

Institutional Review Quality Improvement Plan Follow-Up Report

University College Dublin

June 2021



Part 1: Overview of Progress Since Publication of the Institutional Review Report and Quality Improvement Plan

University College Dublin welcomed the opportunity to engage in the QQI Cinnte external independent review of the effectiveness of our institutional arrangements for quality assurance and enhancement. The review process and implementation of the Review Team findings have provided an opportunity for the University to further reflect and engage as a community on our Quality Assurance and Enhancement Framework, to further enhance our continued excellence in supporting and providing a high-quality and inclusive student experience, increasing the impact of our research, scholarship and innovation, building our engagements with society, and attracting, retaining and developing an excellent and diverse cohort of students, faculty and staff (*Rising to the Future, UCD Strategy 2020-2024*). The review group report was widely shared throughout the University and published on the UCD Quality Office website.

UCD developed a high-level Institutional Quality Improvement Plan (IQIP) to address the review report recommendations. This process was overseen by the Institutional QIP Steering Group, chaired by the Registrar and Deputy President, and supported by the UCD Quality Office. The IQIP was considered by the University Management Team (UMT) (May 2020) and Governing Authority (GA) (June 2020) and submitted to QQI on 01 July 2020. Following this IQIP submission the Institutional QIP Steering Group oversaw the development of an *Institutional Quality Improvement Plan Action Plan* (referred to as the action plan) in July and August 2020 to provide a high-level summary of progress for each action that informed the development of this Progress Report. Updates were prepared in October 2020 and April 2021 for consideration and approval by UMT and UCD Governing Authority. An Update Report will be provided to UMT on an annual basis.

It should be noted that this report was developed within the COVID-19 pandemic with significant impacts on students, faculty, and staff in areas such as research, education and how we engage as a global community. Additional supports were developed for at-distance learning for students and included regular targeted communication; working groups; the development and delivery of resources to support teaching, learning and assessment online; amendments to academic regulations; the development of an online examinations schedule; new student performance mechanisms, enhanced student well-being supports, healthy living and financial supports for students, the provision of new IT resources for our University community and their varying needs, the development of a live examination support channel, enhanced students supports provided by UCD Access and Lifelong Learning, Student Advisers, Student

Help Desk, and school and programme offices, and seeking regular student feedback on their at-distance learning experiences. UCD has continued to build on the excellence and impact of our research, teaching, scholarship, and innovation through enhancing our research culture reflecting the University values, the creation of an environment to support staff in their research and teaching, addressing the diversity of COVID-19 challenges through multidisciplinary collaborations and working with a wide range of partners, and investing in people, and this is reflected in this Progress Report. The commitment of the University community of faculty, staff and students is acknowledged as we respond to this global challenge reflecting our values of Excellence, Creativity, Integrity, Collegiality, Engagement and Diversity.

Progress Report

Progress on the IQIP is reported under two sections: Section A relates to the top five recommendations, and Section B addresses all other recommendations.

Part 2: Update on published Institutional Action Plan

Section A: UCD Operational Plan for the Top Five Recommendations¹

Recommendation 1 [4.9]

The review team recommends that UCD review its QA processes and consider consolidating processes to ensure that schools have the capacity, and are enabled, to effectively self-evaluate, reflect and implement quality improvements. [Recommendation 4.9]			
Actions	Timeline	Update – October 2020	Update-April 2021
a. UCD will review its QA processes as part of its institution-wide consultation process and seek to ensure greater alignment between its QA processes and leadership roles and responsibilities, enhancing recognition and ongoing embedding of quality at institutional and School level and supporting Schools and Units in self-evaluation, reflection and implementation of the necessary quality enhancements.	2020 to 2024	<p>Academic Council Quality Enhancement Committee (ACQEC) sub-committee on ACQEC IQIP actions was approved by Academic Council in September 2020 with agreed terms of reference. Membership of the Committee was confirmed by ACQEC on 08 October 2020.</p> <p>Embedding the implementation of Quality Improvement Plans in the University’s formal school and unit annual planning process.</p> <p>Consultation via survey/focus group with school and unit heads to ensure greater alignment of QA processes and leadership roles and responsibilities.</p>	<p>Complete. The sub-committee will provide ongoing annual oversight on IQIP implementation and reporting to UMT.</p> <p>Complete.</p> <p>Ongoing. The pandemic has impacted the rollout of formal consultation with Heads of schools/units and will take place in May – December 2021.</p>

¹ The Review Team identified five top recommendations and QQI has requested that they be addressed up front in any reports.

<p>b. Academic Council Quality Enhancement Committee (ACQEC) will identify and consider opportunities to integrate and align quality processes with the strategic priorities of the UCD Strategy, Rising to the Future 2020-2024, UCD annual planning process, and alignment with university governance (see also recommendation 4.91).</p>	<p>2020 to 2024</p>	<p>Ongoing.</p> <p>UCD Director of Quality is working with University Secretariat on identifying opportunities for enhanced reporting. Timelines for finalisation and delivery of Review Group reports to Governing Authority have been reviewed and agreed. Implementation will be monitored during 2020/21. Incorporation and embedding of UCD policies such as EDI and Widening Participation within existing quality processes in progress.</p> <p>Protocols and procedures have been agreed by ACQEC and UCD Quality Office to deliver review site visits remotely. Two pilot site visits took place in October 2020.</p>	<p>Complete.</p> <p>Streamlining of review group reports, finalisation, and delivery of reports from 2020 onwards completed. Ongoing monitoring in place.</p> <p>Embedding of EDI, Widening Participation and University for All, and SDGs within QE/QA Guidelines and SAR format for 2021 onwards has been completed. UCD Quality Office and UCD Research and Innovation are working collaboratively to align quality processes with UCD Research Strategy. Reporting on thematic areas have been expanded to include EDI, widening participation and Global.</p> <p>Online site visit delivery has been fully documented and a further four QE/QA online site visits were completed in trimester 2, 2021.</p>
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Recommendation 2 [4.33]

<p>The review team recommends that UCD reflect on the reasonableness of expectations placed on faculty in key leadership roles such as heads of school. UCD must ensure that schools and professional service units are adequately resourced to ensure that faculty can deliver a high-quality learning and research experience. [Recommendation 4.33]</p>			
Actions	Timeline	Update – October 2020	Update – April 2021
<p>a. Review Head of School role and responsibilities. UCD Agile will work with Heads of School Group.</p>	<p>2020 to 2024 Proposed start date: mid/late 2021</p>	<p>Ongoing. Agile project due to start mid/late 2021.</p>	<p>Ongoing. This collaborative project is being developed across the HR and Registrar’s portfolios. Members of the HR Partner and Learning and Development teams will support UCD Agile in reviewing and developing proposals for the Head of School role.</p>
<p>b. Continue to utilise i) the Performance for Growth and ii) academic workload models.</p>	<p>July to September 2021 i) P4G Review By end of September 2021</p>	<p>Ongoing. 2021 Review planning has commenced and the interdependencies between P4G and academic workload models is included as a topic as part of the review.</p>	<p>The pandemic impacted the implementation of the 2020 cycle of P4G and a light-touch version was implemented. Rollout of the 2021 full cycle has commenced in April 2021 for completion in June. A full review of the process will take place in autumn 2021. Given the continued important interdependency between P4G and the Academic workload Model this will remain a key feature of any review.</p>

