



University College Dublin

REVIEW GROUP REPORT

Periodic Quality Review

UCD Career Development Centre

June 2017

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

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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 Unit 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:

- The Careers team displays a high level of commitment, professionalism and energy. All encounters with colleagues during the site-visit commended the Unit and its members on their attitude, work-ethic and contribution to the enhancement of the student experience.
- The integration of the Smurfit Careers Service into the activities of the Graduate School of Business, across student recruitment and programme design are particularly commendable, and might serve as a model for other academic units.
- The Research Career development process came in for particular mention by postdocs, academic staff and members of UMT. The recent University-wide Culture & Engagement Survey highlighted a level of engagement with career development and overall satisfaction by this group. This is wholly, or in part, being attributed to the success of the Research Career Development initiative.
- The clear assignment of Careers Consultants to Colleges and the establishment of Careers Liaison Academics, enables CDC to provide customised career services to the academic unit. This enhances the influence of the CDC across the University and provides the academic unit with a sense of “ownership”, which serves to facilitate collaborative efforts.
- Employers highlighted the strong working relationships which existed between their organisations and the UCD and UCD Smurfit Careers Services, noting the greater proactivity and professional nature of their interaction than is their experience with other higher education institutions in Ireland.

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:

- While the mission of the Unit is clearly stated by the Unit, the Review Group noted the absence of a shared strategic vision across all stakeholder groups that were met as part of the Review, including Senior Management of the University. This encompasses the Purpose, Objectives, Key

Performance Indicators and Desired Activities of the Unit. The diversity of expectations needs resolution. The Review Group recommends that an Institutional Strategic Plan for Employability & Careers is agreed by the University Management Team and the process is led by the Career Development Centre.

- A critical component of the Institutional Strategic Plan is the requirement for the clear specification of Key Performance Indicators (KPIs) and other impact measures. While much data is systematically collected, the need for deeper analysis and generation of insight is required. For example, the insights generated from the First Destination Returns process should inform the strategic planning of career provisioning, both centrally and within schools.
- The Review Group recommends that the Career Development Centre establish more formal engagement with College Principals, and Heads of School where appropriate, to evaluate and plan the provision of services.
- The Review Group recommends that each college should have a minimum of one dedicated Careers Consultant in the short term.
- The Review Group recommends that in the medium term (i.e. by 2020) the University, through its institutional Strategic Plan for Employability and Careers, require each college to have an appropriately resourced career team including careers advice, internships and employer engagement. Such teams would be focused locally but within a central governance framework provided by the Career Development Centre.

1. Introduction and Overview of the UCD Career Development Centre

Introduction

- 1.1 This Report presents the findings of a quality review of the UCD Career Development Centre, University College Dublin, which was undertaken on 24-27 April 2017. The Unit 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 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 Career Development Centre (CDC) was as follows:

- Professor Patrick Gibbons, UCD Graduate School of Business (Chair)
- Mr Mark Lande, UCD IT Services (Deputy Chair)
- Ms Eluned Jones, University of Birmingham, UK (Extern)
- Mr Tom Devlin, University of California, Berkeley, USA (Extern)

1.6 The Review Group visited the Unit from 24-27 April 2017 and held meetings with Unit staff; undergraduate and postgraduate students; employers; other University staff, including post-doctoral staff and the UCD Vice-President for Academic Affairs. 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 Unit and the University during the site visit, including: UCD Strategy 2015-2020; CDC annual reports; CDC statements of service; CDC Process Manual; event evaluations; marketing material and the CDC Development Plan.

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 representatives from both Belfield and Smurfit Centres. The SARCC held 6 meetings dedicated to the review between August 2016 and February 2017, as well as informal meetings throughout the development of the SAR. A shared electronic folder was set up and all SARCC members had access to all files. Chapters were assigned to individual members with drafts discussed by all members at each meeting with feedback used to update content. A facilitated SWOT session with all Unit staff was undertaken on the 24th August and during the course of drafting of the SAR many staff members provided examples of practices and ideas for content which were used to inform relevant chapters.

