



University College Dublin

Quality Improvement Plan

UCD School of Classics

May 2018

1. Introduction

The School of Classics quality review site visit took place on 27-30 March 2017. The Review Group Report, including a response from the School, was finalised in July 2017. The UCD Quality Office (UCDQO) briefed a School meeting about the quality improvement process, on 29 September 2017. The Review Group's recommendations were briefly discussed in sequence, and in each case the focus was on actions under the unit's control, with discussion facilitated by the UCDQO on how the School might respond to the recommendations, how the QIP could be framed, and supports available at College or University level. Minutes of the meeting were circulated to all School staff.

A meeting of the Quality Improvement Committee took place on 18 October 2017. The committee comprised:

Dr Alexander Thein, Head of School (Chair)

Dr Jo Day, Graduate Coordinator and Museum Curator

Dr Martin Brady, Teaching & Learning Coordinator

Ms Tasneem Filaih, School Manager

Responsibilities for sections were assigned, with further discussion of points of detail. Additional input was provided by Dr Helen Dixon, in her role as School Director of Research. The School requested an extension for the submission of the QIP, which was agreed by the UCD Academic Council Quality Enhancement Committee (ACQEC), in conjunction with the UCDQO.

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

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

Report	RG Recommendation	Category (see list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (see list above)
ORGANISATION AND MANAGEMENT				
2.14	Succession planning for the role of Head of School should be encouraged by the College and the Review Group recommends that the term of office of the current School Head should be extended to five years, if he is willing to continue in the role.	1/2 1	The College Principal consulted with all members of the School and received overwhelming support to recommend the current Head of School for a two-year extension. The reappointment of the current Head of School until 30 June 2020 has been approved by the President. The School will select its candidate for the next Head of School at the start of 2019/20.	A C
2.15	The School should consider how a culture of continuing professional development could be embedded within the School e.g. through mentorship.	1/2	The School will fully engage with the upcoming Performance for Growth process and review meetings will include the identification of continuing professional development opportunities, e.g. professional certificates in University Teaching and Learning, mentoring, etc. One staff member reports a very positive impact from engaging with mentoring and coaching in 2017/18 and the School has invited the UCD HR People & Organisation Development Manager to the School	B

			meeting scheduled for 18 April 2018 to give a short presentation to all staff on the mentoring and coaching opportunities available through HR Learning and Development.	
2.16	The School should consider the academic administrative roles that exist in other Schools and review their own structures to ensure and increase effectiveness. The structures review should take into consideration the recommendation of the 2009 Review Group that they have flatter, collegial, administrative structures, while ensuring appropriate roles, supported by UCD policies and practice, are put in place.	1	<p>The College Principal is conducting a review of School workload models within the College (see 2.21) and this will provide a basis for comparing the structures used in other Schools. The number of school committees was reduced after the 2009 QR, and since then there has been further rationalisation of administrative roles, e.g. with the student advisor role incorporated in the new roles of Stage 1 and Stage 2/3 Coordinator. From 2018/19 the School Director of Research will assume the role of research seminar series organiser.</p> <p>The School has a flat structure at present, with the number of designated administrative tasks in the School as a whole no greater than in other Schools in the College, but there are possibilities for reducing workloads, e.g. by creating shared cross-School committees for some functions, or by delegating additional responsibility to the School Manager, e.g. in the administration of MA and PhD applications.</p>	B B/C
2.17	Distribute academic roles and responsibilities among staff commensurate with experience, workload and future rotation of such roles (succession planning).	1	<p>All seven current staff have the requisite experience to take on leadership roles in the School, and an aim in future School planning might be for the positions of Head of School, T&L Coordinator, Graduate Coordinator, and Director of Research to be assumed by those who have not previously held these roles, and for those with experience of the roles to volunteer for leadership positions at College level.</p> <p>One staff member was appointed Director of Student Welfare and Development for the College and Chair of the Stage 1 Committee on a two-year term from September 2017.</p>	B/C
2.18	Ongoing training support for Head of School	1	The Head of School actively engaged with the Leadership & People Management	A/B