Recommendation 3 [4.34]

<p>The review team recommends that UCD review the implementation of the Researcher Career Framework to ensure that that it is equally and equitably implemented across the university so that faculty on fixed-term contracts (e.g., postdoctoral fellows, faculty and staff appointed to international campuses) have the opportunity to undertake appropriate career development. [Recommendation 4.34]</p>			
Action	Timeline	Update – October 2020	Update – April 2021
<p>We will review the RCF to ensure our postdoctoral community is well supported.</p>	<p>By end of September 2021</p>	<p>Ongoing.</p> <p>UCD HR People & Organisation Development, in conjunction with UCD Careers Network, conduct an annual review of the Researcher Career Framework (RCF) programme, in tandem with ongoing feedback sought from the Postdoctoral community.</p> <p>A summary report outlines supports/services provided throughout the academic year and highlights emerging areas for development, with key recommendations noted. This report is shared with the VPRII and chair of the RIIG, as well as the HR Director and Registrar.</p> <ol style="list-style-type: none"> 1. Commencing concept and design phase for a Postdoctoral survey which will specifically look at the supports available for the community and the opportunities available to undertake appropriate career development. Expected Survey launch date by end March 2021. 2. Outputs will feed in focus group configuration on key findings expected to be conducted in May 2021. 	<p>The Researchers Careers Framework (RCF) is reviewed on an annual basis.</p> <p>A re-design of the RCF is currently underway to create enhanced alignment with and better reflect the service offerings. This is due to be completed by the start of academic year 21/22.</p> <p>This project has taken precedence over the conducting of the survey for 2 reasons – firstly, a new UCD Research portal and website has recently been launched and there is a notable difference in the quality of the user navigation experience for Postdoctoral researchers on the current RCF website and secondly, due to Covid many of the Postdoctoral Researchers are using the website more frequently to access information remotely.</p> <p>It is expected that the root and branch review of the current website will include a mechanism for feedback in relation to supports available.</p> <p>The new user-friendly site will support a refocus on career and professional development objectives,</p>

			<p>optimising how we communicate and showcase our development culture to existing and new Postdocs.</p> <p>This website in conjunction with the annual review of the Researcher Career Framework (RCF) programme will form the revised action to ensure our postdoctoral community is well supported.</p> <p>In support of the above, People and Organisation Development and the HR Partners Team are collaborating with the Career Development Centre on a Principal Investigators Engagement strategy which will be rolled out in Q2 and Q3.</p> <p>Furthermore, the Irish Universities Association are commencing an interrelated RCF review on a sectoral basis. The scope of same is being worked on now and will also cover pay rates with a view to standardisation across the sector. UCD will be a contributor to this initiative.</p>
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Recommendation 4 [4.58]

The review team recommends that the university capitalise on the extent of quantitative data and external benchmarking available to derive greater analytical value from this data to inform decision-making. [Recommendation 4.58]			
Action	Timeline	Update – October 2020	Update – April 2021
<p>Better identifying opportunities to combine or extrapolate already extant information to better inform decision makers at UCD</p> <p>a. Set-up working group (Reporting to UMT) to build on the previously completed benchmarking exercise to identify appropriate comparator universities</p> <p>b. Working Group to review available external benchmarking data sources to identify which might be used to inform UCD policy and decision making</p> <p>c. Working Group to review and prioritise opportunities for combining and extrapolating</p>	<p>Review to be complete quarter 2, 2021</p>	<p>Ongoing.</p> <p>a) Members of Working Group identified and agreement to participate almost complete</p> <p>b) Terms of Reference drafted</p> <p>c) List of comparator universities drafted and agreed</p>	<p>a) Complete. Working Group in place.</p> <p>b) Complete. Terms of Reference drafted.</p> <p>c) Ongoing. The Working Group is currently developing and working on identifying comparator benchmarking universities, data sources and associated projects.</p>

information already available at UCD			
<p>Reviewing and enhancing the data available on the student experience to ensure a high-quality experience for all students at UCD</p> <p>d. Working Group to review development and usage of information on the student experience at UCD and opportunities for its enhancement. (Student representation will be included on the Working Group.)</p>	<p>Review to be complete quarter 4, 2021</p>	<p>Ongoing.</p> <p>Review of information within UCD commenced</p>	<p>d) Ongoing.</p> <p>Due to the pandemic progress on reviewing data has been delayed. Review of the project has identified a requirement for additional scoping and a separate project which will require engagement with and input from the Dean of Students, Dean of Undergraduate Studies and Dean of Graduate Studies.</p>
<p>Information-users at UCD are better informed of the information available and how it can be accessed, extracted, and presented to support decision making</p> <p>e. Development of further training materials to better inform and support decision makers</p>	<p>e. Plan to be developed by December 2020</p> <p>f. Initial target date of 2022</p>	<p>e. Ongoing.</p> <p>f. Work to commence.</p>	<p>Contiguous to Project under item d. which has been delayed. Target delivery of 2022 on track.</p>

f. Design and implement agreed supports/resources arising from the recommendations of the Working Group.			
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Recommendation 5 [4.91]

The review team recommends that, as a globally-competitive, research-intensive institution, UCD review its quality processes with a view to securing a more effective balance between learning and teaching, and research and to demonstrating robust institution-level research quality (recognising the lack of ESG framework for research quality and the infancy of research quality expectations). [**Recommendation 4.91**]

Actions	Timeline	Update – October 2020	Update – April 2021
a. The VPRII will work with Academic Council Quality Enhancement Committee to secure a more effective balance between learning and teaching, and research and demonstrating robust	2020/21 academic session	<p>Ongoing.</p> <p>Secure a more effective balance between learning and teaching, and research – currently under discussion between the Vice President for Research, Innovation and Impact (VPRII) and Registrar, and elements will also be included in the Faculty Promotions Review now underway.</p> <p>Demonstrating robust institution-level research quality, based on a shared understanding of what quality enhancement means for UCD – the VPRII</p>	<p>Secure a more effective balance between learning and teaching, and research</p> <p>Discussions are advancing on how to balance learning and teaching and research in quality reviews. This is consistent with <i>Shaping the Future</i>, the UCD Strategy for Research, Innovation and Impact launched in March 2021, which lays out a clear and ambitious vision for excellence in research and innovation to be underpinned by all university processes. The Faculty Promotions review is also progressing.</p> <p>Demonstrating robust institution-level research quality, based on a shared understanding of what quality enhancement means for UCD</p>

