



University College Dublin

REVIEW GROUP REPORT

Periodic Quality Review

UCD School of Classics

June 2017

Accepted by the UCD Governing Authority at its meeting on 13 December 2017

Table of Contents

	Key Findings of the Review Group	3
1.	Introduction and Overview of UCD School of Classics	4
2.	Organisation and Management	7
3.	Staff and Facilities	9
4.	Teaching, Learning and Assessment	10
5.	Curriculum Development and Review	12
6.	Research Activity	13
7.	Management of Quality and Enhancement	14
8.	Support Services	15
9.	External Relations	16
10.	UCD Classical Museum	17
Appendix 1:	Full List of Commendations and Recommendations	
Appendix 2:	UCD School of Classics Response to the Review Group Report	
Appendix 3:	Schedule for Review Site Visit to UCD School of Classics	

Key Findings of the Review Group

The Review Group has identified a number of key findings in relation to areas of good practice operating within the School and key areas which the Review Group would highlight as requiring future improvement. The main section of this Report sets out all observations, commendations and recommendations of the Review Group in more detail. A composite list of all commendations and recommendations is set out in Appendix 1.

Examples of Good Practice

The Review Group identified a number of commendations, in particular:

- Dedicated Head of School and School Manager.
- Effective management of an unanticipated loss of three of eight academic staff during the academic year 2015/16 which has ensured continuity of Learning & Teaching provision in challenging circumstances.
- Excellent relationship between staff and students at all levels.
- High level of commitment by staff to student support.
- Staff and students have engaged positively with the quality process and a separate School strategic planning process was undertaken in 2015.

Prioritised Recommendations for Improvement

The full list of recommendations is set out in Appendix 1, however, the Review Group would suggest that the following be prioritised:

- 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.
- All permanent academic staff should obtain a teaching and learning qualification offered by UCD Teaching and Learning (UCD T&L) by 2022.
- The School should play a leading role in the development of the 4-year BA programme.
- The School should review its module provision through a continuing process of curriculum mapping to ensure that modules deliver the programme outcomes.
- 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. Introduction and Overview of UCD School of Classics

Introduction

- 1.1 This Report presents the findings of a quality review of the School of Classics, University College Dublin, which was undertaken on 27-30 March 2017. The School response to the Review Group Report is attached as Appendix 2.

The Review Framework

- 1.2 Irish Universities have collectively agreed a framework for their quality review and quality improvement systems, which is consistent with both the legislative requirements of the Qualifications and Quality Assurance (Education and Training) Act 2012, and international good practice (e.g. Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015). Quality reviews are carried out in academic, administrative and support service units.

- 1.3 The purpose of periodic review is to assist the University to assure itself of the quality of each of its constituent units, and to utilise learning from this developmental process in order to effect improvement, including:

- To monitor the quality of the student experience, and of teaching and learning.
- To monitor research activity, including: management of research activity; assessing the research performance with regard to: research productivity, research income, and recruiting and supporting doctoral students.
- To identify, encourage and disseminate good practice, and to identify challenges and how to address these.
- To provide an opportunity for units to test the effectiveness of their systems and procedures for monitoring and enhancing quality and standards.
- To encourage the development and enhancement of these systems, in the context of current and emerging provision.
- To inform the University's strategic planning process.
- The output report provides robust evidence for external accreditation bodies.
- The process provides an external benchmark on practice and curriculum.
- To provide public information on the University's capacity to assure the quality and standards of its awards. The University's implementation of its quality procedures enables it to demonstrate how it discharges its responsibilities for assuring the quality

and standards of its awards, as required by the Universities Act 1997 and the Qualifications and Quality Assurance (Education and Training) Act 2012.

The Review Process

1.4 Typically, the review model comprises four major elements:

- Preparation of a self-assessment report (SAR)
- A visit by a review group (RG) that includes UCD faculty and staff and external experts, both national and international. The site visit normally will take place over a two or three day period
- Preparation of a review group report that is made public
- Agreement of an action plan for improvement (quality improvement plan) based on the RG report's recommendations. The University will also monitor progress against the improvement plan

Full details of the review process can be found on the UCD Quality Office website: www.ucd.ie/quality.

The Review Group

1.5 The composition of the Review Group for the UCD School of Classics was as follows:

- Professor Alan Baird, UCD School of Veterinary Medicine (Chair)
- Assoc. Professor Carmel Hensey, UCD School of Biomolecular and Biomedical Science (Deputy Chair)
- Professor Catherine Steel, University of Glasgow (Extern)
- Professor Mike Edwards, University of Roehampton (Extern)

1.6 The Review Group visited the School from 27-30 March 2017 and held meetings with School staff; undergraduate and postgraduate students; external stakeholders; the SAR Co-ordinating Committee; other University members of staff, including the College Principal. The site visit schedule is included as Appendix 3.