	within the academic leadership training framework.		<p>Programme delivered to members of the Extended Leadership Group in June and August 2017. This involved a 360-degree feedback process and two modules, both two-day sessions. He has also participated in coaching sets, delivered as part of this programme, with one other Head of School and two heads of unit. This group has met on a regular basis since then.</p> <p>The Head of School will continue to seek out appropriate training and mentoring opportunities, and future heads will be able to avail of the three sessions of individual coaching offered through UCD HR to all new Heads of School in their first year.</p>	C
2.19	Training support for School staff with management roles – ensure for example that the UCD Development Framework for Faculty is used optimally as a tool for personal development and for School gain.	1	<p>The University is currently rolling out the Performance for Growth Programme (P4G – see 3.8 below) for all staff. The School will support all staff in these developmental conversations, including enabling staff to access appropriate training, development and mentoring opportunities. The UCD Development Framework for Faculty will inform the conversations that will take place as part of Performance for Growth.</p> <p>The UCD People Management Programme was made available to current post-doc mentors, and there is a support network for school managers in the College.</p>	B A
2.20	Review of the effectiveness of School Committees, especially with respect to specific functions in support for the Head of School in implementing the School’s strategic plans.	1	<p>The School considered the effectiveness of its committees and has engaged in restructuring to support the delivery of the School’s Strategic Plan, for example:</p> <p>The establishment of the Teaching and Learning Forum (see 4.12) in Semester 1 has been very successful: it complements the work of the Teaching and Learning Committee and provides a space in which colleagues can share ideas and discuss best practice in a setting without the time pressure of a School meeting agenda.</p> <p>The School has decided to establish a Schools liaison committee to boost student recruitment; this will be implemented when the current staff workload</p>	A A B

			<p>pressure is relieved by the addition of a new colleague in 2018/19.</p> <p>The School will consider if the Research Committee can play a key role with the Head of School in workload allocation if, for example, the School adopts a model in which all academic staff members are required to submit an annual research activity statement.</p>	B
2.21	Review the School's workload model, especially with respect to research activity.	1	The College Principal is working with Heads of School to review the workload models in use across the College. These discussions will form the basis for the development of a new workload model for the School in which research activity is fully integrated with teaching and administration. The Head of School has also started to consult with colleagues on the current workload model and possible alternatives. The School plans to have a facilitated away-day to discuss its final shape.	B
2.22	Review research leave planning, so that past achievements and proposed plans are fed into the process.	1	The College has updated its research leave policy in line with the University's 'Research Sabbatical Leave for Policy' introduced in May 2017, and all staff are now required to submit a research proposal, along with a report on outcomes from any previous period of research leave, for approval by the Head of School and College Principal. All applications must be submitted before timetabling for the next academic year.	A
2.23	Review practice to ensure compliance with UCD sick leave reporting requirements.	1	All sick leave has been recorded on Core HR for 2017/18, and there has been full engagement with UCD HR procedures for staff on longer term sick leave.	A
2.24	Review practice to ensure compliance with UCD annual leave procedures, including formal reporting in advance and recording in the 'Away Book'.	1	A procedure is in place for all staff to record annual leave and research-related absences using the 'away book' which is managed by the School Office on the School's shared Google calendar. Periodic reminders will be issued at key times in the annual cycle.	A