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 Career Development Centre

- 1.12 The UCD Career Development Centre and the Smurfit Career Development Centre offer a wide range of career development services, including: one-to-one appointments with career & skill consultants; the provision of student training workshops and seminars; the facilitation of student recruitment by hosting a range of on-site events/presentations/fairs in conjunction with external organisations and academic units; supporting postdoctoral researchers; and supporting staff internship officers within schools and colleges. On behalf of the University, the Centres are also responsible for undertaking the annual First Destination Returns (FDR) survey of recent graduates. The Belfield Centre is also involved in a variety of other activities such as developing and delivering embedded Personal and Professional Development modules within the curriculum; and developing and delivering co-curricular initiatives and awards.
- 1.13 The Centres have a small, supportive and collegial team with a staff numbers of 13.7 FTEs in Belfield and 5.5 FTEs in Smurfit. The Belfield Unit of the Career Development Centre falls within UCD Academic Affairs and reports to the Registrar and Deputy President and Vice President, Academic Affairs. The Smurfit Centre is jointly line-managed by the Director of Career Development & Skills and the Associate Dean of the UCD Michael Smurfit Graduate Business School.

2. Planning, Organisation and Management

- 2.1 Although the Career Development Centre has benefited from an increase in human resources, it still operates in an environment of limited resources and this poses challenges for any demand-led service. In fact, demand for service has increased with increased student numbers and the delivery of service to new cohorts of service users (e.g. post-doctoral researchers).
- 2.2 The Career Development Centre offers its services in a broader context of the student experience at UCD. The student experience is delivered by the Institution as a whole and so there are significant interdependencies with other service and academic units in the University.
- 2.3 Among the 10 key objectives for the institution, highlighted in the UCD Strategic Plan are:
- UCD Objective 2: Provide an educational experience that defines international best practice.
 - UCD Objective 5: Attract and retain an excellent and diverse cohort of students, faculty and staff.
 - UCD Objective 7: Develop and strengthen our University community.

- 2.4 These objectives all require, as a prerequisite, a vibrant and adequately resourced Career Development Centre. As a context for that, it would not be inappropriate to consider that during the course of their studies, every student has the opportunity to engage with the service to seek assistance and guidance in developing a personal career development plan.

Commendations

- 2.5 The Careers team displays a high level of commitment, professionalism and energy. All encounters with colleagues during the site-visit commended the Unit and its members on their attitude, work-ethic and contribution to the enhancement of the student experience.
- 2.6 The Careers team has expanded over the past number of years. A significant increase in human resources has been allocated to the Unit from within the Registrar's budget, and these additional staff have been integrated well into the team.
- 2.7 There is a clear team ethos of service and professionalism that was evident in the Unit's interactions with the Review Group.
- 2.8 A sizeable amount of evaluative data is collected systematically about events, interventions and activities.
- 2.9 The Unit has conducted a systematic and comprehensive SAR which is evidence of their systematic use of reflection and discussion to improve performance on a continuous basis.
- 2.10 The co-operation between the Internship leads in Colleges and the University Internship Manager is particularly important for good governance and reputation protection.
- 2.11 The service is delivered across both the Belfield and Smurfit campuses. While the services offered are slightly different in emphasis, there is a strong sense of co-operation, co-ordination and integration across the sites facilitated by a clear, shared governance model.
- 2.12 The integration of the Smurfit Careers Service into the activities of the Graduate School of Business across student recruitment and programme design are particularly commendable and might serve as a model for other academic units.

Recommendations

- 2.13 While the mission of the Unit is clearly stated by the Unit, the Review Group noted the absence of a shared strategic vision across all stakeholder groups that were met as part of the Review, including Senior Management of the University. This encompasses the Purpose, Objectives, Key Performance Indicators and Desired Activities of the Unit. The diversity of expectations needs resolution. The Review Group recommends that an Institutional Strategic Plan for Employability & Careers is agreed by the University Management Team and the process is led by the Career Development Centre.

- 2.14 A critical component of the Institutional Strategic Plan is the requirement for the clear specification of Key Performance Indicators (KPIs) and other impact measures. While much data is systematically collected, the need for deeper analysis and generation of insight is required. For example, the insights generated from the First Destination Returns process should inform the strategic planning of career provisioning, both centrally and within schools.

