have been flagged to eligible staff members. More specifically, the Marie Curie Career Integration Grant was highlighted to all Subject Area Heads as an attainable target for incoming eligible staff. In addition, information was distributed to new staff, with the result that three incoming staff are applying for this grant for the September 2012 round. A presentation by the EU funding representative in UCD Research is scheduled for October 2012 in the School.</p> <p>The improvement of ties between the UCD Research Office and the UCD School of Business was one of the strategic objectives of the Director of Research for 2011/12. A funding roundtable was held in December 2011 - three members of UCD Research came to the School to present their services and members of the School who had successfully attained funding shared their experiences. This was viewed as an extremely successful session and was described by one staff member as “the single most useful seminar I have been at since I joined UCD”. It will be repeated on a yearly basis as part of the new staff induction programme.</p>	
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Example A21 – UCD School of Nursing, Midwifery and Health Systems				
X.X	A policy for study leave needs to be developed in order that the practice can be reintroduced but with specified outcomes that will benefit the research profile of the School and increase research capacity amongst staff. The Review Group recommends that the School look at models in other UCD Schools and	1	<p>SNMHS shall:</p> <ol style="list-style-type: none"> 1. Prepare broad guidelines for staff for cost-neutral research leave, to include a requirement for staff to demonstrate outcomes/deliverables of the work conducted while on leave. Leave activities should cohere with an overall plan or framework for the individual and/or the School. 	B

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- C. Recommendation to be implemented within 5 years
- D. Recommendations that will not be implemented

	considers their suitability.	1	2. The School will prepare an overall School plan for staff research leave.	B
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A22 - UCD School of Chemical and Bioprocess Engineering				
	The School should periodically review both the quality and impact of its research outputs in consultation with the industrial user community.	1	Action taken: This is already in place through industrial partnerships in three Sectoral Research Clusters (SRCs): the UCD led SRC in Advanced Biomimetic Materials for Solar Energy Conversion, the UL led SRC in Crystallization and the DCU led SRC in Plasma Technology for Advanced Manufacturing. Close ties also exist with (1) National Institute for Bioprocessing Research and Training (NIBRT), (2) the EI Process Analytical Technology (PAT) ILRP and (3) in individual industrial collaborations. This is also continually under review to establish new opportunities for academia-industry linkages.	A

MANAGEMENT OF QUALITY AND ENHANCEMENT

Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A23 - UCD School of Agriculture and Food Science				
X.X	There is a need for more engagement at a wider staff level with reference to strategic planning and operational development.	1	<u>Action:</u> Seek to engage more staff in School planning All Sections should meet a minimum of four times per year. These meetings are used to apprise staff of developments and decisions of the School Executive and provide them with an opportunity to contribute to	A

CATEGORIES

1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit
2. Recommendations concerning shortcomings in services, procedures and facilities which are outside the control of the unit
3. Recommendations concerning inadequate staffing, and/or facilities which require recurrent or capital funding

TIMESCALE

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			the management and strategic planning process within the School. All Section Heads are required to report on their section meetings at each School Executive meeting so that the views of staff are made known to the Executive. Staff also have an opportunity to input into strategic planning and operational development at School meetings which are held four times per year.	
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A24 - UCD : Teagasc Collaborative Programmes				
X.X	In accord with UCD PDARF procedures, the Review Group recommend that a formal brief annual review of the collaborative arrangement take place, bringing together, for example, student feedback, extern examiner reports, student progression data, etc. and a short report prepared, highlighting key issues discussed and identifying proposed changes to be introduced to modules and/or the programme for the following year. The Report should be submitted to the University Undergraduate Programme Board and the Academic Council Committee on Quality and the equivalent bodies at Teagasc.	1	<p>This formal 'internal' review will take place on an annual basis starting in 2013 and will be the responsibility of the POC to arrange and coordinate the meeting, record the outcomes, ensure the implementation of any actions from the meeting. Annual reports for collaborative programmes are due by October 30th. A template for annual reports is to be provided by the Quality Office.</p> <p>The POC will also submit this report to the UCD Quality Office who in turn will synthesise the collective annual reports from University Collaborative Programmes for UPB ACCQ and UMT. Aggregate reports will be prepared by the UCD Quality Office which will be circulated to the POC and PMT.</p>	B
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A25 - UCD School of Psychology				
X.X	X.X - The Review Group recommends that more support be provided for newly-appointed academic staff (a mentoring programme) and that postgraduate	1	The School has a longstanding informal mentoring system. For example, senior academic staff have provided informal mentoring to the most recent additions to the academic staff team in the School. Senior	B