STAFF AND FACILITIES				
3.6	The Review Group recommends that the College of Arts and Humanities support the Head of School in developing the School's strategic financial plan for the immediate and longer-term sustainability of the School, in particular in securing an immediate replacement for the recent early retirement.	1/3	As part of the annual financial planning process carried out in 2016/17, the Head of School worked closely with the College Finance Manager and the College HR Partner to compile the School's 5-year Staff & Budget Business Case Initiatives. The budget submission satisfied the criteria for planned recruitment and so the School was able to recruit a lecturer to replace the recent early retirement. The interviews for this post were held in December 2017. The new appointment, in Greek History and Culture, will start in August 2018.	A
3.7	The Review Group recommends that the Head of School, in consultation with the College, develop a staff development plan to secure the future academic profile of the School.	1	The School has considered its academic profile and the implications for the future development of the School. The School will support staff considering applications for promotion and staff will be encouraged to engage with P4G and to avail of promotion workshops and other institutional supports. One staff member received tenure in the autumn of 2017, and it is envisioned that in the near future there will be applications from the School for promotion from lecturer to associate professor.	B/C
3.8	The Review Group recommends that all staff members engage with the Performance for Growth initiative.	1	P4G is due to be rolled out in 2018, with the initial review meetings scheduled to take place between March and June, followed by check-ins and reviews over the following 12-month cycle. Draft documents have been shared with Heads of School, but no details have yet been released to UCD staff as a whole. Full engagement by all staff will be promoted as a means of fostering a culture of self-reflection, feedback, and continuing professional development. When the details have been finalised the UCD HR People and Organisation Development Specialist will be invited to brief the School on P4G prior to implementation.	B/C
TEACHING, LEARNING AND ASSESSMENT				

4.10	All permanent academic staff should obtain a teaching and learning qualification offered by UCD Teaching and Learning (UCD T&L) by 2022.	1	<p>One member of the permanent academic staff is in the process of obtaining the qualification in University Teaching & Learning, and a schedule of enrolments for other permanent academic staff, dependent on individual plans and School workload capacity, is under discussion within the School.</p> <p>All staff members are encouraged to engage on a regular basis with one-off training sessions, workshops or symposia organised by the College or by UCD Teaching & Learning. One staff member received a College Teaching and Learning Award in 2017, and the new staff member starting in 2018 is already a Fellow of the UK Higher Education Authority.</p>	A/B/C
4.11	The School should ensure that all its tutors are trained, with a minimum requirement being the UCD T&L 'Introduction to Tutoring'.	1	All tutors are now required to attend the University's Induction Day for tutors, and those who are at an appropriate stage have been made aware of the new module UTL40230, a skills module for non-staff tutors, and recommended to enrol for it as part of the structured PhD.	A
4.12	The School should implement UCD's procedures around programme team meetings to ensure staff engagement and understanding of programme aims.	1	The School has instituted a Teaching & Learning Forum, which will meet two or three times per semester, the purpose of which is to disseminate good practice in teaching and learning and to discuss teaching practice and policy within the School. All members of the School involved in module design and delivery (non-staff occasional lecturers included) are invited to attend. This body has already discussed programme-related matters such as student engagement, attendance policy, group work policy, and electronic assessment via Blackboard. Planned discussions for Semester 2 include the concept of universal design to assist students with disabilities, a discussion of citation styles (and plagiarism policy) facilitated by our library liaison, and employability. The BA Programme Aims & Objectives are an important reference point in these discussions and have been circulated to all members of the Forum.	A B
4.13	The School should continue to monitor and reflect on its stage one courses to ensure	1	The School continues to monitor and review its Stage 1 courses, particularly in the context of the new BA Humanities which will begin in September 2018.	A