1.7 In addition to the Self-assessment Report, the Review Group considered other documentation provided by the School and the University during the site visit, including: sample external examiner reports, School curriculum review documentation, student feedback on modules and the School Workload Allocation model.

Preparation of the Self-assessment Report (SAR)

1.8 Following a briefing from the UCD Quality Office, a Self-assessment Report Coordinating Committee (SARCC) was established, comprising all members of School staff and two student representatives. Members of the committee took responsibility for drafting individual chapters of the SAR. The School conducted a SWOT analysis of undergraduate and MA programmes which was facilitated by UCD Teaching and Learning and held a discussion on the research chapter in December 2016. A draft SAR was circulated to all staff in the School for feedback in December 2016 and an advanced draft was submitted to the College Principal and Quality Office for feedback at the end of December 2016. The SARCC met a number of times in February 2017 to finalise the report and the final SAR was submitted to the UCDQO on the 24th February 2017.

The University

1.9 University College Dublin (UCD) is a large and diverse university whose origins date back to 1854. The University is situated on a large modern campus about 4 km to the south of the centre of Dublin.

1.10 The University Strategic Plan (to 2020) states that the University's mission is: "to contribute to the flourishing of Dublin, Ireland, Europe and the world through the excellence and impact of our research and scholarship, the quality of our graduates and our global engagement; providing a supportive community in which every member of the University is enabled to achieve their full potential".

The University is currently organised into six colleges and 37 schools:

- UCD College of Arts and Humanities
- UCD College of Business
- UCD College of Engineering and Architecture
- UCD College of Health and Agricultural Sciences
- UCD College of Social Sciences and Law
- UCD College of Science

1.11 As one of the largest universities on the island of Ireland, UCD supports a broad, deep and rich academic community in Science, Business, Engineering, Health Sciences, Agriculture, Veterinary Medicine, Arts, Law, Celtic Studies and Social Sciences. There are currently more than 27,869 students on our UCD campus (approximately 16,684 undergraduates, 8,202 postgraduates and 2,983 Occasional and Adult Education students) registered on over 70 University degree programmes, including over 7,012 international students from more than

131 countries. The University also has over 5,591 students studying UCD degree programmes on campuses overseas.

UCD School of Classics

- 1.12 The School of Classics was established in September 2005 from the Department of Classics to which it remained almost identical in terms of staff and facilities. It is one of seven schools in the UCD College of Arts and Humanities and covers the main areas of Classics: literature, history, and archaeology, both Greek and Roman. The School is also home to the Classical Museum, the largest collection of Classical antiquities on display in Ireland. The School has seven full-time permanent academic staff.
- 1.13 The School contributes to the BA degree in three joint-honours subject areas: Greek and Roman Civilization (GRC), Greek, and Latin. At postgraduate level, the taught MA in Classics continues the multi-disciplinary approach of the BA degree while emphasising staff research specialisations and there is also a small cohort of PhD students.

2. Organisation and Management

- 2.1 The School is a relatively small academic unit with quite a broad remit. Three subjects (Greek, Latin and Greek and Roman Civilisation) are incorporated within the School. Undergraduate education is currently a core mission and main source of income for the School.
- 2.2 This is the second full Academic Review and a separate School strategic planning process was undertaken in 2015. Several issues flagged previously remain to be addressed.
- 2.3 The academic staff profile has been significantly altered by losses through illness and retirement. Declining student numbers and consequent fall in revenue is a cause for concern.
- 2.4 Because of reduced staff numbers, the organisation of the administrative activities of the School is shared between a very small cohort of staff and this is exacerbated by the losses through illness and retirement. However, it is mitigated by an excellent Head of School and School Manager, both of whom are operating above capacity, which is not sustainable in the longer-term.
- 2.5 The organisational structure adopted by the School is reflective of the small staff numbers, and while all members of staff are involved in different administrative activities, there is scope to ensure that appropriate succession planning for these roles is in place and to reflect on the members of staff appointed to the various roles. It would also be timely to review the effectiveness of the different administrative structures in place.
- 2.6 While the Head of School and the School Manager are cognisant of the need for compliance with University and College requirements for, *inter alia*, workload allocation, research leave

and absence management, the full cohort of staff may not be fully engaged with relevant requirements. There are supports in the University and College e.g. College HR Partner and Finance Manager that could be helpful for the School.

