



University College Dublin

Quality Improvement Plan

UCD Teaching and Learning
July 2021

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1. Introduction

The Review Group, chaired by Professor Alan Baird, conducted its virtual site visit from 5th-7th October 2020 and the final Review Group Report (RGR) was issued on the 8th March 2021. UCD Teaching & Learning welcomes the RGR and is particularly pleased to note the Review Group's affirmation for the unit's positive ethos and its many achievements.

The Review Group confirms that the unit is recognised for its expertise, based on pedagogic scholarship, and for providing high quality information, resources and support for teaching and learning. The RG report also highlights strengths in relation to: the unit's clarity of mission and objectives, aligned to UCD Strategy; leadership of the unit; the unit's work to support technology enhanced learning particularly in response to COVID-19; the quality and maturity of its educational offerings; its excellence website signposting high quality scholarly resources; its integration with Schools and focus on building a community of practice across disciplines; and its contribution to recognition of the professionalism of teaching.

In relation to the quality review process, the Review Group commends the Unit's approach to self-assessment and the breadth and depth of stakeholder feedback and confirms the Unit's accurate self-analysis.

Throughout the course of the Review, engagements with the Review Group were positive and stimulating. The Unit is very grateful to the Review Group for their considered evaluation of the Unit's activities and its supportive advice on continuing the development of an excellent service for the future.

The Unit has begun the process of implementing those recommendations of the Review Group within its control. It also looks forward to working with the Registrar, the Dean of Undergraduate Studies and the wider University on the implementation of those recommendations which require senior management commitment to be realised. These mainly pertain to: (i) institutional governance of teaching and learning; (ii) governance, organisation and resourcing of technology enhanced learning; and (iii) resourcing and staffing of the Unit.

The Quality Improvement Plan was drafted in March-May 2021. Following a briefing by Adrienne Wilson, UCD Quality Office, the Unit Director coordinated the engagement of the UCD T&L team, and the following steps were undertaken:

- The recommendations were grouped thematically, bringing over-arching themes to the fore.
- The QIP template was then populated with the recommendations and the categories agreed collectively by the team.
- Each member of the team was asked to consider the RG recommendation and suggest actions. A shared Google doc was used to capture these individual inputs.
- The team then split into two sub-groups, with each group charged with further development and refinement of specific set of actions.
- The Unit Director collated and refined the work of the two sub-groups and circulated a draft QIP to all team members for further comments.

- A final version of the Plan was discussed and agreed by the full team at a meeting on 31 May 2021.
- The final version was shared with the Dean of Undergraduate Studies and her comments and feedback was incorporated.

2. Recommendations for Improvement – Follow-up Actions Taken and/or Planned

Categories	Timescale	Lead(s)
1 = Recommendations concerning academic, organisational and other matters which are <u>entirely under the control of the unit</u>	A – already implemented	JA - Judith Archbold
2 = Recommendations concerning shortcomings in services, procedures and facilities which are <u>outside the control of the unit</u>	B – implemented within one year	TB - Terry Barrett
3 = Recommendations concerning inadequate staffing, and/or facilities which require additional recurrent or capital funding	C – implemented within three years	CD - Claire Deighan
	D - implement within 5 years	AG - Aine Galvin
	E - Ongoing	LG - Leone Gately
		SH - Sheena Hyland
		DJ – David Jennings
		GON – Geraldine O’Neill