	they attract and retain students while ensuring appropriate consideration of any proposed changes in the context of a coherent School and Programmatic approach.		Following discussions at the Teaching & Learning Forum, the Staff-Student Committee, and the College Stage 1 Committee, this year there has been a particular focus on retaining students from Stage 1 to Stage 2, centred on the first semester examination period.	
4.14	The School should review its assessment in order to ensure that it does not over-assess.	1	<p>The School acknowledges that over-assessment is an issue. As its modules contribute to programmes in the College of Arts & Humanities, the School wants to ensure that its assessment fits with the programme as a whole. The School has initiated discussions with the appropriate bodies (the College of Arts & Humanities Teaching & Learning Committee, Stage 1 Committee, and Stage 2/3 Committee) to that effect.</p> <p>Individual module co-ordinators are meanwhile reviewing their assessment plans, and the School's assessment profile as a whole will be reviewed by the Teaching & Learning Committee in advance of finalising our full suite of modules for the 2018/19 session.</p>	B A/B
4.15	The School should explore whether its assessments enable it to deliver programme outcomes.	1	Planning for 2018/19 will take place at the start of Semester 2, and at this point the Teaching & Learning Committee will review the School's overall assessment profile, including mapping our assessments onto the BA Programme outcomes, and making appropriate recommendations.	B
4.16	The School should effectively embed the University's structured PhD programme.	1	PhD students have been reminded by the School's Graduate Coordinator that they must take at least 30 credits over the course of their doctoral studies, not all of which need be language modules. A link to available modules/workshops was circulated with the recommendation that they should consult with their supervisors and plan over a 12-18 month cycle. PhD students have also been encouraged to use the new Research Student Management system to maintain records of supervisions and DSP meetings. Incoming students will be advised accordingly.	A

			The School is also considering the introduction of a central record, held in the School Office, of all PhD progression, transfer assessments and DSP meetings.	B
4.17	The School should ensure that its practices around supervision are fully compliant with University policies.	1	The School Graduate Coordinator reminded PhD supervisors that Doctoral Studies Panels (DSPs) should be held on a regular basis, at least once a year, and that all PhD students should complete their transfer assessment to Stage 2 within 18 months of registration. School staff were also reminded of their responsibility to ensure that DSP compositions are revised to take account of recent fluctuations of staff within the School. Attention will be drawn to any revisions to supervision policies in the new Academic Regulations currently under revision	A B
CURRICULUM DEVELOPMENT AND REVIEW				
5.7	The School should give full consideration to the credit rating of its modules at all levels, in light of regulatory changes being introduced for the 2018/19 academic session.	1	10-credit modules at beginners' level in Latin and Greek already form a key part of our language programmes. However, there are structural and practical issues involved in incorporating 10-credit modules into our GRC programme, and while the School considers the regulatory changes a positive development, it will consider carefully the implementation of such modules in other Schools before making fundamental changes to its own provision. The School is aware of the opportunities available in 10-credit modules, not just in balancing workloads but also in team teaching and in opportunities to construct creative and attractive learning outcomes. The 5-credit core module in Stage 2 (Greeks, Romans & Barbarians) has been a notable success, including its team teaching aspect, and the School notes this and will consider this in planning the 5-credit core module in Stage 3 and any future 10-credit modules it may choose to implement. In line with the Review Group's concerns about excessive contact hours the School has reduced contact hours at Level 1 for 2017/18, and we will be exploring ways to rationalise contact hours at Levels 2 and 3 for 2018/19.	A

5.8	The School should consider introducing a Single Honours programme in GRC.	1	The School currently offers 105 credits at undergraduate level in GRC, while it would need to offer a minimum of 150 credits for a Single Honours programme in GRC. Although some of the shortfall might be made up by incorporating relevant modules offered by other Schools (Art History, Archaeology, History, and English) and by offering an optional language component. Current staffing levels do not facilitate offering a Single Honours degree with an appropriate and attractive mix of options. The School will keep this under consideration as a long-term aspiration: in the meantime it continues to work on its contributions to the new 4-year BA programme as an appropriate way of marketing a degree with a prominent and explicit Classics component.	D/C
5.9	The School should play a leading role in the development of the 4-year BA programme.	1	The School has already assumed a major role in developing three of the nine pathways in the 4-year BA Humanities (Classics, Art History & Archaeology; Classics, English & History; Languages, Linguistics & Cultures) and continues to work assiduously with the relevant Schools in planning the implementation and delivery of these programmes in 2018/19 and beyond.	A B/C
5.10	The School should review its module provision through a continuing process of curriculum mapping to ensure that modules deliver the programme outcomes.	1	As per recommendation 4.15: planning for 2018/19 will take place at the start of Semester 2, and at this point the Teaching & Learning committee will review the School's overall assessment profile, including mapping our assessments onto the BA Programme outcomes, and make appropriate recommendations.	B
5.11	The School's stage co-ordinators should continue to develop effective mechanisms to support student progression in collaboration with the College.	1	The School is actively engaging with the College's Stage 1 Committee and Progression Manager to identify issues with student progression. The School will address any issues identified with a view to improving enrolment in Stage 2 in 2018/19.	A
5.12	The School should give full consideration to its T&L modalities to ensure fit with	1	The School will consider assessments on all its modules as part of its annual review of its offerings in early 2018, including the fit between programme	A/B