Commendations

- 2.7 Dedicated Head of School.
- 2.8 Dedicated School Manager.
- 2.9 Effective Staff-Student Committee.
- 2.10 Vision and value statements for each of the three subjects have been articulated as part of the ongoing University-wide curriculum review and enhancement process.
- 2.11 Effective Head of School oversight of financial and HR management and planning, supported by professional and informed College Finance and HR Officers.
- 2.12 Effective management of an unanticipated loss of three of eight academic staff during the academic year 2015/16 which has ensured continuity of Learning & Teaching provision in challenging circumstances.
- 2.13 The School has conserved a collegial, friendly and supportive environment for its students.

Recommendations

- 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.
- 2.15 The School should consider how a culture of continuing professional development could be embedded within the School e.g. through mentorship.
- 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.
- 2.17 Distribute academic roles and responsibilities among staff commensurate with experience, workload and future rotation of such roles (succession planning).
- 2.18 Ongoing training support for Head of School within the academic leadership training framework.

- 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.
- 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.
- 2.21 Review the School’s workload model, especially with respect to research activity.
- 2.22 Review research leave planning, so that past achievements and proposed plans are fed into the process.
- 2.23 Review practice to ensure compliance with UCD sick leave reporting requirements.
- 2.24 Review practice to ensure compliance with UCD annual leave procedures, including formal reporting in advance and recording in the ‘Away Book’.

3. Staff and Facilities

- 3.1 The School currently has seven full-time academic staff and one full-time School Manager, a considerable reduction since the 2009 Review. One academic is the half-time Curator of the UCD Classical Museum, which further reduces the teaching complement to six and a half staff. These are supplemented by Senior Tutors and Tutors. Long-term sickness absence has led to the temporary replacement of one member of staff by a Teaching Fellow. This staffing level is no smaller than several UK Classics Departments, but inevitably, there is little or no spare capacity in the delivery of the curriculum, and other absences due to sickness or sabbatical leave put further strain on the teaching staff. The recent early retirement of a senior member of staff has exacerbated this, and the staff feel under considerable pressure. There can be little doubt that the long-term sustainability of the School in its current form is under threat if the recently retired member is not replaced. There are, however, financial difficulties bearing on the replacement post, given the recent fall in income due to declining student numbers. To address this, the School urgently needs to develop a robust financial strategy, based on significantly increased recruitment and other income-generating activities.
- 3.2 The staff of the School are committed to their students, and the recent fall in undergraduate numbers has aided their activities in this regard with an improved student:staff ratio, though with a consequent detrimental effect on the School’s financial sustainability. With the recent retirement of a Full Professor, there is a lack of seniority in the staffing profile, and a staff development and promotion plan needs to be implemented to secure the School’s future in this regard. Less senior staff will benefit from the introduction of the Performance for Growth initiative.
- 3.3 The School enjoys excellent facilities, which will be enhanced by the UCD refurbishment plan. The refurbishment will enable the School to rethink its current space and how to

optimise its use. A key issue here is the location of the UCD Classical Museum, which the staff are keen to retain within the School's space.

Commendations

- 3.4 Dedicated facilities for MA and PhD students were commented on very positively by the students.
- 3.5 The Classical Museum is a focus for teaching and research activity.

Recommendations

- 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.
- 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.
- 3.8 The Review Group recommends that all staff members engage with the Performance for Growth initiative.

4. Teaching, Learning and Assessment

- 4.1 The School currently offers joint honours in Greek and Roman Civilisation, Latin, and Greek as part of the three-year BA programme within Arts, as well as an MA in Classics. It has a relatively small number of research students, some externally funded. It was evident to the Review Group that staff are very committed to their teaching and that students at all levels enjoy belonging to a small and friendly community. The School is committed to maintaining its provision in the ancient languages as well as its courses in translation.
- 4.2 Whilst staff enthusiasm and commitment to their teaching was evident, it was not clear to the Review Group that the School was engaging as fully as it might with the opportunities for professional development in learning and teaching that the University offers. No member of staff has a qualification in teaching, for example. Fuller engagement with pedagogical activity can only benefit the School's provision, in terms of its engagement with a wider range of modalities of learning and teaching, its capacity to develop a strategic vision for its provision, and its ability to engage constructively with the University's aspirations for learning and teaching.
- 4.3 Currently, there is no requirement that tutors within the School are trained. The School must address this in collaboration with UCD Teaching and Learning. There is also scope to increase the integration of tutors into course delivery e.g. through regular programme and module meetings.