<p>institution-level research quality, based on a shared understanding of what quality enhancement means for UCD as a leading research and teaching university.</p>		<p>has initiated a working group on responsible use of research metrics. This group will set out the principles for the use of metrics in research evaluation before January 2021. These principles will direct the scope and approach of the “<i>Develop and implement a publication strategy</i>” and the “<i>Enhance the Output-Based Research Support Scheme for quality</i>” projects.</p>	<p>The statement on the responsible use of research metrics has been developed and published online in December 2020 at: https://www.ucd.ie/research/portal/responsibleuseofresearchmetrics/</p> <p>UCD’s is the first university in Ireland to publish such a statement.</p> <p><i>Enhance the Output-Based Research Support Scheme for quality</i></p> <p>The principles in the statement were used to inform the Output-Based Research Support Scheme (OBRSS) redesign project. The OBRSS redesign is now entering the implementation phase.</p> <p><i>Develop and implement a publication strategy.</i></p> <p>This project is in its scoping and planning phase at the moment. The project will deliver a new ‘Promote your Research’ website that will provide guidance to researchers on</p> <ul style="list-style-type: none"> • the best channels to use to publish their work; • how social media, and other online channels, can be leveraged to promote their research and research outcomes
<p>b. ACQEC and UCD Director of Quality will review the periodic quality</p>	<p>Trimester 1, 2020 to trimester 3, 2021</p>	<p>Recommendation 4.9 refers.</p>	<p>UCD Quality Office and UCD Research and Innovation collaboratively working to develop and integrate the Research Strategy and metrics within the quality processes. Review of current research metrics underway, enhanced integration of research into review process and review group reports. Due for completion autumn 2021.</p>

review processes to align with the strategic priorities of the University to include research quality (recommendation 4.9 also refers).			
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Section B: UCD Response to the other Recommendations

Recommendation 3.5

The review team recommends that UCD publish the Institutional Self-Evaluation Report (ISER) and Institutional Profile (IP) to ensure that the institution benefits from the volume of work involved in creating these documents. [Recommendation 3.5]			
Action	Timeline	Update – October 2020	Update – April 2021
This recommendation to publish the ISER will not be implemented. The Institutional Profile (IP) has already been published.	n/a	n/a	n/a

Recommendation 3.10

The review team recommends that UCD adopt a more effective, analytical approach to self-evaluation to enable continued development and excellence. [Recommendation 3.10]			
In monitoring the implementation of this IQIP the University will continue to develop and embed a more effective and analytical approach in its self-reflection processes through:			
Actions	Timeline	Update – October 2020	Update – April 2021
a. Detailed monitoring and oversight of the QIP implementation by embedding a quality	Trimester 1, 2020 to	Ongoing. Sub-group of Academic Council Quality Enhancement Committee (ACQEC) to be established to provide ongoing oversight of IQIP implementation to enable enhance analysis and	Complete.

enhancement approach and analysis.	trimester 3, 2021	reporting. The implementation of an ACQEC workstream and monitoring, agreed by ACQEC Chair and Director of Quality from 2020/21 onwards will enable enhanced monitoring and reporting. Quality Office team member has taken on monitoring responsibility for ACQEC business.	ACQEC sub-committee established to monitor the implementation of the IQIP recommendations and provide annual report to UMT. Process for monitoring and oversight in place.
b. Ongoing measurement and benchmarking of the University internationally as part of the UCD Strategy <i>Rising to the Future 2020-2024</i> . Recommendation 4.58 also refers.	Trimester 1, 2020 to trimester 3, 2021	Recommendation 4.58 refers.	Complete. The University has developed a set of KPIs as part of the benchmarking exercise. See also Rec 4.58.
c. Review our current quality review processes to support Schools and Units through identifying new approaches to quality enhancement.	Trimester 1, 2020 to trimester 3, 2021	See recommendations 4.9 and 4.58. UCD will continue to review and develop its current quality processes reflecting new national and international approaches on Quality Enhancement. This will be undertaken through ongoing consultation and collaboration across the University with the relevant stakeholders, identifying models of best practice, and a review of current institutional data inputs	Ongoing. Quality review processes are reviewed on an annual basis reflecting feedback from schools/units under review, Academic Council Quality Enhancement Committee and new approaches to Quality Enhancement. Work is currently underway on reviewing school/unit model. This will include working with Institutional Research on current institutional data inputs.

Recommendation 4.11

The review team recommends that UCD review its QA processes to ensure that these processes adequately assess the consistency of undergraduate and postgraduate student experience and that, where evidence of inconsistency is found, robust actions be taken to enhance consistency. [Recommendation 4.11]			
Actions	Timeline	Update – October 2020	Update – April 2021
a. Ongoing oversight and governance at institutional and local level to ensure that policies and practice reflect a consistent approach and are monitored.	2020 to 2022	<p>Ongoing.</p> <p>University Programmes Board (UPB) Schedule of Reserved / Delegated Authority was approved 13 August 2020, and outlines the decisions reserved to UPB and those delegated to Governing Boards/Units at local level. This approach is a very important step in maintaining oversight and governance at institutional and local level to ensure that policies and practice are consistent. In relation to new programme proposals for example, UPB reserves the authority to make decisions about new collaborative programmes, proposals involving non-standard entry criteria and the creation of a new CAO entry code. Examples of programme changes that UPB determines include changes to programme governance, introduction of a collaboration or an exit award, changes to collaborative programmes.</p> <p>The combination of oversight at UPB where all programmes are represented, and the audit of delegated authority at local level allows for a closer monitoring of inconsistencies that may emerge in the undergraduate and taught graduate student experience. For example,</p>	<p>Ongoing</p> <p>The following items were brought to UPB during 2020/21:</p> <ul style="list-style-type: none"> • Reports of Exemptions Based on Exceptional Circumstances. Under the Academic Regulations, an annual report of Exemptions Based on Exceptional Circumstances is submitted to UPB. • Reporting of Retrospective LOA and RPL Requests for 2019-20. These reports are submitted annually to UPB. As per discussion in 2019, Governing Boards will be asked to report on Retrospective LOAs with a more ‘thematic’ approach this year

		<p>UPB has agreed that as part of its 'audit' function, it will retain approval of the establishment of exit awards (i.e., undergraduate and graduate programme exits) for the 2020-21 academic year. This will provide UPB with an overview of current practices in relation to exit awards and will determine future areas of focus. Decisions taken by Governing Boards/Units at local level as delegated by UPB and permitted by the Academic Regulations relate to programme specification, programme proposals and changes and student related matters with the exception of aspects reserved by UPB.</p>	<p>and to determine the mode of study of the student.</p> <ul style="list-style-type: none"> • Reporting on Elective Places Under Regulation 3.24 “The overall provision of elective places by a School or Board of Studies shall be reviewed annually by Academic Council or its relevant committee and adjusted where possible to meet student demand.” • Reporting on Derogation Requests To monitor trends and to facilitate the recommendation of any changes to Academic Regulations, UPB will consider a report on derogations requested. <p>The schedule of delegated and reserved decision-making was brought to the first meeting of the Academic year. UPB continues to monitor the balance of delegated and reserved decision-making throughout the academic year.</p>
b. As part of developing the Education	2020 to 2022	<p>Ongoing.</p> <p>University Teaching and Learning Committee</p>	