3. Functions, Activities and Processes

- 3.1 During the site visit, the Review Group met with a number of different stakeholder groups, including Unit and University staff, students, postdocs, and employers. The Career Development Centre's activities and staff were recognised, across all stakeholder groups, for their professionalism and sense of service.
- 3.2 From discussions with members of the UCD academic community, the Review Group noted that there is a growing appetite across academic units for the development of internship opportunities and increased employer engagement. Such a development is welcome but requires coordination and common governance standards.
- 3.3 One of the key strategic initiatives outlined in the University Strategic Plan is "Engaging Globally" and this initiative has contributed to an increase in the number of international students both on campus and at international locations.
- 3.4 The UCD Michael Smurfit Graduate School of Business finances the Smurfit Careers Service and shares governance with the Career Development Centre. The Review Group noted the close integration of the Smurfit Careers Centre with the activities of the School.
- 3.5 The Career and Consulting team have adopted the CareerEDGE model as a conceptual framework in which to situate their work and consulting practice. The Review Group appreciated the undoubted benefits of this model but felt that additional explanation and contextualisation to stakeholders would increase the impact of this approach.
- 3.6 Cognisant of the limited resources available and the scale of the University, the Career Development Centre has set itself a target of reducing the amount of information delivery by the Unit itself by 60-80%. This will be achieved through the use of a facilitated model and enhanced technology adoption to enhance their impact on students' personal and professional development.

Commendations

- 3.7 The Research Career development process came in for particular mention by postdocs, academic staff and members of UMT. The recent University-wide Culture & Engagement Survey highlighted a level of engagement with career development and overall satisfaction by this group. This is wholly, or in part, being attributed to the success of the Research Career Development initiative.

- 3.8 The development of accredited careers modules e.g. within the School of Law, were well received by academics and viewed as effective and appropriate interventions.

Recommendations

- 3.9 The Review Group recommends that the existing good relationships between the Unit and all the units it has contact with, would be enhanced by more systematic and structured *fora*, in areas including:
- Internships
 - Employer Engagement
 - International Student Experience
- 3.10 The University's Strategic Plan prioritises the recruitment of international students. The Review Group recommends that the Career Development Centre and the International Office develop tailored support services to better meet the differing career needs of International students.
- 3.11 The Review Group recommends that the Career Development Centre establish more formal engagement with College Principals, and Heads of School where appropriate, to evaluate and plan the provision of services.
- 3.12 The Review Group recommends Career Development Centre participation in College/School Programme Boards and other strategic boards and committees, enhancing its ability to contribute to programme design and student experience.
- 3.13 The Review Group recommends establishing an advisory board for key graduate recruiter partners.
- 3.14 The Review Group recommends the Career Development Centre formalise linkages with units in the University who contribute to the careers and employability agenda, e.g.:
- Student Recruitment to add value to their recruitment activities;
 - Alumni Relations Office for alumni case studies and mentoring;
 - Institutional Research for longitudinal graduate data.

4. Management of Resources

- 4.1 Given the demand for services and the strained University resources, the expansion of the Career Development Centre is welcome. Notwithstanding this commitment, comparative data show that UCD's investment in the service is lower than competing institutions. The challenge for the Unit is to provide an adequate level of service while demand continues to increase.

Commendations

- 4.2 The Career Development Centre is a highly efficient administrative unit that maximises their use of resources. Their productivity, output and the collaborative working environment within the Unit is exceptional and is a tribute to the commitment and leadership of the Unit.
- 4.3 The Career Development Centre has developed extremely strong collaborative arrangements with different academic units. Stakeholders across the University depend on the services of the Unit and they are held in high regard by a broad range of academic and student service campus constituencies.
- 4.4 The morale among the staff is exceptionally high, the staff is extremely committed to the mission of serving students and employers and the Director is highly regarded by Unit staff.
- 4.5 The Career Centre at Smurfit has a more favourable staffing situation (ratio of staff to students) when compared to the Belfield Career Centre. The enhanced staffing is a result of the Smurfit Graduate School of Business contributing its resources. The forecast for additional staffing in the future is a clear recognition by Smurfit, that career services is a high priority among students, thence its willingness to augment the budget of the Career Centre.
- 4.6 The clear assignment of Careers Consultants to Colleges and the establishment of Careers Liaison Academics, enables CDC to provide customised career services to the academic unit. This enhances the influence of the CDC across the University and provides the academic unit with a sense of “ownership”, which serves to facilitate collaborative efforts.
- 4.7 The emphasis on staff Continuing Professional Development (CPD), including the Director’s commitment to the professional development of Centre staff, in that 20% of the non-pay budget is allocated to CPD, is highly commendable, but would undoubtedly be more effective by being embedded in a systematic performance management and development process.
- 4.8 Under the Director’s leadership, the Unit has emerged as invaluable student service which has been transformed from a highly centralised career service, to a distributed model which enable the Centre to provide centralised as well as customised services to academic units and its partners.