- 4.4 The School is facing a drop in student numbers, sustained now over some years. It has already begun to review its provision to ensure it is as attractive as possible to students, particularly at stage one, and should be encouraged to continue this process of analysis and review at a programmatic level.
- 4.5 Patterns of assessment within the School vary, but the exam and the essay predominate, and it is not clear to the Review Group that current patterns of assessment enable students to demonstrate that they meet all programme outcomes. In addition, it was evident to the Review Group that the School over-assesses; see further under section 5, Curriculum Development and Review.
- 4.6 The School's research students clearly appreciate the support they receive from their supervisors and from other members of staff. There is however still scope to embed the structured PhD programme more effectively; in particular, the School should explore the opportunities for PhD training offered by the University and College, and move away from the current model whereby training in Latin and Greek language fulfils the training needs of its PhDs. The Review Group was concerned about some inconsistencies around supervision of PhD students, which should be addressed by ensuring compliance with Regulations and with University policies regarding PhD student registration and supervision.

Commendations

- 4.7 Excellent relationship between staff and students at all levels.
- 4.8 High level of commitment by staff to student support.
- 4.9 Commitment to the provision of Latin and Greek teaching at all levels.

Recommendations

- 4.10 All permanent academic staff should obtain a teaching and learning qualification offered by UCD Teaching and Learning (UCD T&L) by 2022.
- 4.11 The School should ensure that all its tutors are trained, with a minimum requirement being the UCD T&L 'Introduction to Tutoring'.
- 4.12 The School should implement UCD's procedures around programme team meetings to ensure staff engagement and understanding of programme aims.
- 4.13 The School should continue to monitor and reflect on its stage one courses to ensure they attract and retain students while ensuring appropriate consideration of any proposed changes in the context of a coherent School and Programmatic approach.
- 4.14 The School should review its assessment in order to ensure that it does not over-assess.

- 4.15 The School should explore whether its assessments enable it to deliver programme outcomes.
- 4.16 The School should effectively embed the University's structured PhD programme.
- 4.17 The School should ensure that its practices around supervision are fully compliant with University policies.

5. Curriculum Development and Review

- 5.1 It was evident to the Review Group that the School engages in a regular process of curriculum review and development. However, it was less clear to the Review Group that this process within the School was effectively aligned with the University's activity around curriculum review and development. In particular, it was not evident to the Review Group that the School had engaged as fully as it could with the current UCD curriculum review, e.g. in terms of ensuring that its programme aims were deliverable through its existing modules.
- 5.2 The School at present offer a very large number of modules, most, though not all, 5 academic credits (European Credit Transfer and Accumulation System - ECTS). This range of provision inevitably creates workload pressures, particularly as many of these 5 ECTS modules appear to have excessive contact hours and assessment. The Review Group believes that the School has an opportunity to streamline its provision by moving to 10 ECTS modules. Its current plans to develop core modules at level 2 and 3 should also contribute to efficiencies in programme delivery, as well as supporting curriculum mapping between programme and modules and contributing to student progression.
- 5.3 The School offers at present only Joint Honours degrees. It seems likely to the Review Group, that there is a market for Single Honours in GRC (a hypothesis supported by what was said by the undergraduate students who met with the Review Group). The development of a single honours programme, which need not involve radical recasting of current provision and planned developments, might contribute to reversing the decline in student FTEs which the School is currently experiencing.
- 5.4 This is an exciting time for T&L at UCD, and the development of the 4-year BA offers the School of Classics a real opportunity to embed its discipline at the heart of provision within the College of Arts and Humanities.

Commendations

- 5.5 The School demonstrates in general a positive attitude towards the opportunities afforded by regular curriculum review.
- 5.6 Extensive work done so far on curriculum review.

Recommendations

- 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.
- 5.8 The School should consider introducing a Single Honours programme in GRC.
- 5.9 The School should play a leading role in the development of the 4-year BA programme.
- 5.10 The School should review its module provision through a continuing process of curriculum mapping to ensure that modules deliver the programme outcomes.
- 5.11 The School's stage co-ordinators should continue to develop effective mechanisms to support student progression in collaboration with the College.
- 5.12 The School should give full consideration to its T&L modalities to ensure fit with programme outcomes, for example by ensuring that all undergraduate students have a research experience during their programme.

6. Research Activity

- 6.1 The staff of the School have a track record of high-quality publications and successful grant capture. However, there has been a decline in both areas in recent years, despite careful planning of research sabbaticals via the workload model. This decline is evidenced by the percentage of staff who are no longer classified as research active. This situation needs to be addressed urgently by the Head of School with cooperation from the members of School staff in general terms by the development of a much more robust research culture.