	programme outcomes, for example by ensuring that all undergraduate students have a research experience during their programme.		outcomes and School module outcomes. In particular, the School believes that a new 5-credit core module in Stage 3 is an ideal place to implement outcomes relating to research-led teaching. Full consideration will be given to how an undergraduate research experience might be incorporated within that module, especially with reference to the College Teaching & Learning Forum's recent (October 2017) session on "Embedding Research in Teaching & Learning".	
RESEARCH ACTIVITY				
6.4	The School needs to develop its research culture including, for example, peer review of colleagues' research outputs before submission, and the organisation of visiting lectures and work in progress seminars.	1	A full schedule of research activity has been organised for Semester 2, 2017/18: two work-in-progress presentations on staff research, a research seminar series with one post-doc and three visiting speakers, a programme of evening lectures in the museum, and a lunch-time presentation on research funding facilitated by UCD Research and the College Vice-Principal for Research, Innovation, and Impact.	A
		1	The School is also engaging in a new College initiative for Heads of School to carry out structured annual research planning meetings with early to mid-career academics to discuss their current and future research plans. Two meetings took place in December 2017, with further meetings to take place in March and April 2018.	A/B
6.5	The School should introduce a peer-mentoring scheme in order to support individual researchers. Mentors need not necessarily be members of School staff.	1/2	In February 2018, the College launched a Research Advisory Network which will allow colleagues to draw on the expertise of Full Professors in the College. Its brief is to offer advice on monograph proposals, major grant applications, and research impact.	B
			One staff member has set up a productive research mentoring relationship with a senior academic in the College; preliminary training was facilitated by UCD HR (cf. 2.15). To further encourage School colleagues to avail of such opportunities,	A B

			the UCD HR People & Organisation Development Manager has been invited to a School meeting to give a presentation on mentoring and coaching opportunities (cf. 2.15). P4G conversations will also provide an opportunity to discuss coaching and mentoring supports.	
6.6	The School should capitalise on its developing research culture with the aim of ensuring that all full-time permanent academic staff are classified as research active by 2020.	1	The School is committed to research and shares the objective that all full-time permanent academic staff should be classified as research active within the next three years. The most recent OBRSS report indicates that the School is 70.6% research active (compared with 85.6% for the College and 85.8% for UCD as a whole). The activities outlined in 6.4 along with mentoring opportunities (6.5) and engagement with P4G will support the School in achieving this aim. This will be kept under review by the School Research committee.	C
6.7	To facilitate increased outputs, all academic staff within the School should have a weekly, identified, dedicated research day, with regular updates to the Head of School, to support the development of a culture of research.	1	This recommendation will be addressed in the context of the development of the new School workload model. The timetable imposes certain constraints. However, the introduction of designated research time for staff, conditional on regular updates to the Head of School, may be feasible perhaps in the form of an afternoon followed by a morning. The appointment of a new staff member in 2018 will support this plan.	B/C
6.8	Staff should be encouraged to apply for UCD seed funding to support small-scale research events and initiatives, to build research networks, and to facilitate applications for external grant capture. This will have the effect of raising the profile of the School within UCD.	1	One staff member, in collaboration with a colleague in the School of English, Drama, and Film, obtained funding from the College and the UCD Humanities Institute for an interdisciplinary conference to be held in the autumn of 2018. Two staff members served on Seed Funding review panels in 2018. One staff member is using an existing research fund for a conference in June 2018 organised with an external collaborator. Building on a Seed Funding award in 2016 one staff member is hosting an overseas Visiting Research Fellow for six months in 2018/19. These activities will be kept under review by the School Director of Research.	A
6.9	Staff should make full use of College peer	1/2	The College's Research Advisory Network was launched in February 2018 (see	B