<p>Strategy the University will continue to work with stakeholders to ensure better engagement with faculty, and clarity on teaching and learning policies and procedures.</p>		<ul style="list-style-type: none"> • Broadened membership to include UCD IT Services and UCD Estates. • Meetings convened every two weeks during COVID-19 to discuss teaching, learning, assessment and academic integrity related issues. <p>School Heads of Teaching and Learning</p> <ul style="list-style-type: none"> • Meetings every three weeks with 35 School Heads of Teaching and Learning during COVID-19 to discuss emergent issues. • Higher levels of engagement facilitate wider discussion about teaching and learning policies and procedures. <p>Associate Deans Forum</p> <ul style="list-style-type: none"> • Meetings every three weeks during COVID-19 to discuss issues arising at programme level with reference to implementation of Academic Regulations, Assessment and supporting students on their education journey. <p>Recommendation 4.112a also refers (i.e., consultation engagement with faculty through workshops and small exploratory groups per theme in advance of invitation to all faculty, staff, and students to provide feedback).</p>	<p>Complete.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p>
<p>c. Strengthening existing student feedback mechanisms and closing the loop through working with</p>	<p>2020 to 2022</p>	<p>Ongoing.</p> <p>This is underpinned by Theme 1 of the draft Education Strategy (<i>a student-centred educational experience</i>). Recommendation 4.112d also refers.</p>	<p>Ongoing.</p> <p>Students participated in workshops (November 2020) and small exploratory groups (February – March 2021) to develop the draft <i>Education and Student</i></p>

<p>the Dean of Students, SU representatives, Institutional Research and Director of Quality</p>			<p><i>Success Strategy.</i> The Strategy was approved by UMT in May 2021 and makes the following commitment: “We will strengthen partnerships with students to develop inclusive, respectful, relevant and diverse learning experiences.”</p> <p>Using a partnership approach to strengthening existing feedback systems the following work is currently underway:</p> <ol style="list-style-type: none"> 1) Student Survey: we are gradually improving the response rate for the national student survey, with the most recent improvement to 36%. 2) The implementation of the new student feedback system has been placed on the work programme for consideration by IT Services as part of the budgeting and integrated planning cycle for 2021/22. 3) A new draft student partnership paradigm has been presented to UMT Student Experience Group. The forum that is proposed through these recommendations will be well placed to considering specific actions related to closing the loop.
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			<p>4) New student survey ‘Learning at a Distance during COVID-19’ used to consolidate, develop, and inform further appropriate supports for students and their perception of their experiences.</p> <p>5) Annual induction briefing for Academic Council Quality Enhancement Committee incoming Students’ Union representatives implemented in 2020.</p>
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Recommendation 4.36

<p>The review team recommends that a university-wide induction/orientation of fixed-term research faculty be implemented, and that a series of baseline commitments to fixed-term staff be set to improve the consistency of the fixed-term research staff experience. [Recommendation 4.36]</p>			
Actions	Timeline	Update – October 2020	Update – April 2021
<p>a. Review the operation and effectiveness of the <i>Newly Appointed Assistant Prof (NAAP) Orientation and Development Programme</i> (which commenced full rollout in Trimester 1 2019/20) to assess its</p>	<p>Completed June 2020</p>	<p>Ongoing</p> <p>An overview of the Faculty Development Framework (FDF) was included in the presentations delivered by two members of the UMT as part of the Newly Appointed Assistant Professor (NAAP) Welcome Event (run twice in September 2019 & January 2020) The FDF and supplementary informational materials are specifically listed on the NAAP web pages.</p> <p>P4G framework and outline will be a dedicated topic which will be covered in the 2020/21 NAAP programme.</p>	<p>Complete.</p> <p>Increased awareness on career development support for Newly Appointed Assistant Professors (NAAPs), including Performance for Growth (P4G) have been put in place</p> <p>The P4G framework and outline are now included in the new ‘Faculty Induction’</p>

<p>efficacy in supporting the assimilation of new faculty at this level and the early establishment of understanding in relation to all of the career development supports available to them including, the Faculty Development Framework and P4G.</p>		<p>The NAAP evaluation report for the academic year 2019/20 was completed in June 2020, this was based on a survey and qualitative feedback from an end of year “Check In” event hosted by the College Principal for the College of Science.</p> <p>The findings from the survey & feedback from the cohort have been built into the NAAP 2020/21 delivery plan.</p> <p>Note: The NAAP programme is inclusive of all contract types and commitments to developing Asst Prof are consistent between both Fixed-term and Permanent employees.</p> <p>Note: the NAAP Development Programme, survey and follow up did not distinguish between contract type. For noting just over 70% of total cohort (June 2018 – June 2020) were on some form of temporary contract in the HR system (CORE HR).</p>	<p>as a dedicated topic, this was delivered in Feb 2021. Future Faculty inductions will include NAAPs this will further support their assimilation into UCD providing opportunities to network with all new Faculty.</p> <p>In addition, a segment on the Faculty development workspace and the interconnectedness between it, P4G, the Faculty Development Framework and promotions is also included in the Faculty induction which speaks to ‘early establishment of understanding in relation to all of the career development supports available.’</p>
<p>b. In implementing the planned <i>New Faculty Induction</i> in 2020/21, special emphasis will be placed on the inclusion of those on fixed term contracts, noting the intent is to support all incoming faculty regardless of contractual status. (The postdoctoral community will</p>	<p>July 2020 to end March 2021</p>	<p>Desk based research under the 3 pillars of academia to review current supports available for new faculty.</p> <p>17 HOS were consulted with and feedback included in planning. In addition, findings from the NAAP evaluation 2019/20, the NAAP pilot 2018/19 have been included in the New Faculty Induction planning.</p> <p>Due to remote working environment and specific support required by faculty at critical time, the New Faculty Induction has been prioritised by HR People and Organisational Development and is now scheduled for November 2020, 3 months ahead of the planned rollout.</p>	<p>Complete.</p> <p>Two New Faculty inductions have been delivered in Nov 20 and Feb 21. Hosted virtually the 3-hour induction targeted at faculty includes a welcome from the VP for Research and Innovation and overview of UCD RII. There are dedicated sessions on the Faculty development workspace, P4G, the Faculty Development Framework and Faculty Promotions. In addition, colleagues in UCD T&L and UCD Research provide</p>