CATEGORIES

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- D. Recommendations that will not be implemented

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		1	to discuss with staff feedback from students on their experiences.	A/B
		1	3. Continue and regularly evaluate existing practice whereby the Dean, Associate Deans, Chair of CASC and Programme Co-ordinators liaise with their counterparts at the appropriate level in the partner institutions.	B
		1	4. Ensure student evaluation of their clinical experiences is explicitly included in evaluation of the new consolidated clinical modules.	B
			5. Ensure student evaluation of their clinical placement experiences is explicitly included in all relevant programme evaluation processes.	

SUPPORT SERVICES

Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A27 - UCD School of Sociology				
X.X	The School operates well within the wider College and University structures. However, there are a number of areas where the School feels it would be better able to perform its duties if there were changes to particular University procedures. These recommendations are therefore for the University to consider:	2	The Head and Deputy Head of School together with members of the School Administration staff met with the Director of UCD Registry, the Director of Administrative Services and the Communications Officer (UCD Registry) on 4th November 2013 to discuss relations and communications between the School and UCD Registry. A number of issues were addressed and Registry were commended by School staff for the recent creation of a calendar of Registry related activities and deadlines. The School agreed to provide further feedback on the	Ongoing

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X.X.1	The timing of communications from central University administrative units often comes at very busy times for School administrators (e.g. start of semester, exam period etc.). It would be beneficial to the School if the University considers the timing of such communications.		<p>calendar. It was also agreed that it would be useful to establish a liaison committee with representatives for various schools from different colleges that would provide information and feedback about the needs and interests of Schools in relation to Registry and vice versa. The suggestion from the School to provide group training sessions for on-line applications was noted by Registry.</p> <p>The School will review progress in 12 months.</p>	Ongoing
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A28 - UCD School of Business				
X.X	<u>Library:</u> Many individuals noted concerns with the limited Library opening hours. In addition, budget cuts have meant that virtually no new books have been added to the collection and there are worries about journal subscriptions, though the Review Group was unable to obtain specific details of service reductions. The Review Group recognises that the Library leadership is constantly reviewing their operations to optimise service levels. The Review Group urges them to ensure this is a transparent process which invites input from staff.	2	<p>The School has consulted with the UCD Library in relation to this recommendation. Library notes that the Registrar established a sub-group of the Library & Information Technology Board (LITB) to examine funding needs for library collections, to identify strategies for savings in non-collections areas, and to propose a means of making up the shortfall in collections funding. On foot of the sub-group's report, Library submitted a proposal to the University Financial Officers Group (UFOG) which identified minimal required funding across the entire range of Library collection needs. This has resulted in a University commitment to increase the Library collections budget substantially in FY2012/13, and to increase it incrementally in 2013/14. In the agreed Library budget for 2012/13, the resource budget was calculated on the basis of last year's allocation, less 5%, plus an additional €1 million.</p> <p>UCD Library will continue to consult with staff as part of on-going</p>	A

CATEGORIES

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			collection development activities.	
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example A29 - UCD School of Chemical and Bioprocess Engineering				
X.X	In conjunction with Library staff, the School should consider the possibility of sharing resources among the Universities in the Dublin area as a way of dealing with increasing subscription costs.	2	Action planned: The University, specifically the Library, is already engaged in a number of national initiatives (e.g. IReL, SCONUL and ALCID) which benefit from economies of scale from consortium purchasing and from centralised negotiation and administration. The School proposes to bring the above recommendation to the attention of the College Library Committee (March 2010) where clarification will be sought regarding existing joint subscription measures (across the Dublin-based Universities) and the extent to which these can be further extended to include Chemical & Bioprocess Engineering-related resources. It is proposed that this will become a permanent agenda item to be updated on an annual basis. In addition, because of the current financial situation, it should be expected that cost reductions can be sought from publishers. At the same time, the School will investigate the extent to which external funding streams can assist in adapting needs to available resources.	C