	review opportunities for grant applications, and take advantage of the expertise of UCD Research.		6.5) and the UCD Research Partner has been visiting all Schools in the College to talk about how UCD Research, HR, and the Finance Office can support grant applications and post-award administration. One IRC post-doc joined the School on a one-year fellowship in October 2017, and nine IRC post-doc applications are being supported by the School in the current cycle. These activities will be kept under review by the School Director of Research.	A
MANAGEMENT OF QUALITY AND ENHANCEMENT				
7.4	The Review Group recommends that the School participates fully in the proposed College mentoring scheme.		The School is fully supports and envisions fruitful engagement with the College Research Advisory Network (see 6.5).	A
7.5	The Head of School, with the support and guidance of the College Principal, should develop a vision for the School supported by a plan for management of enhancement processes. This will include a re-organisation of leadership roles in the School, including School Head of Teaching and Learning; School Head of Research; School Head of Graduate Studies. Heads of Subject who are independent of the Head of School should be appointed in GRC, Greek and Latin recognising the difference between Head of School and Head of Subject roles.	1	A reorganisation of leadership roles in the School took place, with the support and guidance of the College Principal, as part of the allocation of administrative tasks for the academic year 2017/18. Further refinements will be made for the start of 2018/19.	A
		1	The role of subject head works for large schools in which there is a clear division between staff who identify with distinct academic disciplines (e.g. French or German, each with about eight staff, in the School of Languages, Cultures, and Linguistics). UCD Classics is a small school with eight staff, and all contribute to GRC, with Latin and/or Greek only a small proportion of teaching workloads. Staff identify with the discipline of 'Classics' as a whole, and the School's small size would make it difficult to appoint three subject heads separate from the Head of School and the three heads of T&L, Graduate Studies, and Research. There are currently coordinators for Latin and Greek who assist the Head of Teaching and Learning in curriculum design for the two languages, but these are minor roles, and there would be minimal scope for a Head of Latin or Greek to perform the academic leadership functions laid out in the 'Role Description-	B D

			Head of Subject' policy document. In keeping with the current practice and the RG recommendation to adopt flatter, collegial administrative structures (2.16) it has been decided by the School that the three subject head roles will continue to be merged within the overarching role of Head of School.	
7.6	Separately, all School staff should have a mentor and avail themselves of a range of mentoring opportunities within the College of Arts and Humanities and UCD.	1/2	See 2.15 and 6.5.	B
7.7	To assist management and enhancement of degree programmes, information and data sets should be mined and researched to support strategy development. Research and data analysis should also support monitoring the success or otherwise of enhancement activities.	1/2	The School Head of T&L is liaising with the BA Progression Manager to investigate the data sets which are available and which can usefully be mined. In addition to analysing enrolment statistics, already maintained at College level, the School is planning focus groups of continuing students and those who took GRC in Stage 1 before moving to a joint major in other areas to improve student retention at Stage 2.	B
7.8	The School should avail themselves of UCD funding opportunities to support enhancement - e.g. Learning through Research Seed Funding to embed research in the undergraduate curriculum.	1	In line with the School's more structured approach to further developing its research culture and T&L engagement, UCD Seed Funding opportunities will be considered by the School Research Committee. This will be informed by the presentations by UCD Research and the College Vice-Principal for Research, Innovation, and Impact (see 6.4).	B/C
SUPPORT SERVICES				
8.3	The School should work closely with the Study Abroad team to develop their international promotion strategy in the	1	The School's International Coordinator has met with the Study Abroad team, in particular with a view to promoting US-student participation in the UCD module based on the study tour of archaeological sites in Greece organised by the Irish	A/B