Recommendations

- 4.9 The Review Group recommends that each college should have a minimum of one dedicated Careers Consultant in the short term.
- 4.10 The Review Group recommends that in the medium term (i.e. by 2020) the University, through its institutional Strategic Plan for Employability and Careers, require each college to have an appropriately resourced career team including careers advice, internships and employer engagement. Such teams would be focused locally but within a central governance framework provided by the Career Development Centre.

- 4.11 Flexible resourcing options should be considered to address the peaks in demand for one-to-one advisory sessions. This may include identifying and training temporary resources to support the provision of CV checking and drafting services.
- 4.12 The provision of career advice in specialist subject areas was identified as being particularly important in some areas. It is recommended that the use of alumni be explored as a mechanism for meeting this need in a flexible but structured way.
- 4.13 The Career Ambassadors concept is an integral part of the outreach of the Career Development Centre. The students are dedicated and motivated to serve as key liaisons to their student constituency. The Review Group recommends that a structured programme be created to include orientation and review meetings with fellow ambassadors and their supervisor.
- 4.14 The Career Development Centre facility has an awkward space configuration. The Review Group recommends that space issues are addressed as part of the Institutional Strategic Plan for Careers & Employability.

5. Users' Perspective

- 5.1 The Career Development Centre has a broad remit and offers services to many distinct user groups. These include:
- Students - covering the provision of career counselling, career fairs and workshops and some skills modules. There are several identifiable cohorts within this overall user group including undergraduate, postgraduate, PhD and International cohorts.
 - Postdocs – support for the Research Career development process – comprising career development support and the provision of transferable skills modules.
 - Staff – support for internships within specific programmes and more generally the provision of support for the employability objectives within programmes.
 - Employers – provision of services including organisation of recruitment events and fairs and advertising of vacancies.
- 5.2 The Review Group met with representatives of each of these groups to determine their perspective and understand the:
- effectiveness of current services to meet the needs of each user group; and,
 - existence of opportunities for the provision of enhanced services to better meet the needs of users.

Commendations

- 5.3 The student cohorts expressed a very strong satisfaction with the services of the Career Development Centre, both in Belfield and Blackrock. In particular, they commented on the commitment and professionalism of individual staff and related numerous examples where their interaction had a clear impact on their development.
- 5.4 Employers highlighted the strong working relationships which existed between their organisations and the UCD and UCD Smurfit Careers Services, noting the greater proactivity and professional nature of their interaction than is their experience with other higher education institutions in Ireland.
- 5.5 Staff and faculty highlighted the strong working relationships which existed with staff in the Career Development Centre – working on joint initiatives in the internships, recruitment, curriculum development and student support areas.
- 5.6 The increased use of social media by the Careers Team is to be commended. This was highlighted as an important communication mechanism by students.
- 5.7 The Career Development Centre is to be commended for its leadership in establishing the Co-Curricular Award initiative. The Review Group believes that is a significant contributor to the employability of students.
- 5.8 The organisation of careers fairs was noted by students, staff and employers as being very effective. In particular, the increased participation by employers is to be commended.

Recommendations

- 5.9 The Review Group recommends that the level of regular “push” electronic communication to students (possibly based on Social Media and Email) should be increased, relying less on the expectation that students will proactively seek out relevant information.
- 5.10 The Research Career Development Programme for Postdocs has been very successful. The Review Group recommends that a similar approach to career development for PhD students should be considered by the Career Development Centre, working closely with Graduate Studies.
- 5.11 Recognising the existing successful use of technology within the Career Development Centre, the Review Group recommends that the Centre engage with IT Services and other relevant units within the institution to establish a plan for the further deployment of technology within the wider careers activity and to integrate it within the broader user experience.