CATEGORIES

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CATEGORIES

- ## TIMESCALE

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(B) Support Unit Quality Review - Examples

PLANNING, ORGANISATION AND MANAGEMENT

Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example B1 - UCD Bursar's Office				
X.X	Senior staff within the Bursar's Office have a good understanding of its organisational structure and the various areas of responsibility but this is less clear to stakeholders across the University and even to some staff working within sub-units of the Bursar's Office itself.	1	Soundbite seminars for academic staff from more units within the Bursar's Office and publicising the Bursar's Office website will improve communication with stakeholders across the University. Following the recent presentation to the President and the staff of the Bursar's Office, an updated organisational chart to reflect recent organisational changes in some areas of the Bursar's Office will be emailed to all staff in the Bursar's Office.	B
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example B2 - UCD Access and Lifelong Learning (ALL)				
X.X	<p>The Review Group Report made a series of recommendations concerning Unit management and communications, as follows:</p> <ul style="list-style-type: none"> Connect ALL more widely with structures and community of UCD by (Recommendation X.X) 		<p>Actions Planned</p> <p>The following actions are planned in response to the recommendations concerning Unit management and communications:</p> <p>a) The ALL unit, in collaboration with HR, and an external Facilitator, will design a development programme in 2013, which inter alia addresses working relationships, legacy 'silo' structure, communications,</p>	

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	<ul style="list-style-type: none"> • Strengthen and continue to build ALL as a collegial community of practice (Recommendation X.X) • During the visit the Review Group became aware that the process in developing the SAR had been valuable in working collaboratively across the three sections to develop a shared purpose. It will be important to ensure that collaborative ways of working across all units are sustained (Recommendation X.X). • The ALL unit would benefit from intervention by an external organisation to facilitate discussions amongst management and staff to raise staff morale and attempt to resolve a number of outstanding issues. These indications emerged in the SAR and were also raised in discussions with the Review group (Recommendation X.X). A number of suggestions were gathered during the review which might further build upon energy, including: <ul style="list-style-type: none"> ○ an external facilitator should be engaged to organise and support a staff away day in which opinions and views are shared and future strategies are identified and agreed 		<p>morale, collaborative working, project planning, and maximising staff expertise and interests.</p> <ul style="list-style-type: none"> b) The ALL unit will continue to strengthen and use a collegial approach to developing, managing and communicating its activities, actions and initiatives. c) The ALL unit will encourage and recognise professional development and role change, within the context of the changing nature of the work, (both for individuals and the ALL team), as the Unit shapes its work plan and focus. d) The ALL unit will develop a platform for staff to share ideas, research and practice, which facilitates dissemination and affords opportunities for mentoring. Where gaps in knowledge are identified, external experts will also be invited. e) The ALL unit has identified and is seeking representation for staff on key university committees during 2013. f) The ALL unit is establishing a project team to redevelop the ALL website in 2013, in collaboration with IT Services and UCD Communications. g) The ALL unit will develop a communications strategy in 2013, in consultation with UCD Communications, which will include an Annual Report, Event Calendar, etc. 	
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CATEGORIES

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	(Recommendation X.X.X) o professional development reviews should be utilised to recognise achievements and agree future aims (Recommendation X.X.X).			
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example B3 - UCD NOVA				
X.X	Regular “all office” staff meetings should be instituted to ensure greater awareness and co-ordination of all NovaUCD activities.	1	Action taken: “All office” staff meetings have commenced and these have been scheduled to take place at regular intervals throughout the year. Every team member has an opportunity to contribute at these meetings. Three days have been scheduled where all staff can share views and become directly involved in the 3-5 year strategy.	A
X.X	Staff meetings should be the primary vehicle for keeping NovaUCD abreast of changes in policy and direction.			
X.X	A staff “away-day” should take place in the near future to continue conversations instigated by the quality review process.			