	range of markets targeted by UCD, to enhance overseas recruitment and to ensure that the School's offerings are attractive to international students.		Institute for Hellenic Studies at Athens. Further meetings will focus on setting up new Study Abroad exchanges with US universities that have established Classics programmes.	
8.4	Particular attention should be paid to marketing the MA in the US market given the attraction of Dublin as a location, UCD's favourable rankings and the cost for US students.	1	The MA in Classics is advertised on FindAMasters.com, and we will review and update the information provided there as well as looking into the creation and selective distribution of new marketing materials and making more effective use of social media and the School website. Preliminary consultations with the College Marketing and Communications Manager have taken place, and colleagues in other Schools (e.g. Archaeology) will be approached for advice on successful recruitment strategies. UCD's Dublin location, its favourable rankings, and fee-reduction scholarships will be emphasised in all marketing, along with the unique opportunities offered by the Classical Museum. The School will engage with the College and the International Office to explore ways to highlight the School in University and College marketing activities.	A/B
8.5	School staff should also liaise actively with the International Office, to ensure programmes are promoted on campuses or at conferences and if the opportunity arises, attend some of the recruitment fairs.		See 8.4 above.	
8.6	Further work with the Career Development Centre (CDC) to embed career support and transferable skills in degree programmes is required. The Review Group acknowledges the high workload of the CDC and encourage staff in the School to take on some elements of delivering career support with the guidance of the CDC team. Students also	1	Details of careers events are communicated to all students, and in Semester 1 all Stage 2 students were invited to apply to a new career mentoring scheme, a joint initiative of the College and the Careers Office. Further strategies to embed career support and transferable skills will inform curriculum design for 2018/19, above all for GRC Stage 2 and 3 core modules, with a leading role taken by our new staff member, who has two years' experience as an employability officer at a UK university. One semester internships are embedded as an option in Stage 3 of the BA Humanities.	A B

	value former graduates returning to make presentations about their careers, e.g. a lecture where recent graduates outline how a Classics degree has influenced them might be considered.	1	The Alumni Office has a database of student testimonials compiled from those who attended last year's Classical Society Inaugural, and there is project under way to use select case studies in promotional material for the School and in an RTE radio programme on careers after Classics (see 9.8). An alumni profile section is part of the School newsletter, a new initiative of the interim School Manager to create an online record of each semester's activities made available to the UCD community and beyond. Inviting recent graduates back to UCD to talk about their careers is the next step, and as part of the School's social media strategy there are also plans to set up a LinkedIn account to track and maintain contact with past students.	B/C
EXTERNAL RELATIONS				
9.6	Develop existing relationships with secondary schools in the Dublin area to consolidate UCD's reputation as the place to study Classics.	1	A part-time outreach liaison (a former MA student) has been appointed for Semester 2, 2017/18 to work on strengthening our links with secondary schools and to forge relationships with new schools, not only the traditional UCD feeder schools. Particular emphasis will be place on the unique opportunities offered by the Classical Museum.	A/B
		1	A Schools Liaison Committee will be set up in 2018/19 to include the Museum Curator, Stage 1 Coordinator, and a representative of secondary school Classics teachers (cf. 2.20). This committee will assess how the School and Museum can best work alongside schools to promote Classics and increase intake at Level 1 in UCD. It will also play a key role in developing strategies for universities to assist teachers in the implementation of the current curriculum review of the Classical Studies Junior Certificate.	B C
9.7	Larger School events might be used to target a broader range of Dublin secondary schools	1	For the past three years the School has hosted the annual Presidential Address of the Classical Association of Ireland at which medals are presented to students	A/B