UCD Career Development Centre – 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 Career Development Centre 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).*

Planning, Organisation and Management

Commendations

- 2.5 The Careers team displays a high level of commitment, professionalism and energy. All encounters with colleagues during the site-visit commended the Unit and its members on their attitude, work-ethic and contribution to the enhancement of the student experience.
- 2.6 The Careers team has expanded over the past number of years. A significant increase in human resources has been allocated to the Unit from within the Registrar's budget, and these additional staff have been integrated well into the team.
- 2.7 There is a clear team ethos of service and professionalism that was evident in the Unit's interactions with the Review Group.
- 2.8 A sizeable amount of evaluative data is collected systematically about events, interventions and activities.
- 2.9 The Unit has conducted a systematic and comprehensive SAR which is evidence of their systematic use of reflection and discussion to improve performance on a continuous basis.
- 2.10 The co-operation between the Internship leads in Colleges and the University Internship Manager is particularly important for good governance and reputation protection.
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Recommendations

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- 3.13 The Review Group recommends establishing an advisory board for key graduate recruiter partners.
- 3.14 The Review Group recommends the Career Development Centre formalise linkages with units in the University who contribute to the careers and employability agenda, e.g.:
- Student Recruitment to add value to their recruitment activities;
 - Alumni Relations Office for alumni case studies and mentoring;
 - Institutional Research for longitudinal graduate data.

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- 4.5 The Career Centre at Smurfit has a more favourable staffing situation (ratio of staff to students) when compared to the Belfield Career Centre. The enhanced staffing is a result of the Smurfit Graduate School of Business contributing its resources. The forecast for additional staffing in the future is a clear recognition by Smurfit, that career services is a high priority among students, thence its willingness to augment the budget of the Career Centre.
- 4.6 The clear assignment of Careers Consultants to Colleges and the establishment of Careers Liaison Academics, enables CDC to provide customised career services to the academic unit. This enhances the influence of the CDC across the University and provides the academic unit with a sense of “ownership”, which serves to facilitate collaborative efforts.
- 4.7 The emphasis on staff Continuing Professional Development (CPD), including the Director’s commitment to the professional development of Centre staff, in that 20% of the non-pay budget is allocated to CPD, is highly commendable, but would undoubtedly be more effective by being embedded in a systematic performance management and development process.
- 4.8 Under the Director’s leadership, the Unit has emerged as invaluable student service which has been transformed from a highly centralised career service, to a distributed model which

enable the Centre to provide centralised as well as customised services to academic units and its partners.

Recommendations

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- 4.11 Flexible resourcing options should be considered to address the peaks in demand for one-to-one advisory sessions. This may include identifying and training temporary resources to support the provision of CV checking and drafting services.
- 4.12 The provision of career advice in specialist subject areas was identified as being particularly important in some areas. It is recommended that the use of alumni be explored as a mechanism for meeting this need in a flexible but structured way.
- 4.13 The Career Ambassadors concept is an integral part of the outreach of the Career Development Centre. The students are dedicated and motivated to serve as key liaisons to their student constituency. The Review Group recommends that a structured programme be created to include orientation and review meetings with fellow ambassadors and their supervisor.
- 4.14 The Career Development Centre facility has an awkward space configuration. The Review Group recommends that space issues are addressed as part of the Institutional Strategic Plan for Careers & Employability.

Users' Perspective

Commendations

- 5.3 The student cohorts expressed a very strong satisfaction with the services of the Career Development Centre, both in Belfield and Blackrock. In particular, they commented on the commitment and professionalism of individual staff and related numerous examples where their interaction had a clear impact on their development.
- 5.4 Employers highlighted the strong working relationships which existed between their organisations and the UCD and UCD Smurfit Careers Services, noting the greater proactivity and professional nature of their interaction than is their experience with other higher education institutions in Ireland.

- 5.5 Staff and faculty highlighted the strong working relationships which existed with staff in the Career Development Centre – working on joint initiatives in the internships, recruitment, curriculum development and student support areas.
- 5.6 The increased use of social media by the Careers Team is to be commended. This was highlighted as an important communication mechanism by students.
- 5.7 The Career Development Centre is to be commended for its leadership in establishing the Co-Curricular Award initiative. The Review Group believes that is a significant contributor to the employability of students.
- 5.8 The organisation of careers fairs was noted by students, staff and employers as being very effective. In particular, the increased participation by employers is to be commended.

Recommendations

- 5.9 The Review Group recommends that the level of regular “push” electronic communication to students (possibly based on Social Media and Email) should be increased, relying less on the expectation that students will proactively seek out relevant information.
- 5.10 The Research Career Development Programme for Postdocs has been very successful. The Review Group recommends that a similar approach to career development for PhD students should be considered by the Career Development Centre, working closely with Graduate Studies.
- 5.11 Recognising the existing successful use of technology within the Career Development Centre, the Review Group recommends that the Centre engage with IT Services and other relevant units within the institution to establish a plan for the further deployment of technology within the wider careers activity and to integrate it within the broader user experience.