RG Recommendations (<i>Grouped by theme</i>)	Category (1, 2, 3)	Actions Taken/Planned	Timescale (A, B, C, D, E)	Lead(s)
Resourcing of UCD Teaching & Learning				
<i>Prioritised recommendation 5: UCD Teaching and Learning is relatively small, with dependency on key members of staff. Therefore, the RG recommends that the Unit actively considers and develops a strategy for succession planning. (2.23)</i>	1, 3	The development of a strategy for succession planning has already been initiated, with support from HR Partner. Opportunities for further growth of the unit will be investigated, having regard to the origins and rationale for the current staffing profile of the unit and likely future needs of the University.	C	AG
2.23 - Although UCD Teaching and Learning is well structured and recognised for their expertise it is a relatively small team, partly supported by external temporary funding. Given that many of the commendations above depend on the Unit having an appropriate range of expertise with people who can apply their expertise and translate it into a	1, 2, 3	(a) The short-term nature of the externally funded Project Assistant post presents an ongoing recruitment and retention challenge. The case for a longer-term contract has been previously made as part of the annual strategic planning process. This has been revisited in May 2021 and a 5-year post has been approved by the Registrar.	A	AG

<p>varied and challenging context, the staff in the Unit are very important. The RG recommends that the Unit actively considers strategies to address the following:</p> <p>(a) the reward, recognition, and retention of Unit staff,</p> <p>(b) succession planning for the Unit and contributors within Schools and Colleges (see also 5.10)</p> <p>(c) recruitment for the Unit to meet likely increased demand.</p>		<p>Newly appointed faculty to the unit will be supported to devise a roadmap to guide their career development aligned to the Faculty Development Framework (Faculty Promotions).</p> <p>All unit staff will be encouraged and supported to plan their CPD as part of bi-annual discussion with HoU (i.e. P4G plus mid-year review).</p> <p>The Unit will give consideration to the potential value of an internal unit policy on CPD.</p> <p>(b) Succession planning for the unit has been initiated. (see also 5.10).</p> <p>(c) Devise a business plan for appropriate resourcing of the unit over the next 5 years, with support of the Finance Manager and HR Partner, and present to the Registrar as budget holder.</p> <p>Increased work demands often arise as a direct consequence of 'last minute' HEA/NF funding. The team has initiated longer-term planning, through the annual work programme planning process, in an effort to capitalize on these opportunities and better manage the increased demands on the Unit.</p>	<p>B</p> <p>B</p> <p>B</p> <p>C</p> <p>B</p> <p>A</p>	<p>AG & TB</p> <p>AG</p> <p>AG</p> <p>AG</p> <p>AG</p> <p>AG & JA</p>
<p>2.28 - The RG advise the University and the Unit to seek more secure and appropriate levels of funding and support. A business plan designed with the assistance of the Bursar offers an opportunity for holistic review of resource allocation.</p>	<p>1, 2</p>	<p>Devise a business plan for appropriate resourcing of the unit over the next 5 years, with support of the Finance Manager and HR Partner, and present to the Registrar as budget holder.</p>	<p>B</p>	<p>AG</p>
<p>3.20 - The RG recommend a review of how the</p>	<p>2, 3</p>	<p>Without additional resources, the Unit will continue to</p>	<p>A</p>	<p>AG</p>

<p>Unit and team (including School Heads of Teaching & Learning) can sustain the level of work and outputs going forward as they do appear to be spread rather thin.</p>		<p>struggle to sustain current work and outputs (see 2.28). The Unit will continue to prioritise core activities and adopt a practice of revisiting work schedules when unforeseen work arises.</p> <p>The workload of SHTL is outside the control of the unit and is a matter for HoS & CPs to consider. The Unit Director will bring this matter to the attention of the Registrar as part of a wider discussion on Faculty Workload Model (see response to 4.17).</p>		
<p>Clarification of roles and governance structure</p>				
<p>Prioritised recommendation 1 - <i>The RG recommends clarification of the role and governance structure of the Unit relative to other units within the University providing educational offerings, including but not limited to, the UCD School of Education, specialist lecturers in School/discipline-related education, the Innovation Academy, Academic Council, and its relevant committees.</i></p>	<p>2</p>	<p>Decisions around the governance structure and role of the Unit are primarily a matter for UMT and therefore the Director will engage with the UCD Registrar and Deputy President in relation to this recommendation in the first instance.</p>	<p>B</p>	<p>AG</p>
<p>2.24 - The relationship between the Director and Dean of Undergraduate Studies and their well-aligned interests and expertise is the basis for informing institutional pedagogic strategy and supporting institutional implementation. The RG recommend considering how to maintain this effective relationship with future Deans of Undergraduate Studies whose disciplinary background may be less well aligned with institutional pedagogic strategy.</p>	<p>2</p>	<p>Appointment to the Director and Dean is a matter for the Deputy President/Registrar. There may be value in reviewing the role descriptors (person specifications) to achieve complementary expertise and capacity for institutional level educational leadership. The Director will raise this with the Deputy President/Registrar.</p>	<p>B</p>	<p>AG</p>
<p>2.25 - The Unit was well regarded and praised across our review however it was not always clear how the Unit interacted with other Units. The RG recommend clarification of the broad education</p>	<p>2</p>	<p>Clarification of the broad educational framework within the University is outside of the control of the unit. The Director will raise this with the Deputy President/Registrar.</p>	<p>B</p>	<p>AG</p>