<p>continue to be supported by their own dedicated induction/orientation sessions)</p>		<p>To ensure faculty are assimilated effectively, all new faculty (Permanent/Fixed term) since March 2020 will be invited with a targeted communication.</p> <p>Online event planning is at an advanced stage.</p> <p>A full evaluation of the first Induction will be carried out and feedback will be reviewed and included in future inductions.</p>	<p>overviews of the supports and resources available to new faculty.</p> <p>The new Faculty Induction is now part of the overall UCD Orientation suite and will continue to be delivered as per normal practice reviewed periodically.</p>
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Recommendation 4.41

<p>The review team recommends that UCD review the partnership approach it aims to take in engaging with students, ensuring Students' Union representative structures are utilised, creativity and innovation in feedback is encouraged, and that training provided is adequate to enable students at all levels (from class representatives to sabbatical officers) to engage effectively. [Recommendation 4.41]</p>			
<p>Student Representative Structure Evaluate and make the necessary changes to build on and enhance student representative structures, ensuring its capacity to facilitate strong, effective and consistent representation of our diverse student body.</p>			
Actions	Timeline	Update – October 2020	Update – April 2021
<p>a. Undertake a comprehensive audit of the current student</p>	<p>a. August 2020</p>	<p>Ongoing. Existing student representation on university committees/boards documented.</p>	<p>Complete.</p>

<p>representative structure and student representative roles at school, programme and University level.</p>			
<p>b. Develop an effective Student Representative Structure based on the above review and define the required operational and governance arrangements needed to support the structure.</p>	<p>b. August 2020 to August 2021</p>	<p>Ongoing.</p> <p>Working group established and will convene for a first meeting week of 19 October.</p> <p>Membership:</p> <ul style="list-style-type: none"> • SU President (Co-Lead) • Student Engagement Manager (Co-Lead) • Student Complaints Officer, Student Engagement • Director Quinn School Office • Senior Programme Manager, College of Engineering and Architecture • Two nominees of the SU President • Projects and Operations Officer, Student Advisers <p>The working group will:</p> <ul style="list-style-type: none"> • Agree aims of the student representative structure, including those associated with UCD SU representation and student leadership / representation more broadly 	<p>An Interim Working Group Report was submitted to UMT Student Experience Group 20 March 2021 included information relating to the review of current structures and approaches. The following recommendations were endorsed by UMT Student Experience Group:</p> <ul style="list-style-type: none"> • Proposed principles of student representation and partnership. The student representation structure to be broadened to include various categories of student leader, such as peer mentors. • Development of a written <i>Student Partnership Agreement</i>, to include the proposed principles and should facilitate an annual, priority focused work programme to allow the accommodation or emerging student issues.

		<ul style="list-style-type: none"> • Identify and review effective models in operation at other universities and assess for suitability and alignment to review aims • Conduct consultation with stakeholders • Liaise with NStep in consultation process as an external consulting vehicle. (See Action e below) • Evaluate current induction and training 	<ul style="list-style-type: none"> • Establish a <i>Student Partnership Forum</i> • Improve accessibility and raise awareness about the various opportunities for student representation via the creation of a dedicated hub or platform. • Develop a coordinated and comprehensive induction and training programme for new sabbatical officers. See e. below.
c. Develop a mechanism to continuously evaluate the effectiveness of the Student Representative Structure.	c. Trimester 1 2021/22	Ongoing. Working group will report to the next meeting of UMT Student Experience Group (19 November)	One of the Working Group's recommendations relates to the establishment of <i>Student Partnership Forum</i> . It will have responsibility and oversight of the student representation structure and partnership. A next step is for the Working Group to scope the remit and membership of the forum, for presentation to UMT Student Experience Group as part of the Working Group's final report (trimester 1, 2021/22).
d. Strengthen the University's commitment to a partnership approach with	d. August 2020	Ongoing. Work item included on AC Committee on Student Conduct and Capacity 2020/21 work programme, endorsed by ACEC 24 September.	Complete. The working group endorsed Student Charter's commitment to enabling student representation. The written Student Partnership Agreement will provide greater

<p>the Students Union by developing statements to be including in the revised Student Charter.</p>			<p>detail about how Student Charter’s existing commitment to facilitating and enhancing opportunities for student representation will be achieved. and no updates are recommended at this time.</p>
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<p>Supporting Student Representatives Supports for student representatives should be strengthened to ensure student representatives are well positioned to participate effectively.</p>			
Actions	Timeline	Update – October 2020	Update – April 2021
<p>e. Conduct a review of induction and training activities for all cohorts of student representative to identify opportunities to enhance approaches.</p>	<p>e. August 2020 to August 2021</p>	<p>Ongoing. To be scoped by working group referenced in Action b.</p>	<p>Complete. A coordinated and comprehensive induction and training programme for new sabbatical officers, based on identified examples of good practice has been recommended. This action has been endorsed by UMT Student Experience Group and prioritised.</p>

			The Programme will be delivered this year as a pilot with a view to further development and enhancement for 2022.
f. Develop an effective handover strategy to ensure that incoming student representatives are informed of the work of their predecessors, ensuring that they are well prepared to contribute at the earliest opportunity.	f. August 2020 to August 2021	Ongoing. UCD Students' Union to bring proposals to the working group (Action b) regarding effective handover strategy.	SU to implement 2021 as part of the broader pilot on induction.
Feedback g. To strengthen student	g. Trimester 1 2021/22	Ongoing.	Ongoing.

<p>engagement with feedback mechanisms and work with the SU and other student leadership cohorts to identify effective ways of capturing and communicating the meaningful impacts of student feedback.</p>	<p>(Forum approval) and Trimester 2 2021/22 (Forum establishment)</p>	<p>Dean of Students is continuing to work with Students' Union representatives to identify opportunities to further strengthen engagement with students.</p>	<p>The proposed <i>Student Partnership Forum</i> will provide a new channel and structure for student engagement and feedback.</p>
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Recommendation 4.78

The review team recommends that UCD review the operational risk management process to reduce inconsistency and increase the robustness of risk management across the university. [Recommendation 4.78]			
Actions	Timeline	Update – October 2020	Update – April 2021
a. Develop a plan to address the recommendation identified in the CINNTE Report	October 2020 to September 2021	<p>Ongoing.</p> <ul style="list-style-type: none"> • Target audiences segmented and identified • Learning objectives drafted and ready for consultation • Learning materials drafted and currently in refinement process 	<p>Complete.</p> <p>Information and training materials for staff, in addition to the UCD Risk Management Framework, can be found on the UCD Risk Management Training webpage at https://www.ucd.ie/finance/financeoffice/risk/. This webpage will be updated on an ongoing basis as additional training materials are developed, and information is updated.</p>
b. Develop an appropriate package of supports and training materials to facilitate a programme of education promoting better understanding of	September 2020 to September 2021	<p>Ongoing.</p> <p>Learning materials drafted and ready for review</p>	<p>Ongoing.</p> <p>First iteration of learning materials has been rolled-out to all members of staff (March 2021). Initial feedback has been positive.</p>

risk management and its attendant processes			
c. Develop a clear schedule for the implementation of this programme	Overall schedule set out above	As above.	Ongoing. Plan for the next year has been developed and discussed/agreed with the Governing Authority Audit and Risk Management Committee.