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FUNCTIONS, ACTIVITIES AND PROCESSES

Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example B4 - UCD Registry				
X.X	A review of the number of academic policies, their clarity and simplicity should be conducted. The aim should be to make all enforceable and all in the majority of cases capable of being applied without the need for reference or reassurance from Registry. This would be of benefit to both Schools and Registry	1	UCD Academic Council has established a formal policy development and review framework which Registry manages. Policies are not judged against a benchmark of universal enforceability but rather how they enable the effective operation of the University, delivering control and quality. The practice of not taking an absolutist approach but rather relying on 'normally' in our policies means that some local discretion may be possible. Policies are reviewed on a schedule agreed with the Registrar and on a timeline agreed with respect to available resources. To conduct a wholesale review of the policy portfolio without a defined set of overarching principles and endorsement of AC would be both unwise and unachievable. Consideration could be given to the development of worked examples/case studies as part of the guidance documentation supporting policy - see Leave of Absence as an example - with a full set of same developed according to the agreed policy review schedule. It is intended that more open training sessions will be run by Registry on policy development, interpretation and implementation.	C

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Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example B5 - UCD Access and Lifelong Learning (ALL)				
X.X	<p>The Review Group Report made a series of recommendations concerning embedding widening participation throughout the University, as follows:</p> <ul style="list-style-type: none"> • The Widening Participation (WP) agenda should be embedded across UCD, repositioning the Access & Lifelong Learning unit (ALL) as supportive of rather than constituting the sole or main component of UCD's WP effort (Recommendation X.X). • The ALL Unit working collaboratively as part of the Widening Participation Forum and with the Disability Access Oversight Group (which includes senior management) to fully embed widening participation in all areas of UCD (Recommendation X.X.X). • The Disability Access Oversight Group devising a clear strategy for identifying reasonable adjustments and access issues for students that is streamlined with clear staff responsibilities identified (Recommendation X.X.X). 	1/2	<p>The following actions are planned in response to the recommendations that concern embedding widening participation:</p> <ul style="list-style-type: none"> a) The University's Widening Participation Committee, working with the advice and guidance of the ALL Unit, is currently engaged in an exercise to identify institutional barriers and propose solutions to embed widening participation across the University. The Committee's first report on Institutional Barriers is scheduled to be finalised in May 2013. b) The ALL unit is seeking representation for staff on key university committees during 2013. c) The ALL unit will provide the Registrar with regular progress reports, and these will be tabled at the University Management Team meeting, (UMT) which will provide active oversight on the implementation of Strategic Objectives and Quality Implementation Plan (QIP). d) The ALL unit, with the advice of the Disability Access Oversight Group, will finalise the Disability Access Audit, including the identification of building renovation priorities and indicative costs; the report of which will be submitted to the University Management Team in 2013. 	B/C

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	<ul style="list-style-type: none"> The Review Group is aware of the urgency required in the delivery of the Access Audit on buildings. It is recommended that the audit is delivered as a matter of urgency if work is to commence in the next planning cycle due to begin in September 2012. (Recommendation X.X). The Access Unit occupy one location on campus which will help provide continuity of provision and increase visibility of the work across the University. The staff from the unit should liaise with Buildings and Services to find a suitable location which can accommodate all the Access Unit staff and accommodate space where staff can meet students in a private setting. It is important that all staff from the Access Centre are involved in the decision about any new location of the unit (Recommendation X.X). 		<p>e) The ALL unit, in collaboration with IT Services, and with the advice of the Disability Access Oversight Group, will develop a process to carry out a disability audit of the University's ICT infrastructure.</p> <p>f) The ALL Director, in collaboration with the Registrar and Buildings & Facilities and in consultation with the Unit staff, will develop a plan, for consolidation of the current various ALL locations. A centralised location, which will facilitate enhanced opportunities for staff collaboration and also increased visibility of the work of Access & Lifelong Learning across the University, will be sought.</p>	
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example B6 - UCD NOVA				
X.X	NovaUCD is encouraged to review its patent portfolio, which contained a high percentage of national-phase patents, and associated patent expenditure.	1	<p>Action taken:</p> <p>The review of NovaUCD's patent portfolio is currently underway as is the associated expenditure. Patents that will no longer be supported have been identified and others are in analysis. This will be an ongoing effort and a detailed review/update of the patent support process will be undertaken in 2013 to further optimise use of funds in this space.</p>	B