framework within the University and the expected interactions and relationships between the Unit and others such as the UCD School of Education, Innovation Academy, and the Professional Academy.				
3.15- From a core activity perspective, the relationship between the Unit and other UCD entities in terms of responsibilities is sometimes unclear. Therefore, it is important to clarify the Unit's roles and responsibilities in this context. (see also 2.25).	1, 2	The unit routinely publishes and communicates its mission, objectives, & institutional responsibilities through its website, reports and as part of ongoing interactions with Colleges, Schools, units and colleagues. Any changes to role or governance structures impacting the unit will be reflected in updated mission, objectives and responsibilities and communicated widely. https://www.ucd.ie/teaching/whatwedo/	A	JA
2.30- Clarify the dualistic nature of Unit (supportive versus strategic functions relating to initiatives and policies including international engagement).	1	Publish and communicate the Unit's role in relation to both strategic and support activities.	A	JA
Technology Enhanced Learning				
3.21- Whilst the "hub and spoke" model of educational technology support appears to be working well, there are some areas of the University that do not have such support or others which enjoy local (School appointed) lectureships in Education or Educational Technologists. Consequently, a review of engagement and provision commensurate with local need would be beneficial.	2	The Unit welcomes this recommendation, noting that it is a matter for UMT to determine the nature and level of provision of TEL support. The Director will bring this recommendation to the attention of the Deputy President/Registrar. The Unit would be very willing to support/contribute to an institutional review.	B	AG LG
4.16 - The RG recommend that UCD reviews the governance, organisational structure, and resourcing of technology enhanced learning to fully embed such approaches and support future strategic developments in this area.	2, 3	The Unit welcomes this recommendation and will bring it to the attention of the Deputy President/Registrar. The Unit would be very willing to support/contribute to such an institutional review aligned to the UCD Education Strategy.	B	AG LG