Recommendations 4.96 and 4.97

<p>The review team recommends that UCD introduce a requirement for all PhD supervisors, including existing and experienced supervisors, to undertake training to establish the baseline commitments to PGR students and significantly raise expectations of supervisors. [Recommendation 4.96]</p> <p>The review team recommends that UCD review its approach to postgraduate induction to ensure consistent quality with the undergraduate induction, given UCD's strategic priority to grow the graduate community. [Recommendation 4.97]</p>			
To address recommendation 4.96 the following actions will be delivered starting in 2020.			
Actions	Timeline	Update – October 2020	Update – April 2021
a. Examine and secure	Start October	Ongoing.	A working group has been established to examine

<p>sustainability of the Research Supervisor Support and Development Programme (RSSDp) and engage more external partners in collaboration to significantly raise expectations of supervisors</p>	<p>2020 to end 2024</p>	<p>The alignment of the Dean of Graduate Studies Award for Excellence in Doctoral Supervision with the RSSDp has taken place and the award has been made to the first recipient in 2020.</p>	<p>sustainability, certification and roll out of mandatory research supervisor training and started its work Spring Trimester 2020/21.</p> <p>The Dean of Graduate Studies Award for Excellence in Doctoral Supervision is currently open for nominations for the 2021/21 award.</p>
<p>b. Certification of RSSDp to promote engagement</p>	<p>Start October 2020 to end 2024</p>	<p>Ongoing.</p>	<p>Ongoing,</p>
<p>c. Roll out mandatory training for new research supervisors.</p>	<p>Start October 2020 to end 2024</p>	<p>Ongoing.</p>	<p>Working group established.</p>

To address recommendation 4.97 the following actions will commence in 2020/21.

Actions	Timeline	Update – October 2020	Update – April 2021
<p>d. Orientation and Induction for Graduate Research Students (4.140 also refers)</p>	<p>23 September 2020 (Zoom)</p> <p>Similar dates in 2021/22/23/24</p>	<p>Complete.</p> <p>Orientation and induction day agendas put in place for 2020 and 2021 and will be monitored on an ongoing basis.</p> <p>Orientation and induction completed for 2020/21 entry. 300 research students attended the induction event. Feedback was sought via a student survey after the event and</p> <ul style="list-style-type: none"> ● 80% found the event helpful ● 72% rated event as 4 or 5/5 ● Research Degree Supervision was the most popular topic <p>Course materials and resources from the induction event have been shared via Brightspace – Graduate Orientation Explore Module – and is available to <u>all</u> research students. As of October 2020, 350 research students have enrolled on the module and reviewed material.</p> <p>The Welcome event for all students GradsCONNECT 2020 can be viewed at: https://www.ucd.ie/graduatestudies/researchstudenthub/newgraduatestudents/orientation/</p>	<p>Complete.</p>
<p>e. Establish the University Graduate Research</p>	<p>1 September 2020</p>	<p>Complete.</p> <p>As of 1st of September the Graduate Research Board was operational.</p>	<p>Complete</p>

Board to oversee graduate research governance and operations		From May to July 2020 the Graduate Research Board’s team was appointed, led by a programme manager, supported by two SEA 5-year appointments and one SEA 1-year appointment.	SEA 1-year appointment extended for a further year to support the work of the Graduate Research Board.
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Recommendation 4.100

ESG 2015 and QQI’s Core Statutory Quality Assurance Guidelines incorporate expectations in respect of the engagement of external stakeholders during programme design and development and the review team recommends that UCD strengthen AC and committees by engaging external experts and stakeholders as members. [Recommendation 4.100]			
Action	Timeline	Update – October 2020	Update – April 2021
<p>The University will continue to develop and review its relationships with its external stakeholders across all its activity. Building on our Education Strategy, Academic Council will seek to explore different approaches on further engaging with our external collaborators in programme design and delivery.</p> <p>This forms part of the business-as-usual approach by AC and will therefore not be implemented as a separate action.</p>	n/a	n/a	n/a

Recommendation 4.112

The review team recommends that UCD continue its efforts to improve consistency in the assessment process. [Recommendation 4.112]			
Actions	Timeline	Update – October 2020	Update – April 2021
<p>a. Supporting teaching and learning practices through new Education Strategy <i>Education and Student Success 2020-24</i> with a focus on four themes: student centred educational experience, using technology enhanced learning, student engagement, diversity and wellbeing and pedagogy for</p>	<p>a. 2020 to 2024 (in line with the new Education Strategy)</p>	<p>Ongoing.</p> <ol style="list-style-type: none"> 1. Draft of <i>Education and Student Success Strategy</i> has been prepared and considered by the University Management Team (UMT) Education Group in April 2020 and the UMT Student Experience Group in May 2020. 2. A full consultation process with the University community on the draft <i>Education and Student Success Strategy</i> was delayed pending the end of the acute stages of planning and responding to the COVID-19 pandemic. A revised consultation plan and timeline was approved by the UMT Education Group in September 2020 and the UMT Student Experience Group in October 2020. The consultation plan includes: <ol style="list-style-type: none"> a. Phase 1 – Workshops (November 2020) b. Phase 2 – Small exploratory groups per theme (December 2020) c. Phase 3 – Invitation to all students, faculty and staff to provide feedback (February/March 2021). 3. The <i>Education and Student Success Strategy</i> will be recommended to Academic Council (April 2021) and the Governing Authority (May 2021) for approval. 	<p>Ongoing.</p> <p>Completed.</p> <p>Completed. The <i>Education and Student Success Strategy</i> was amended in response to feedback received at the workshops in November 2020 and the small exploratory groups that took place in February and March 2021.</p> <p>The consequent draft of the <i>Education and Student Success Strategy</i> has been submitted to Academic Council and thereafter to Governing Authority for comment. UMT approved a final version in May 2021, informed by the feedback received.</p>