	Classics meeting for PhDs; with the inaugural event at UCD (thereafter it can possibly rotate between the different classics departments). PhDs should be encouraged to present their work in oral and poster format and at international conferences.	1/2	<p>Relevant calls for papers are forwarded by the Graduate coordinator and a list of major Classics conferences has been sent to the College Graduate Officer who is investigating financial aid to support attendance at such events. The UK Classical Association offers bursaries to Irish students, and one PhD student in the School has been awarded a full bursary to attend the annual conference in Leicester in April 2018 (in addition to a travel bursary to carry out research at the Irish Institute of Hellenic Studies in Athens). One student delivered a paper at a conference in Japan in Semester 1, with support from a School research fund, and three students will present papers at an international conference on ancient warfare at UCD in June 2018. A further opportunity for PhD students to present papers is the College's Graduate Symposium to be held in collaboration with the UCD Humanities Institute in April 2018.</p> <p>The establishment of an annual meeting for Irish (and UK/EU) postgraduates will profit from planning discussions with the other Classics departments. It is on the agenda for development for when the Graduate Coordinator returns from leave at the start of 2018/19.</p>	B/C
9.12	Erasmus opportunities should be developed within the 4-year BA programme.	1	The option of a semester abroad in Stage 3 has been built into the pathways in which students combine GRC with English and History or with Art History and Archaeology, while students on the Languages, Linguistics and Cultures pathway will be expected to spend the entire year of Stage 3 on an Erasmus exchange. Existing Erasmus partnerships will be reviewed, with a view to setting up new exchanges for the BA Humanities pathways.	A/C
UCD CLASSICAL MUSEUM				
10.7	To build on the success of the Museum, the School should develop a robust Museum strategic plan by the end of 2017.	1	The Curator has drafted a museum strategic plan, taking into account finances, outreach and communications, research, teaching and learning, and facilities. The provision of a part-time Assistant Curator in Semester 1, 2017/18 has been	A/B

			immensely helpful in spreading the workload of running the museum, and the School will continue to implement this position going forward. An Action Plan for how the School will address the priorities laid out in the Museum Strategic Plan is under development.	
10.8	The School should proactively engage with UCD Library Special Collections for support and advice on both the strategic plan for the Museum and additional supports that may be available to the Museum.	1	The Museum has developed close relations with UCD's other major heritage collections during 2017. A new range of promotional literature and signage has been produced through collaboration with the Library and UCD Estates, and we continue to rely on their support and advice for further such work.	A
10.9	The Review Group recommends that, at least for the time being, the Museum should remain within the footprint of the School, and the School should liaise with relevant units within the University, for example, UCD Library Special Collections, UCD Estate Services and UCD Campus Development, to discuss requirements and capacity to update equipment and facilities.	1	We continually strive to improve the Museum's facilities, and through successful grant capture from the UCD Minor Works Fund new window blinds were fitted in December 2017. We have been in contact with UCD Estates in regard to the ill-fitting windows, and are expecting an inspection from relevant personnel in due course. Major funding is required to complete all necessary renovations and the strategic plan highlights several options which will be explored over the next 2-5 years to leverage such money.	A C

3. Prioritised Resource Requirements

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

1. Museum equipment and facilities (10.9): replacement of Apple iMac computer used for digitisation of artefacts (€1,850); improvement of security with replacement of main entrance with steel-framed door (€2,000); creation of storage-press over display cabinets on the south wall of the museum (€3,400) and panels under display desks on north wall below the windows (€750) along with removal of panels over island displays (€340) to improve aesthetics.
2. MA marketing to US and other International students (8.4, 8.5): attendance by a staff member at the one-day FindAUniversity Marketing Conference in London in May 2018 (delegate fee: €350, with travel and accommodation costs: €250). Creation and distribution of MA marketing flyers for the US market: €150.
3. National Classics graduate student conference (9.11): one-day conference with 12 speakers, a keynote lecture, and 30-40 delegates: catering for two tea/coffee breaks (€160); room hire of lecture theatre, e.g. NT1 (€150); travel and accommodation for keynote speaker (€350); travel bursaries for non-Dublin student speakers (up to 10 @ €150 each).
4. Staff away-day in the context of the School workload model review (2.21): room hire in Talbot Hotel, Stillorgan: €250; catering: €57.50 for teas/coffees + €143.50 for carvery lunch (for 10 people).

Note: The Quality Improvement Plan should be used to inform Unit and College level academic, support service and resource planning activities.