<p>2.29- The Unit should be part of the post-COVID-19 university review with a focus on experiences of teaching and learning online in different programmes and settings.</p>	<p>1, 2</p>	<p>The Unit has contributed to two institutional reviews to date (led by Professor Marie Clarke and presented to UCD Governing Authority) and will continue to actively contribute to university reviews relating to online teaching, learning and assessment.</p> <p>The Unit will develop further case studies as a means of disseminating practice relating to the experiences of teaching and learning online, e.g. TEL All Series, online assessment case studies.</p>	<p>A</p> <p>B</p>	<p>LG</p> <p>LG & GO'N</p>
<p>Developing, supporting & recognising institutional educational leaders</p>				
<p>Prioritised recommendation 2: <i>The RG recommends consideration of how the Unit can further develop and support Vice Principals for Teaching and Learning (VPTL), School Heads of Teaching and Learning (SHTL), Ad Astra Fellows, and others who are located within disciplines but have pedagogic interest and expertise. (2.26)</i></p>	<p>1</p>	<p>See 2.26 below</p>		
<p>2.26 - A distributed community of pedagogic interest and expertise is important in the operationalisation of institutional pedagogic strategy and culture change. The RG recommends consideration of how the Unit can further develop and support VPTL, SHTL and Ad Astra Fellows, and others who are located within disciplines. They are crucial in supporting evidenced, responsive institutional culture change. They may have heterogenous backgrounds and experience and may require support to be effective in their roles. Additionally, some may have greater pedagogic aspirations and might benefit from support and development at 'higher' levels and support with discipline located pedagogic scholarship.</p>	<p>1</p>	<p>The Unit recently completed a needs analysis to better understand the development needs of those already engaged in or aspiring to teaching and learning leadership roles.</p> <p>To address the needs identified, the Unit has begun development of a professional development programme focused on educational leadership and is actively considering potential collaborators/contributors to this offering.</p> <p>Following the next (fourth) iteration of the 'Getting Published in Teaching' module, a research study will be undertaken, and its findings will inform further developments in this area.</p> <p>While the Fellowship programme has proven highly effective as means of identifying and developing faculty with both</p>	<p>A</p> <p>B</p> <p>D</p> <p>B</p>	<p>GON</p> <p>GON</p> <p>TB</p> <p>AG</p>

Developing these populations may foster future institutional educational leaders.		pedagogical expertise and leadership capacity, it does not have secure resource allocation. There is potential to grow this programme subject to a commitment to ongoing and appropriate level of resources. The Director will raise this with the Deputy President/Registrar.		
Prioritised recommendation 4: <i>The RG recommends that UCD Teaching and Learning review the Terms of Reference for School Heads of Teaching and Learning and for the ETAN to include responsibilities, accountabilities and reporting. The Unit could, for example, group schools, disciplines and programmes according to specific needs. Groupings might include single subject degrees; professional degrees; laboratory-based teaching and didactic learning. Engagement with discipline leaders (UCD Register of Subjects) is essential.</i>	1, 2	In their report the Review Group commends the development of a role descriptor for School Heads of Teaching and Learning which has been helpful in clarifying key areas of responsibility for SHTL. A similar exercise was undertaken with ETAN and revised terms of reference for this network were implemented in 2019-20. Both the SHTL and Educational Technologist roles report into the Head of School (or nominee); neither role is accountable to UCD Teaching and Learning. The RG report acknowledges that the Unit is relatively under resourced and is maintaining a high quantity and quality of response output despite this (point 2.14). Without additional staff resources it is difficult to see how the Unit could stretch to developing specific provision for different groupings as proposed in this recommendation.	A	AG
3.16 - The RG noted inconsistencies in roles at the level of School Head of Teaching and Learning which in some areas become heavily involved in administration and/or assessment. The role descriptors refer specifically to the strategic nature of the role and this should be prioritised if the University is to realise the potential of its 2020-24 strategy 'Rising to the Future' and successfully compete in a post-COVID-19 international HE sector.	1, 2	The Unit will take steps to raise awareness among those in leadership positions of the strategic focus of the School Head of T&L role, including, communication of the role descriptor with newly appointed Head of School, VPTLs, and SHTL.	E	AG
5.10 -The RG also recommends that the Unit considers how they may influence succession planning for roles that are not within the control of	1, 2	The Unit has considered this recommendation and concluded that the appointment of College VPs and School Heads of T&L is a matter for the College Principals and Heads of School	A	AG