Commendations

- 6.2 There is good financial support available for research at School level, with a generous research allowance available for conference attendance.
- 6.3 There are good opportunities to apply for research funding at UCD level, and there is other support for research at the UCD and College levels.

Recommendations

- 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.
- 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.

- 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.
- 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.
- 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.
- 6.9 Staff should make full use of College peer review opportunities for grant applications, and take advantage of the expertise of UCD Research.

7. Management of Quality and Enhancement

- 7.1 The School engages with many quality mechanisms including *inter alia*: strategic planning; programme and module design and approval; curriculum review; student feedback; and, external examining. They also engage with periodic quality review and this is the second full Academic Review of the School since institutional semesterisation and modularisation. The School prepared a quality improvement plan to address the recommendations of the last review group and several issues flagged previously remain to be addressed and are included in this Report.
- 7.2 Through its support of faculty and staff, UCD provides opportunities to ensure teaching, research and administrative processes and procedures are efficient and fit-for-purpose. This is enshrined in the major Strategic Initiative of the University to increase agility and effectiveness.

Commendations

- 7.3 Staff and students have engaged positively with the quality process and a separate School strategic planning process was undertaken in 2015.

Recommendations

- 7.4 The Review Group recommends that the School participates fully in the proposed College mentoring scheme.
- 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.

- 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.
- 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.
- 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.

8. Support Services

- 8.1 The School engages with a wide variety of supports and services provided by other UCD units, including the College of Arts & Humanities, IT Services, Human Resources, Library, T&L, research support, Estates and Services, Finance, International, and Research. Feedback from the School indicated that, for the most part, the School has a positive relationship with these University support units. However, there is scope for the School to benefit from engaging more with the range of University supports that are available.

Commendations

- 8.2 The School engages well with College/University support services.

Recommendations

- 8.3 The School should work closely with the Study Abroad team to develop their international promotion strategy in the range of markets targeted by UCD, to enhance overseas recruitment and to ensure that the School's offerings are attractive to international students.
- 8.4 Particular attention should be paid to marketing the MA in the US market given the attraction of Dublin as a location, UCDs favourable rankings and the cost for US students.
- 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.
- 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 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.

9. External Relations

- 9.1 UCD is committed to global engagement and building partnerships (UCD Strategic Plan 2015-2020). The purpose of this is to maximise relevance and impact on society, while at the same time augmenting student experience and researcher engagement.
- 9.2 There is extensive public engagement, both nationally and internationally, by School faculty and staff. Academic staff in the School are in leadership positions in academic societies such as Classical Association of Ireland (CAI), Classical Association of Ireland, Teachers (CAI-T) and the Irish Institute of Hellenic Studies at Athens (IIHSA).
- 9.3 The School also engages with outreach activities at secondary school level, including an annual Summer School event and school visits to the Classical Museum (see chapter 10 below), as well as community outreach activities such as Heritage Week and focussed alumni events, for example, the annual Inaugural lecture of the UCD Classical Society. The School is aware of opportunities to build on existing work on this area.

Commendations

- 9.4 The Classical Museum provides a focus for outreach activity with schools.
- 9.5 Effective use of CAI and CAI-T in supporting outreach activity.

Recommendations

- 9.6 Develop existing relationships with secondary schools in the Dublin area to consolidate UCD's reputation as the place to study Classics.
- 9.7 Larger School events might be used to target a broader range of Dublin secondary schools - consideration should be given to school visits by staff, open afternoons or evenings. At least mail shots or a poster to all targeted secondary schools should be considered
- 9.8 Develop existing relationship with Alumni Office to raise targeted funds for projects, such as Museum renovation.
- 9.9 Promote the Museum more widely among the UCD community.
- 9.10 Staff should participate as much as possible in International Societies, attend workshops and conferences. Serious consideration should be given to becoming an external expert reviewer for EU research programmes.
- 9.11 Consider setting up an annual national 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.

9.12 Erasmus opportunities should be developed within the 4-year BA programme.

10. UCD Classical Museum

10.1 Established in 1910, the UCD Classical Museum is without question the jewel in the crown of the School. It has a long and continuing history of high-quality support for teaching and research, delivered by dedicated permanent and temporary members of staff. The Museum is also an important resource for the School for school and community outreach by mounting new exhibitions, providing tours and activities and through supporting research and publication within the School.

10.2 While the School is aware of its importance, there is scope to increase the impact of this resource, for example, by exploiting its value more for grant capture. To do this the School needs to ensure that an effective Museum strategic plan is in place, aligned with the School's strategic plan and informed by the University's strategic approach to its special collections e.g. the Archive and the National Folklore Collection.