<p>inclusivity and student success.</p>		<p>4. Following approval, the <i>Education and Student Success Strategy</i> will be implemented. Current governance arrangements would be for the UMT Education Group and UMT Student Experience Group to oversee implementation.</p>	<p>Ongoing.</p>
<p>b. Implementation of Assessment Implementation Framework.</p>	<p>b. 2020 to 2024 (in line with the new Education Strategy)</p>	<p>Ongoing.</p> <p>The Assessment Implementation Framework has been approved by UMT Education Group.</p> <p>Supports and resources for the implementation of the framework have been publicised on UCD Teaching and Learning Unit website https://www.ucd.ie/teaching/resources/resourcesa-z/</p> <p>Through Teaching and Learning Webinars faculty are being encouraged to look at assessment in a more integrated way across programmes using the provisions of UCD Academic Regulations and using online assessment effectively in the context of COVID-19.</p> <p>New Module Coordinator and School Grading Reports and Examination Board Reports</p> <ul style="list-style-type: none"> • A suite of new reports was developed by UCD Assessment which underpinned student support in the Covid-19 context. This enhanced reporting and significantly improved the ways in which grading data was managed, thereby supporting Module Coordinators, Schools and Programme Examination Boards in the review, analysis, verification and approval of grades and GPAs. • The reports also provided a contextual, historical, and holistic view of module grades, which supported informed decision-making in the context of COVID-19 student assessment issues. 	<p>Ongoing.</p> <p>Complete.</p> <p>Complete.</p>

		<ul style="list-style-type: none"> • A new feature 'Module/Subject/School/Programme Observations' was introduced to ensure comments or observations on the grading of modules could be recorded directly within the grading reports. • Detailed guides on the new reports were made available to faculty and staff. Information sessions were provided on these guides during May and June 2020. <p>A specific area for action to streamline the management of assessment, submission, grading and feedback, support diversity within assessment and student learning is provided for under Theme 2 (<i>technology enhanced learning</i>) of the draft <i>Education and Student Success Strategy</i>.</p>	Ongoing. See comment on recommendation 4.112.3 above.
c. Technology Enhanced Learning, learning from Covid-19 experiences.	c. 2020 to 2024 (in line with the new Education Strategy)	<p>Ongoing.</p> <p>An intensive series of online workshops and webinars was provided by UCD Teaching and Learning (reaching 1,000 participants since March 2020) and UCD IT Services.</p> <p>TEL All Webinar Series 2020 to assist faculty prepare their blended and online modules for the upcoming trimester and to complement related offerings by both IT Services and Teaching and Learning. These lunchtime sessions were delivered by School based Educational Technologists who shared their pedagogical and technical expertise and were recorded enabling wider access.</p> <p>TEL All Conversations explored how UCD faculty experienced teaching and assessment during the emergency pivot to online learning. The recorded conversations captured information on delivery and assessment</p>	<p>Complete.</p> <p>Complete.</p> <p>Completed for 2020 and ongoing supports in place to support faculty for 2021.</p> <p>Theme 4 of the <i>Education and Student Success Strategy</i> is focused</p>

		<p>strategies as well as useful tips, challenges, and what worked well for students. The TEL All ‘Conversations’ Series are an asynchronous resource which are available to all UCD faculty and staff via the TEL All website.</p> <p>ETAN Network – College and School based Educational Technologists provided ongoing supports for faculty in the design and delivery of their modules in the online context. Focus groups are being conducted with students by members of the ETAN network to ascertain how they are dealing with the online learning environment.</p> <p>Resources and investment in IT for online teaching and learning – Significant resources and investment have been made in IT for online teaching and learning. These include:</p> <ul style="list-style-type: none"> • A central fund of €100,000 to Colleges (pro rata by faculty) to be matched by the Colleges to facilitate local decision making in the purchase of software and hardware to support faculty. • An additional €400,000 has been allocated to the Library to support the development of appropriate resources for faculty and staff in an online learning context. • Funding has been put in place to support a Pilot Proctoring Project within the VLE for Autumn Trimester Assessment period. • Assistive Technologies for Access and Lifelong Learning (ALL) students, e.g., funding to support students in buying equipment. • Government allocated over €770,000 to purchase laptops and other IT equipment for students having difficulty in accessing online learning. • An additional 11 rooms are currently being configured to allow recording and live streaming. 	<p>on Technology Enhanced Learning, and provides for four areas of action:</p> <ol style="list-style-type: none"> 1. Support pedagogy-first approach to integrate TEL as part of the curriculum design process 2. Streamline assessment, submission, grading and feedback 3. Review, upgrade, and integrate physical and virtual teaching and learning spaces 4. Support students to develop their digital literacy skills and competencies <p>Theme 3, which is focused on Education that connects, inspires, and informs, also includes the following area of action:</p> <p>Support faculty and staff to continually update and share digital skills and expertise</p>
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		Theme 2 (<i>technology enhanced learning</i>) of the draft <i>Education and Student Success Strategy</i> focuses on technology enhanced learning, ensuring that UCD's approach supports the student learning experience.	
d. Introduction of a new Student Feedback System.	d. 2020 to 2024 (in line with the new Education Strategy)	<p>Ongoing.</p> <p>A new student feedback system has been proposed and accepted by UMT subject to the availability of funding to support the required systems. Approval for funding the new system was deferred until the next academic year budgeting process commences.</p> <p>Theme 1 (<i>a student centred educational experience</i>) of the draft <i>Education and Student Success Strategy</i> commits to a student-centred educational experience and working in partnership with all students.</p>	The implementation of the new student feedback system has been placed on the work programme for consideration by IT Services as part of the budgeting and integrated planning cycle for 2021/22.

Recommendation 4.117

<p>The review team endorses this approach [cf. annual report to the UCD Quality Office for major collaborative arrangements that deliver UCD taught programmes] and recommends that UCD consider opportunities to embed greater systematic benchmarking of the performance of transnational partnerships into the annual reporting process to ensure the maintenance and enhancement of quality and the protection of UCD's reputation. [Recommendation 4.117]</p>			
Actions	Timeline	Update – October 2020	Update – April 2021
a. Explore and develop the learning from transnational education	From the start of the 2020/21	<p>Ongoing.</p> <p>Across its themes and areas for action, the draft <i>Education and Student Success Strategy</i> commits to exploring and developing learning in partnership with students and faculty from across UCD's intercultural campuses, e.g.,</p>	<p>Ongoing.</p> <p>Transnational Learning: The <i>Education and Student Success Strategy</i> consolidates UCD's strengths as a global university by proposing</p>

<p>(TNE) innovative teaching and learning practices through the new UCD Education Strategy <i>Education and Student Success 2020-2024</i></p>	<p>academic year</p>	<p>Theme 1 (<i>student centred educational experience</i>) and Theme 4 (<i>Pedagogy for inclusivity and student success</i>).</p>	<p>measures to recognise, promote, and value diversity. This commitment is supported by areas of action to ensure supports are accessible across all campuses and the quality and capacity of student supports and services will be developed as the student population grows and diversifies.</p> <p>Innovative Teaching and Learning Practices:</p> <p>The <i>Education and Student Success Strategy</i> also commits UCD to partnering with students to develop inclusive, respectful, relevant, and diverse learning experiences. There is also a theme (Theme 3: Education that connects, inspires, and transforms) that focuses on supporting faculty to develop teaching, learning and assessment approaches that are research-informed, inclusive, intercultural in the broadest sense and that will promote student success</p>
<p>b. Ensure greater alignment between the</p>	<p>From the start of the 2020/21</p>	<p>Ongoing. Background paper presented to UMT Global Engagement Group (23 Sep 2020) with initial discussion on how greater alignment might be achieved.</p>	<p>Work ongoing and will be further developed with the implementation of the Global strategy. This will require additional amendments to the annual</p>