<p><i>for promoting ACQEC published 'Examples of Positive Practice Identified in UCD Quality Review Reports' and 'Consolidated Key Teaching and Learning Related Recommendations for Improvement'.</i></p>		<p>quality review. The Unit will continue to proactively engage with the Quality Office to explore further this recommendation.</p>		
<p>2.27 - The Unit has a strong, effective involvement with early career academics with voluntary engagement levels of around 10-15%. The RG invites the Unit to explore opportunities for increasing this reach, particularly identifying ways to engage with academics further along in their careers, perhaps utilising alumni of the Unit to contribute to the development of their more junior colleagues.</p> <p>Coordinating the Teaching and Learning aspects of individual School Quality Improvement Plans is an opportunity to identify specific needs.</p>	<p>1</p>	<p>There currently are opportunities to capture innovation and change in educational practice among our alumni, e.g. Showcase section of our website, TEL All event and T&L Symposium. The Unit will consider further strategies to enable alumni to showcase, share and discuss interventions in their teaching practice in both digital and physical environments in UCD.</p> <p>See preceding point 'Prioritised Objective 3'.</p>	<p>C</p> <p>B</p>	<p>DJ & SH</p>
<p>3.18 - The RG recommends that the Unit be more proactive in reaching out to each of the Schools and that one way to do this is to start by reflecting on initiatives such as UCD's Consolidated Recommendations for Teaching and Learning as well as published Examples of Positive Practice identified in UCD Quality Review Reports.</p>	<p>1</p>	<p>See preceding point 'Prioritised Objective 3'.</p>	<p>B</p>	
<p>3.19 - There is sometimes a disconnect in the cascade of information between the Colleges and Schools and it should not be assumed that all information reaches those that need it. Tracking activity with, for example, the Teaching Toolkit would reflect how it is being used and by whom. (https://www.ucd.ie/teaching/resources/teachingtoolkit/)</p>	<p>1</p>	<p>The Unit employs a range of strategies and multiple channels of communications, including both targeted and 'all academic staff' approaches as appropriate. Tracking activity through website analytics is routinely undertaken and reviewed systematically as part of annual work programme planning. Range of approaches include: targeted and 'all academic staff' emails; ecards; T&L newsletter; news section on UCD T&L website; announcements on T&L Community; announcements on Brightspace; use of slider on UCD T&L website homepage and InfoHub homepage; social media posts; UCD Staff eZine.</p>	<p>A</p>	<p>JA</p>

<p>4.14 - The Unit has high visibility and engagement with staff and academics in some schools. The RG recommends that the Unit identifies models of engaging with more schools and staff to broaden their reach in the University.</p>	1	<p>The Unit already targets schools where there are lower levels of engagement with UTL professional programmes and will continue its efforts in this regard.</p> <p>The Unit will explore further strategies aimed at schools with traditionally low levels of engagement, such as, special interest events, and different modes of delivery.</p>	A C	GON & CD SH
<p>5.8- The RG acknowledges that there are different levels of engagement between other Units and UCD Teaching and Learning. This was evident from both the summary of the SWOT findings and the feedback from stakeholders and the compositions of groups that were part of the review visit. The RG recommends that the SWOT analysis is used in guiding the Unit's Quality Improvement Plan.</p>	1	See 4.14 above.		
<p>5.9 - The RG strongly recommends that the Unit develops a strategic plan specifically to address the varying levels of engagement with individual Schools (but do not advocate compulsion for this)</p>	1	See 4.14 above.		
<p>Professionalisation of teaching and supporting scholarly practice</p>				
<p>3.24- The Unit was widely praised for its Professional Certificate and Diploma. Given the increased numbers of 'Ad Astra Fellows' and others interested in the pedagogic scholarship of their disciplines, and with institutional and HE sector-wide professionalisation of pedagogy. These initiatives could be extended with a programme of continuing professional development.</p>	1	<p>The Unit will continue to offer the Cert of CPD as part of its accredited programme offerings. This Cert is 7.5 ECTS and is a one module offering, which can be completed as a stand-alone award or as part of a pathway to a Professional Certificate or Diploma in UTL .</p> <p>The Unit will continue to expand/amend as appropriate the eligibility requirements to the UTL Programmes to facilitate groups identified by the university who would benefit from the programme. For example, the programme admission criteria were recently revised to include Post-Doctoral</p>	A A	GON & CD GON & CD