10.3 Accommodation for the Museum is adequate for its current uses, however, improved facilities and a formalised strategic direction could increase the value of this resource for the institution. This should be considered when the Museum strategic plan is being developed.

Commendations

10.4 The Classical Museum is an outstanding resource.

10.5 The Museum has undoubted impact locally, nationally and internationally.

10.6 The Museum is effectively integrated into teaching and research.

Recommendations

10.7 To build on the success of the Museum, the School should develop a robust Museum strategic plan by the end of 2017

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.

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.

UCD School of Classics – Full List of Commendations and Recommendations

This Appendix contains a full list of all commendations and recommendations made by the Review Group for the UCD School of Classics and should be read in conjunction with the specific chapter above. *(Please note that the paragraph references below refer to the relevant paragraphs in the report text).*

A. Organisation and Management

Commendations

- 2.7 Dedicated Head of School.
- 2.8 Dedicated School Manager.
- 2.9 Effective Staff-Student Committee.
- 2.10 Vision and value statements for each of the three subjects have been articulated as part of the ongoing University-wide curriculum review and enhancement process.
- 2.11 Effective Head of School oversight of financial and HR management and planning, supported by professional and informed College Finance and HR Officers.
- 2.12 Effective management of an unanticipated loss of three of eight academic staff during the academic year 2015/16 which has ensured continuity of Learning & Teaching provision in challenging circumstances.
- 2.13 The School has conserved a collegial, friendly and supportive environment for its students.

Recommendations

- 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.
- 2.15 The School should consider how a culture of continuing professional development could be embedded within the School e.g. through mentorship.
- 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.

- 2.17 Distribute academic roles and responsibilities among staff commensurate with experience, workload and future rotation of such roles (succession planning).
- 2.18 Ongoing training support for Head of School within the academic leadership training framework.
- 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.
- 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.
- 2.21 Review the School's workload model, especially with respect to research activity.
- 2.22 Review research leave planning, so that past achievements and proposed plans are fed into the process.
- 2.23 Review practice to ensure compliance with UCD sick leave reporting requirements.
- 2.24 Review practice to ensure compliance with UCD annual leave procedures, including formal reporting in advance and recording in the 'Away Book'.

B. Staff and Facilities

Commendations

- 3.4 Dedicated facilities for MA and PhD students were commented on very positively by the students.
- 3.5 The Classical Museum is a focus for teaching and research activity.

Recommendations

- 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.
- 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.

- 3.8 The Review Group recommends that all staff members engage with the Performance for Growth initiative.

C. Teaching, Learning and Assessment

Commendations

- 4.7 Excellent relationship between staff and students at all levels.
- 4.8 High level of commitment by staff to student support.
- 4.9 Commitment to the provision of Latin and Greek teaching at all levels.

Recommendations

- 4.10 All permanent academic staff should obtain a teaching and learning qualification offered by UCD Teaching and Learning (UCD T&L) by 2022.
- 4.11 The School should ensure that all its tutors are trained, with a minimum requirement being the UCD T&L 'Introduction to Tutoring'.
- 4.12 The School should implement UCD's procedures around programme team meetings to ensure staff engagement and understanding of programme aims.
- 4.13 The School should continue to monitor and reflect on its stage one courses to ensure they attract and retain students while ensuring appropriate consideration of any proposed changes in the context of a coherent School and Programmatic approach.
- 4.14 The School should review its assessment in order to ensure that it does not over-assess.
- 4.15 The School should explore whether its assessments enable it to deliver programme outcomes.
- 4.16 The School should effectively embed the University's structured PhD programme.
- 4.17 The School should ensure that its practices around supervision are fully compliant with University policies.

D. Curriculum Development and Review

Commendations

- 5.5 The School demonstrates in general a positive attitude towards the opportunities afforded by regular curriculum review.
- 5.6 Extensive work done so far on curriculum review.

Recommendations

- 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.
- 5.8 The School should consider introducing a Single Honours programme in GRC.
- 5.9 The School should play a leading role in the development of the 4-year BA programme.
- 5.10 The School should review its module provision through a continuing process of curriculum mapping to ensure that modules deliver the programme outcomes.
- 5.11 The School's stage co-ordinators should continue to develop effective mechanisms to support student progression in collaboration with the College.
- 5.12 The School should give full consideration to its T&L modalities to ensure fit with programme outcomes, for example by ensuring that all undergraduate students have a research experience during their programme.