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TIMESCALE

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MANAGEMENT OF RESOURCES

Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example B7 - UCD Bursar's Office				
X.X	The establishment of a network of accountants and within it, a forum for trainee and part-qualified accountants, to share experience and institutional knowledge.	1	There is a forum through the bi-monthly meetings with College Finance Managers, which is chaired by the Bursar for all the accountants in the University to meet as one group. There is also a structured training programme for part qualified and trainee accountants involving periodic job rotations.	B
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example B8 - UCD Quality Office				
X.X	It may be difficult to obtain further resources in light of the current funding constraints; however, the Review Group believe that maintaining the current complement of four staff would significantly improve its effectiveness and its ability to expand its role to broader ranges of quality assessment.	2	The University acknowledges that a staff complement of four is sufficient to meet current workload demands. Given, however, UCD's expanding portfolio of collaborative and transnational activity, combined with increasing responsibilities for QA for linked providers (under the 2012 Act), UCD (and the UCDQO) will keep staff levels under periodic review.	Ongoing

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USER PERSPECTIVE

Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example B9 - UCD Registry				
X.X	Consideration should be given to providing an integrated central university calendar of key dates on the Registry website	1/2	A Registry key dates section is now live on the Registry website and a new searchable key dates section has been added to the Current students website. The facility allows users to filter search by keyword, date, etc. A communication will be sent to staff in December 2013 to advise them of the new development. (A central UCD calendar already exists and is managed by the University Relations Office - it is seen, however as more of an events calendar rather than key dates for operational purposes).	B
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example B10 - UCD Quality Office				
X.X	The UCDQO should prioritise the development of a more interactive and fruitful relationship with the students as users, and to the Students' Union. It might also be necessary to refine the understanding of students as users.	1	<p>The UCDQO has a history of interaction with students. For example, in previous years the UCDQO has held student focus groups to elicit feedback from students across aspects of the student experience at UCD. The UCDQO has also in the past participated in training events for Student Union Class Representatives. On the UCD Quality Office webpages there is a section dedicated to students, outlining the Quality Review process and how students might contribute.</p> <p>Following interviews with students in February 2014, the information sheet outlining the Quality Review process and how students may</p>	A/B

CATEGORIES

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			<p>contribute, was revised.</p> <p>In March 2014, representatives from the student body assisted the UCD Quality Office in the recording of a student podcast to communicate student experiences and involvement with Quality Review. Students also played an active role in the review of the UCD Quality Office in November 2013, and there are two student representatives on ACCQ.</p> <p>As illustrated in the response to recommendation X.X, the UCDQO will engage students and Schools to identify ways to close feedback loops to students about actions planned or already taken to address student related issues arising from Quality Review.</p> <p>This project will be part of a wider discussion with students about opportunities to further develop an ongoing interactive relationship with the UCDQO.</p>	
Ref#	RG Recommendation	Cat.	Action Taken/Action Planned/Reason for Not Implementing	Timescale
Example B11 - UCD NOVA				
X.X	NovaUCD are strongly encouraged to hold most of their events within School/College facilities and to use their relationships with Business Development Managers to ensure this happens.	1	<p>Action planned:</p> <p>NovaUCD is currently working with UCD Research and looking at the possibility of working in the new science building and defining the use of the knowledge centre as a space for research and innovation. NovaUCD has run / has scheduled a number of events in the last few months in Newman House, the new Sports Centre Red Room, William Jefferson Clinton Auditorium and the Quinn School. This strategy will continue.</p>	C

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TIMESCALE

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- D. Recommendations that will not be implemented