UCD Career Development Centre – Response to the Review Group Report

The Director and staff at UCD Career Development Centre and the Careers and Skills Centre, Michael Smurfit Graduate Business School welcomed the opportunity to engage with the Review Group during their visit and are appreciative of the Review Group's diligence in all aspects of the process and follow-up.

The staff found the reviewers to be open, friendly and insightful, encouraging dialogue in a supportive manner. While Quality Reviews can be anxious times for the team involved, the Review Group on this occasion is to be commended on its handling of the situation. Members of staff were left feeling enthused and energised and enjoyed the opportunity to reflect on professional practice and to consider the next steps in the future of the Career Development Centre, both centrally and at Smurfit.

The Director and staff at UCD Career Development Centre wish to highlight the excellent advice and support provided by UCD Quality Office around how best to develop an effective self- assessment report and prepare for the visit of the Review Group.

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

- **While the mission of the Unit is clearly stated by the Unit, the Review Group noted the absence of a shared strategic vision across all stakeholder groups that were met as part of the Review, including Senior Management of the University. This encompasses the Purpose, Objectives, Key Performance Indicators and Desired Activities of the Unit. The diversity of expectations needs resolution. The Review Group recommends that an Institutional Strategic Plan for Employability & Careers is agreed by the University Management Team and the process is led by the Career Development Centre.**

The Career Development Centre welcomes any development that will, for example, promote/imbue a common understanding of the Centre's mission, purpose and objectives across UCD. The Director of Career Development and Skills welcomes the opportunity to develop an Institutional Strategic Plan on Employability and Careers and will engage the UCD Registrar, Deputy President and Vice President, Academic Affairs in discussing how best to progress this proposal.

- **A critical component of the Institutional Strategic Plan is the requirement for the clear specification of Key Performance Indicators (KPIs) and other impact measures. While much data is systematically collected, the need for deeper analysis and generation of insight is required. For example, the insights generated from the First Destination Returns process should inform the strategic planning of career provisioning, both centrally and within schools.**

The Centre is aware of an opportunity to undertake more in-depth data analysis of feedback and surveys such as the FDR. This has been curtailed to date due to resource and gaps in expertise. However, the Director and Deputy Director have been discussing how the Centre might address this gap and will progress these discussions to develop an action plan in this regard.

- **The Review Group recommends that the Career Development Centre establish more formal engagement with College Principals, and Heads of School where appropriate, to evaluate and plan the provision of services.**

The Career Development Centre has always strived to develop lines of communication with the academic community and has been successful in doing so. However, the Centre recognises that this can be ad hoc in nature and more formalised structures would benefit the University as a whole. The Director of Career Development and Skills will discuss this recommendation with the UCD Registrar, Deputy President and Vice President of Academic Affairs to explore how this recommendation may be implemented in a truly meaningful and beneficial manner.

- **The Review Group recommends that each college should have a minimum of one dedicated Careers Consultant in the short term.**

The Career Development Centre is pleased to report that the UCD Registrar, Deputy President and Vice President for Academic Affairs has given approval to meet this recommendation immediately with discussions on further development of UCD Career Development Centre planned.

- **The Review Group recommends that in the medium term (i.e. by 2020) the University, through its institutional Strategic Plan for Employability and Careers, require each college to have an appropriately resourced career team including careers advice, internships and employer engagement. Such teams would be focused locally but within a central governance framework provided by the Career Development Centre.**

The Director of UCD Career Development Centre and the UCD Registrar, Deputy President and Vice President for Academic Affairs agree that the existing devolved approach taken to the work of Career & Skills Consultants in meeting the needs of allocated UCD Colleges be developed further. The Director shall engage with the Registrar, Deputy President and Vice President for Academic Affairs in the first instance on how this recommendation may be realised, applied and resourced within the current UCD context.