E. Research Activity

Commendations

- 6.2 There is good financial support available for research at School level, with a generous research allowance available for conference attendance.
- 6.3 There are good opportunities to apply for research funding at UCD level, and there is other support for research at the UCD and College levels.

Recommendations

- 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.
- 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.
- 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.
- 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.

- 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.
- 6.9 Staff should make full use of College peer review opportunities for grant applications, and take advantage of the expertise of UCD Research.

F. Management of Quality and Enhancement

Commendations

- 7.3 Staff and students have engaged positively with the quality process and a separate School strategic planning process was undertaken in 2015.

Recommendations

- 7.4 The Review Group recommends that the School participates fully in the proposed College mentoring scheme.
- 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.
- 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.
- 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.
- 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.

G. Support Services

Commendations

- 8.2 The School engages well with College/University support services.

Recommendations

- 8.3 The School should work closely with the Study Abroad team to develop their international promotion strategy in the range of markets targeted by UCD, to enhance overseas recruitment and to ensure that the School's offerings are attractive to international students.
- 8.4 Particular attention should be paid to marketing the MA in the US market given the attraction of Dublin as a location, UCDs favourable rankings and the cost for US students.
- 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.
- 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 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.

H. External Relations

Commendations

- 9.4 The Classical Museum provides a focus for outreach activity with schools.
- 9.5 Effective use of CAI and CAI-T in supporting outreach activity.

Recommendations

- 9.6 Develop existing relationships with secondary schools in the Dublin area to consolidate UCD's reputation as the place to study Classics.
- 9.7 Larger School events might be used to target a broader range of Dublin secondary schools - consideration should be given to school visits by staff, open afternoons or evenings. At least mail shots or a poster to all targeted secondary schools should be considered
- 9.8 Develop existing relationship with Alumni Office to raise targeted funds for projects, such as Museum renovation.
- 9.9 Promote the Museum more widely among the UCD community.
- 9.10 Staff should participate as much as possible in International Societies, attend workshops and conferences. Serious consideration should be given to becoming an external expert reviewer for EU research programmes.

- 9.11 Consider setting up an annual national 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.
- 9.12 Erasmus opportunities should be developed within the 4-year BA programme.

I. UCD Classical Museum

Commendations

- 10.4 The Classical Museum is an outstanding resource.
- 10.5 The Museum has undoubted impact locally, nationally and internationally.
- 10.6 The Museum is effectively integrated into teaching and research.

Recommendations

- 10.7 To build on the success of the Museum, the School should develop a robust Museum strategic plan by the end of 2017
- 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.
- 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.

UCD SCHOOL OF CLASSICS – RESPONSE TO THE REVIEW GROUP REPORT

The development of the Self-assessment Report was a valuable exercise which allowed the School to reflect on strengths and weaknesses, strategies for future success, and actions in progress to address areas of concern. The School is grateful to the Review Group for its time, expertise, and interest in the activities of the School, and it welcomes the commendations and recommendations contained in the Review Group Report, in particular its positive assessment of the excellent relationship between staff and students at all levels and the high level of staff commitment to student support. The School is also grateful to the UCD Quality Office for its advice and support throughout the review process.

With specific reference to the five prioritised recommendations identified by the Review Group, the School's initial proposals/comments are outlined below:

- (i) **Recommendation 1: 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.**

Proposal/Comment: As part of the annual financial planning process, the Head of School worked closely with the College Finance Manager and HR Partner to compile the School's 5-year Staff & Budget Business Case Initiatives, which was approved by the Bursar's Office in May 2017. The budget submission satisfied the criteria for planned recruitment and thus the School can proceed to advertise to appoint a lecturer to replace the recent early retirement.

- (ii) **Recommendation 2: All permanent academic staff should obtain a teaching and learning qualification offered by UCD Teaching and Learning (UCD T&L) by 2022.**

Proposal/Comment: The School acknowledges the value of engagement with opportunities for professional development in teaching and learning at both College and University level. One staff member has enrolled in the one-year certificate in teaching and learning for 2017-18, and a plan will be put in place for other interested members of staff to take the course in subsequent years. All members of staff will be encouraged to engage on a regular basis with one-off training sessions, workshops or symposia organised by the College or UCD Teaching and Learning.

- (iii) **Recommendation 3: The School should play a leading role in the development of the 4-year BA programme.**

Proposal/Comment: The School is contributing to three of the nine pathways of the 4-year BA programme: 1. Classics, Art History & Archaeology; 2. Classics, English & History; and 3.