		<p>Research Fellows level 2 with module coordinator responsibilities.</p> <p>The unit will continue to monitor and adjust its CPD provision to those involved in supporting teaching and learning, who are not catered for by UTL programmes, e.g. Tutors, demonstrators, post-doctoral fellows, etc.</p>	E	DJ
5.11- The RG recommends that the Unit explores the possibility of developing further qualifications in Teaching & Learning, particularly in circumstances where external availability is limited.		The unit has considered this recommendation and is currently exploring the possibility of offering a new module in educational leadership.	B	GON
5.12 - The RG recommends that the Unit considers an alliance with the UCD School of Education to develop qualifications in teaching and learning.	1	The Unit will explore possibilities with reference to qualifications in teaching and learning.	B	GON
2.31 - The RG recommends that the University continue to support the Unit to further develop communities of practice to promote evidence-based innovative pedagogic practice within and across disciplines, change institutional culture to exploit the opportunities in UCD's 'Rising to the Future' strategy and wider sector opportunities in a post-COVID-19 sector that will inevitably be more pedagogy aware.	1, 2	The Unit will explore this recommendation with the Registrar.	B	AG
		<p>The Unit has led in the development of communities of practice through its (online) Teaching & Learning community, which currently has over 400 members, and the development of disciplinary showcases.</p> <p>The Unit will establish and foster a new Community of Practice in intercultural learning.</p>	A	JA & SH
3.23- The RG recommends encouragement and enhancement of collaborative research in pedagogy, matching experts in education with disciplinary experts to generate high impact and meaningful research outputs.	1, 3	<p>The Unit will continue through its faculty engagement, teaching and publishing with colleagues from across the University, to</p> <p>a) implement the Teaching Fellowship Scheme, subject to availability of strategic funding</p> <p>b) encourage Faculty, where appropriate, to engage in the <i>Getting Published in Teaching</i> module on our accredited</p>	B	SH & DJ
			A	AG
			A	TB

		programme c) collaborate and or support Faculty to engage in research within the context of UCD T&L strategic projects (e.g., Inclusive & Intercultural Strategic Project) d) further develop the Research and Review UCD T&L webpages.	C C	TB & SH TB
4.18- The RG recommends sharing of UCD good practice within and across disciplines internationally by supporting pedagogical research and continue to develop its international profile through organisations such as Universitas 21.	1	The actions listed under 3.23 are also relevant to this recommendation. The Unit is already very involved in Universitas 21 and has contributed directly to research projects and activities. The Dean of Undergraduate Studies is a member of the U21 Educational Innovation Steering Group. Building on its existing international profile, the Unit will continue to support research and dissemination: a) by UCD T&L Faculty, as set-out in the Unit's research plan b) through the provision of individualised support on request for those wishing to publish their research and/or present at international conferences c) by promoting opportunities through the T&L Community for faculty to engage in international projects, events, professional development opportunities, e.g. Universitas 21, ERASMUS proposals, international webinars.	E	TB & GON
4.17 - Time spent by faculty on Teaching and Learning development and teaching enhancement should be recognised at School level through the Faculty Workload Model.	2	This is a matter for the UMT and or individual Schools to determine. The Unit would welcome an institutional model that supports Teaching and Learning development as part of a Faculty Workload Model. The Director will raise this with the Deputy President/Registrar.	B	AG
Working with other units for greater impact				
3.22- UCD Teaching and Learning should continue to work with UCD Research and Office of	1	The Unit works very closely with the Office of Institutional Research to inform and deepen knowledge with reference to	A	AG