UCD Career Development Centre

Quality Review Site Visit -24- 27 April 2017

TIMETABLE

Pre-Visit Briefing Prior to Site Visit – Monday, 24 April 2017	
16.30-18.30	RG meet in 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>
18.30-19.15	RG meet Vice-President Academic Affairs, Registrar and Deputy President , reporting line manager with responsibility for the Unit
19.30	Dinner hosted by UCD Registrar and Deputy President – <u>RG, UCD Deputy President and UCD Quality Office only</u>

Day 1: Tuesday, 25 th April 2017	
Venue: Boardroom, Belfield House (to 12.30) then Smurfit Graduate Business School (Room E116)	
08.30-09.00	Private meeting of Review Group (RG)
09.00-09.45	RG meet with CDC Management Team - Director of Career Development & Skills and Deputy Director
09.45-10.00	Break – RG review key observations
10.00-10.45	Meet with Belfield Administrative Team, Co-Curricular Project Officer and Career Development Project Manager
10.45-11.00	RG tea/coffee break and review key observations
11.00-12.05	Meet with Belfield Career & Skills Consultant Team and University Internships Manager
12.05-12.30	Meet with Research Careers Manager
12.30-13.00	Transfer to Smurfit (arranged by UCDQO) and short tour of Smurfit Careers Unit on arrival
13.00-13.45	Lunch –RG only
13.45-14.30	Meet to discuss the Smurfit Careers Team’s role in supporting the Smurfit Graduate Business School’s Strategic Priorities – UCD Director of Career Development & Skills; School of Business Vice-Principal for Research and Innovation; School of Business, (Acting) Senior Manager – Career Development & Skills; School of Business, School Manager; School of Business, Admissions Manager

14.30-14.45	Break – RG review key observations
14.45-15.30	Meet with Smurfit Graduate Business School Careers Team
15.30-16.00	RG tea/coffee break and review key observations
16.00-16.50	Meet with Smurfit students and alumni
16.50-17.00	Break – RG review key observations
17.00-17.45	Meet with Employers (Smurfit)
17.45-18.00	Meeting of Review Group to identify any remaining aspects to be clarified and to finalise tasks for the following day
18.00	RG depart
19.30	RG Working Dinner, Girl and Goose

Day 2: Wednesday, 26th April 2017

Venue: Career Development Centre - Belfield (to 10 am); then Boardroom, Belfield House

08.15-08.30	RG private meeting (Career Development Centre, Belfield)
08.30-09.20	RG meet with Employers (Career Development Centre, Belfield)
09.20-09.30	Break – RG review key observations
09.30-10.00	Visit core facilities of the Belfield Unit
10.00-10.30	RG transfer back to Team meeting room Belfield House followed by tea/coffee break
10.30-10.50	Private meeting of Review Group (RG)
10.50-11.30	Meeting with Senior University Management representatives
11.30-11.40	Break – RG review key observations
11.40-12.15	Meeting with Early Career Researchers
12.15-12.30	Break – RG review key observations
12.30-13.20	Meeting with Belfield students
13.20-14.15	Lunch – RG only
14.15-15.00	Meeting with staff from other UCD support units
15.00-15.15	Break – RG review key observations
15.15-16.00	Meeting with Academic staff members
16.00-16.15	Break – RG review key observations
16.15-17.15	Meeting with individual staff – 10 minute sessions (by request)

17.15-18.00	Meeting of Review Group to identify any remaining aspects to be clarified and to finalise tasks for the following day
18.00	RG depart

Day 3: Thursday, 27th April 2017	
Venue: Boardroom, Belfield House	
08.45-09.30	RG private meeting
09.30-10.00	Meeting to discuss resourcing - Director of Career Development & Skills; former Academic Affairs HR Partner; Academic Affairs Director of Finance & Enrolment Planning (Interim)
10.00-11.00	(Optional) Further meetings with University and/or Unit staff as required and/or RG begin work on first draft of Review Group Report
11.00-11.15	Tea/coffee break
11.15-12.30	Preparation of draft Report and exit presentation continues
12.30-13.00	UCD Registrar and Deputy President meets the RG for feedback on the preliminary commendations and recommendations
13.00-13.45	Working lunch for Review Group
13.45-14.45	Preparation of first draft of Review Group Report
14.45-15.00	RG meet with Director of Career Development & Skills to feedback initial outline commendations and recommendations
15.00-15.30	Tea/coffee break and move to Seminar Room, Belfield House
15.30-15.45	Exit presentation to all available staff of the Unit in the Seminar Room, Belfield House summarising the principal commendations/recommendations of the Review Group
16.00	RG depart