Languages, Linguistics & Cultures. The pathway of Classics, Art History & Archaeology will be coordinated by the School. Two members of the School were on the College Working Group which carried out detailed planning for the BA Humanities in Semester 2, 2016-17, and one member of the School is on the Widening Participation Committee and the Transition Team Group, both of which will be working on the implementation of the new BA programmes in 2017-18.

- (iv) Recommendation 4: The School should review its module provision through a continuing process of curriculum mapping to ensure that modules deliver the programme outcomes.**

Proposal/Comment: The School carried out a curriculum mapping exercise at the end of the academic year 2015-16, and it takes on board the recommendation to repeat the process on a continuing basis in order to monitor the alignment of module content and assessment with programme outcomes (cf. 4.15). The School welcomes the Review Group's commendation of the 'extensive work done so far on curriculum review' (5.6).

- (v) Recommendations 5: 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.**

Proposal/Comment: The School is committed to research and shares the objective that all permanent academic staff should be classified as research active within the next three years. The further development of the School's research culture, with input from the College and UCD Research, will be at the heart of its strategy to increase publications, grant applications, and other measures of research success.

The School will engage in detail with the full list of recommendations contained in the Review Group Report as it develops the Quality Improvement Plan (QIP) and identifies priority actions for 2017-18 and beyond.



UCD School of Classics

Quality Review Site Visit – 27 - 30 March 2017

TIMETABLE

Monday, 27 March 2017 - Pre-Visit Briefing Prior to Site Visit – DOES NOT INVOLVE THE SCHOOL

17.00-19.00	RG meet in the hotel to review preliminary issues and to confirm work schedule and assignment of tasks for the site visit – <u>RG and UCD Quality Office only</u>
19.15	Dinner hosted by the UCD Registrar and Deputy President – <u>RG, UCD Deputy President and UCD Quality Office only</u>

Day 1: Tuesday, 28 March 2017

Venue: K2.17 Newman Building

09.00-09.30	Private meeting of Review Group (RG)
09.30 – 10.15	RG meet with College Principal, UCD College of Arts and Humanities
10.15-10.30	Break
10.30 –11.30	RG meet with Head of School
11.30-11.45	Tea/coffee break
11.45 – 12.20	RG meet with former Dean of Arts to discuss the BA Programme
12.20-12.45	Break – RG review key observations and prepare for lunch time meeting
12.45-13.45	Working lunch – meeting with external stakeholders
13.45-14.15	RG review key observations
14.15-15.30	RG meet with representative group of academic staff – primary focus on Teaching and Learning, and Curriculum issues
15.30-15.45	RG tea/coffee break
15.45-16.30	RG meet with School Administrator
16.30-16.35	Break

16.35-17.15	RG meet Museum Curator and Head of School to discuss the UCD Classical Museum
17.15-17.30	Break
17.30-18.15	Tour of facilities
18.15	RG depart

Day 2: Wednesday, 29 March 2017

Venue: K2.17 Newman Building

08.45-09.15	Private meeting of the RG
09.15-09.55	RG meet relevant UCD support service representatives
09.55-10.10	Break
10.10-11.00	RG meet with a representative group of postgraduate students (taught and research) and recent graduates (PG and UG)
11.00-11.15	RG tea/coffee break
11.15-12.00	RG meet with representative group of undergraduate students
12.00-12.15	Break - RG review key observations
12.15-13.00	Lunch – Review Group only
13.00-13.45	RG meet with recently appointed members of staff
13.45-14.00	RG private meeting - review key observations
14.00-15.00	RG meet with College Finance Manager, College HR Partner and Head of School to outline School's financial situation and resources
15.00-15.15	Break
15.15-16.30	RG meet with School staff to discuss research
16.30-17.00	RG available for private individual meetings with staff
17.05-17.35	RG meet with Head of School
17.35-18.00	RG private meeting – review key observations/findings
18.00	RG depart

Day 3: Thursday, 30 March 2017

Venue: K2.17 Newman Building

09.00-09.30	Private meeting of RG
-------------	-----------------------

09.30-10.30	RG begin preparing draft RG Report
10.30-10.45	Break
10.45-12.30	RG continue preparing draft RG Report
12.30-13.15	Lunch
13.15-14.30	RG finalise first draft of RG Report and feedback commendations/recommendations
14.30-15.00	RG meet with Head of School to feedback initial outline commendations and recommendations
15.00-15.30	RG meet with College Principal, UCD College of Arts and Humanities to feedback initial outline commendations and recommendations
15.30-15.35	Break
15.35	Exit presentation to <u>all available staff of the unit</u> summarising the principal commendations/recommendations of the Review Group
16.00	Review Group depart