Institutional Research to further develop a range of quantitative and qualitative indicators of quality to further assess and prioritise quality enhancement.		quality teaching and learning. By way of a current example, the Unit will commence work with the Assessment unit to examine data on assessment methods used during COVID19, which will inform the development of an institutional set of definitions and understanding around online assessment.		
4.15- The Unit has developed induction resources for newly appointed faculty; however, these resources do not appear to be linked to the HR induction resources and the RG recommends that Teaching and Learning engage with UCD Human Resources to align all induction resources for newly appointed faculty in one central place such as the Assistant Professor Development Programme which has been created specifically for newly appointed members of faculty	1	The Unit has engaged with UCD HR and the specially developed UCD T&L resources for newly appointed faculty are already available along with other resources for newly appointed faculty on the HR website at: https://www.ucd.ie/peopledevelopment/ourservices/newtoulcd/newlyappointedassistantprofessorsprogramme/ These supports have been systematically shared with newly appointed faculty in liaison with HR since Autumn 2019 and prior to that via direct email to incoming faculty using reports provided by HR each semester.	A	
5.13- Given the Unit is ultimately dependent on working relationships with multiple academic communities and other professional units, benefit is likely to accrue with development of clearer structured co-ordination of service delivery and target setting with academic units and other support units of the University.	1, 2	The nature of the work in the Unit necessitates excellent cooperative relationships with multiple academic communities and professional units, and examples of this type of cooperation are cited in the RG Report. The unit has aware of varying levels of engagement with individual schools and has identified actions to address this (see 4.14). Any decisions on future coordination are ones for UMT and Registrar/ Dep President.	A	
Managing Risk				
5.14 - In order to identify and address the impact of potential internal and external threats to the Unit, UCD Teaching and Learning should establish a risk register.	1	The Unit has had a risk register in place for the past number of years and is reviewed and updated on a regular basis.	A	AG

3. Prioritised Resource Requirements

- 1) The RG made a number of recommendations relating to the present and future resourcing of the Teaching & Learning unit (2.23; 2.28; 3.20). The RG commended the team, stating *“Although UCD Teaching and Learning is well structured and recognised for their expertise it is a relatively small team, partly supported by external temporary funding”*. The RG recommends a review of how the Unit can sustain the level of work and outputs going forward as they *“appear to be spread rather thin”*. Furthermore, the likelihood of up to three retirements of senior staff in the next 3-6 years presents significant risks in terms of loss of institutional knowledge and expertise, as well as the Unit’s capacity to respond to increased demand for its programmes and services.

In response to these recommendations the Unit will develop a business plan and succession plan, drawing on assistance from the HR Partner and Finance Manager, as a starting for establishing a more realistic resource allocation for the Unit for the next 5 years. This will be presented to the Registrar and UMT for consideration within the next 12 months.

- 2) In recommendation 2.26 the RG focused on the importance of supporting a *“distributed community of pedagogic interest and expertise”* and recommend that consideration be given to how *“the Unit can further develop and support VPTL, SHTL and Ad Astra Fellows, and others who are located within disciplines some may have greater pedagogic aspirations and might benefit from support and development at ‘higher’ levels and support with discipline located pedagogic scholarship. Developing these populations may foster future institutional educational leaders”*.

The Fellowship programme has proven highly effective as a means of identifying and developing faculty with both pedagogical expertise and leadership capacity. However, unlike the T&L Awards, there isn’t a budget allocation for the fellowship programme on an ongoing/regular basis. UMT has committed to the T&L Awards biennially – it is proposed that the Fellowship Programme would also be biennial, with each offered on alternate years. This would enable faculty to plan ahead and apply at a point in their career that makes sense for them.

UMT is asked to support this approach and commit €83,000 biennially from 2022/23.

Budget for Fellowships in Teaching & Academic Development

Pay Costs	Non-Pay Costs	Total
T&L Projects Assistant (0.1 FTE) €5k <i>(This resource is currently available to the unit through a temporary post for next 5 years)</i>	Individual bursaries €50k	
	Group Project budget €30k	
	International Expert contributors’ costs €3k	
€5k	€83	€88K