<p>annual reporting process and the university's Global Engagement Strategy</p>	<p>academic year</p>	<p>Follow-up discussion between Director of UCD Quality and Director of UCD Global (30 September 2020).</p> <p>Further discussion by UMT Global Engagement Group to be scheduled at its next meeting (28 Oct 2020).</p>	<p>programme reporting process on overseas provision with implementation for 2021 reporting.</p>
<p>c. Seek UMT GEG advice on opportunities to embed more systematic benchmarking of transnational partnerships into the annual reporting process</p>	<p>From the start of the 2020/21 academic year</p>	<p>Ongoing.</p> <p>Background paper presented to UMT Global Engagement Group (23 Sep 2020) with subsequent discussion on approaches to benchmarking.</p> <p>Follow-up discussion between Director of UCD Quality and Director of UCD Global (30 September 2020), highlighting opportunities for reporting to GEG on TNE performance.</p> <p>Further discussion by UMT Global Engagement Group to be scheduled at its next meeting (28 Oct 2020).</p>	<p>Ongoing.</p>

Recommendation 4.120

The review team recommends that UCD review the support structures for faculty and staff engaged in transnational education and, particularly, ensure that the Researcher Career Framework is equally and equitably implemented across the university to ensure that faculty on fixed-term contracts engaged in transnational education delivery have the opportunity to undertake appropriate career development. [4.120]			
Action	Timeline	Update – October 2020	Update – April 2021
a. The cohort involved in transnational education delivery will be identified by Schools/Institutes and an assessment of their needs in terms of carrying out this work, as well as developing their careers will be carried out leading to a suitable development programme.	By January 2022 (following P4G cycle 3)	<p>Ongoing.</p> <p>Outreach by HR People and Organisational Development to HR Information Systems to ascertain if a report can be generated to identify the cohort which could be used in discussion with Heads of School (HOS) to commence this process.</p> <p>Outreach to UCD Teaching and Learning to advise of this recommendation and associated action. To raise awareness of the possibility of T&L development requirements arising from the assessment/P4G discussions. As the action requires an assessment of their needs in terms of carrying out this work (i.e., teaching) any such teaching related development would be conducted under UCD T&L, other skills development would be directed to the appropriate provider.</p>	<p>Ongoing.</p> <p>Cohort of 55 faculty identified as delivering transnational teaching and a survey was carried out in March 2021 to assess their development needs in terms of carrying out this work, as well as developing their career.</p> <p>Of the survey cohort 12 responses were received (21% response rate), no identifiable information was collected in the survey, however respondents were informed that outputs would be shared to develop relevant supports for this cohort.</p> <p>Debrief between HR People and Organisation Development and T&L and exploratory discussion on development planning has occurred, and consultation is ongoing with the Provost of Beijing-Dublin International College</p>

			<p>Matters related specifically to Promotions at UCD have been raised with the HR Promotions manager.</p> <p>The plan is that for academic year 2021/22 supports will be in place to address the thematic career support and development requirements identified.</p>
<p>b. P4G will be leveraged to ensure that appropriate career and development discussions take place for this cohort with associated development plans being put in place.</p>	<p>By March 2021</p>	<p>Ongoing.</p> <p>Once the cohort is identified, it is intended that specific material relating to appropriate career and development discussions for this cohort will be developed and made available to Reviewers.</p> <p>Signposting to this will also be included in P4G Reviewer Training.</p>	<p>Complete.</p> <p>100% of survey respondents indicated that they had engaged with P4G.</p> <p>As part of the ongoing enhancement to the P4G reviewer training – the training includes a section on promotion and career progress of faculty members and the connectedness of the Development framework for Faculty, which is used both for the provision of feedback to faculty and for objective setting and development planning and the faculty promotion process.</p>

Recommendation 4.140

To ensure continued alignment with Code of Practice for Provision of Programmes of Education and Training to International Learners principle 3.4 (Supports and Services for International Learners), the review team recommends that UCD consider the consistency and clarity of pastoral and academic support available to all international student cohorts. [Recommendation 4.140]			
Actions	Timeline	Update – October 2020	Update – April 2021
a. Publish and disseminate the Trusted Person project Student Support Map	a. Ongoing, August 2021	Ongoing. The Map is being revised to take into account service delivery whilst working remotely and the updated poster will be sent to service providers for approval at the end of October 2020. It will be available online with appropriate links.	Ongoing. Final publication deferred due to Covid-19.
b. Appoint a Research Graduate Student Adviser and develop the role to provide equity and clarity of pastoral support	b. November 2019 to December 2020	Complete. The Research Graduate Student Adviser took up their role in November 2019.	Complete.
c. Enhancement of the orientation and induction programme for all graduate students (Recommendation 4.97 also refers)	c. October 2020 and into 2021 Welcome Event (Zoom) – 25 th September 2020	Complete. Induction programme in place for UCD Research Students GradsCONNECT 2020 can be viewed here:	Complete.

		<p>https://www.youtube.com/watch?v=z8m4pJ2_LHs&feature=youtu.be</p> <p>436 watched live and there have been 1,549 views. This is hosted on the Orientation page of the UCD Graduate Studies Website: https://www.ucd.ie/graduatestudies/researchstudenthub/newgraduatestudents/orientation/</p>	
<p>d. Implement the relevant recommendations outlined in the recently undertaken review of supports and service provision for international students</p>	<p>d. Review Feb to Sept 2019, implementation Oct 2019 to Dec 2020</p>	<p>Ongoing.</p> <p>A review of international student support needs and service provision was undertaken in 2019 under the aegis of the UCD Global Engagement Strategy.</p> <p>The review made 36 recommendations in four key areas, as well as 3 broader recommendations, and these were classified as High, Medium, or Low priority.</p> <p>At September 2020, 16 of these recommendations (including 10 identified as High priority) have been implemented, with other recommendations prioritise for</p>	<p>Complete.</p> <p>The key recommendations have been implemented in full and the review has informed other decisions and discussions within UCD. e.g., the findings continue to inform local level planning for the Global Experience Team and the Global Experience Manager has joined UMT Student Experience Group to further embed international student support considerations at university level.</p>

		action in the 2020/21 Global Experience Plan developed by UCD Global.	
e. Appointment to newly created post of Student Immigration Support Officer	e. May 2020	Complete. This post was filled in early May 2020, and the incumbent has moved quickly to establish an internal student immigration advice network at UCD.	Complete.