



University College Dublin

REVIEW GROUP REPORT

Periodic Quality Review

UCD School of Archaeology

February 2019

**Accepted by the UCD Governing Authority at its meeting of
9 May 2019**

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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 School and 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 list of all commendations and recommendations is set out in Appendix 1.

Examples of Good Practice

The RG identified a number of commendations, in particular:

1. The outstanding collegial atmosphere of the School as well as a strong spirit of co-operation.
2. The leadership of the current Head of School as well as the continued engagement and leadership support provided by former Heads of School, the School's Committee and support structures.
3. High quality degree programmes and the provision of learning opportunities for students from alternate entry pathways.
4. The School is open to change and has actively engaged with the College of Social Sciences and Law. It has contributed fully to the development of the new 4-year programmes and exploring opportunities with its introduction.
5. All School faculty are research active, which is indicative of a good School culture. This is evidenced through the School's pro-active approach in undertaking a pilot Research Quality Assessment, its successes in achieving research grants and awards, and an active Research Committee.

Prioritised Recommendations for Improvement

The full list of recommendations is set out in Appendix 1; however, the RG suggests that the following be prioritised:

1. With the School's relocation to the College of Social Sciences and Law the School should revisit the Vision and Mission of the School and develop a strong inclusive narrative to promote visibility of the School at University, national and international level. The narrative should be embedded in all School activities. This should include the PhDs and post-doctorates as they are critical to the success of the School.
2. The School urgently needs to develop a new Research Strategy, informed by its new position as a Social Science at UCD. Overarching themes should be agreed to which all School research should be aligned, and the Research Committee should be restructured to support the delivery of the Strategy and ambitions of the School.

3. The School's research equipment needs significant investment to raise the facilities to a world class standard. This requires strategic prioritisation-of required equipment, a map of existing School and University facilities and equipment and the development of a sustainable income generation. The School should also explore opportunities for shared and reciprocal arrangements in terms of shared equipment and laboratory space in the University.
4. The School should undertake a curriculum review of postgraduate courses. An investment of time at the early stages of the review could pay dividends with more effective and efficient ways of delivery freeing up space and time. While this would be in part a pedagogical exercise, it could support resourcing if the potential of courses as levers for growth that enhance the quality of the student experience is realised.
5. The School should explore ways to more strongly communicate the value of Archaeology in the curriculum and the impact of collaborative opportunities with other disciplines in the College and the University e.g. through the introduction of collaborative seminars.
6. The School should urgently define the roles and responsibilities of the key support staff in the School, by reviewing, restructuring and, if required, re-grading the posts.

1. Introduction and Overview of UCD School of Archaeology

Introduction

- 1.1 This Report presents the findings of a quality review of the School of Archaeology, University College Dublin, which was undertaken on 24-27 April 2018. 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 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 Archaeology was as follows:

- Associate Professor Eileen Gibney, UCD School of Agriculture and Food Science (Chair)
- Associate Professor James Sullivan, UCD School of Chemistry (Deputy Chair)
- Professor Mike Robinson, Ironbridge International Institute for Cultural Heritage, University of Birmingham (Extern)
- Professor Sue Hamilton, UCL Institute of Archaeology (Extern)
- Professor Felipe Criado-Boado, Spanish National Research Council (CSIC) (Extern)

1.6 The Review Group visited the School from 24-27 April 2018 and held meetings with School staff; undergraduate and postgraduate students; external stakeholders; and other University 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 documentation provided by the School and the University during the site visit.

Preparation of the Self-assessment Report (SAR)

1.8 Following a briefing from the UCD Quality Office representative, a Self-assessment Report Coordinating Committee (SARCC) was established. Members of the committee, in consultation with staff members and student representatives, drafted sections of the Self-assessment Report. Committee membership was as follows:

- Associate Professor Graeme Warren (Chair, Head of School)
- Professor Tadhg O’Keeffe
- Associate Professor Helen Lewis
- Dr Claire Cave
- Dr Rob Sands
- Ms Angela McAteer (School Administrator)
- Mr Conor McDermott (Laboratory and Field Officer)
- Dr Ben Elliott (IRC Government of Ireland Postdoctoral Research Fellow)
- Ms Ashley McCall (IRC Government of Ireland Postgraduate Scholar (PhD), formerly MA Archaeology student)
- Mr David Stone (IRC Government of Ireland Postgraduate Scholar (PhD), formerly BA Archaeology student)
- Ms Patricia Kenny (IRC Government of Ireland Postgraduate Scholar (PhD), formerly BSc Archaeology & Geology, MA Archaeology student)
- Ms Jeanne Connolly (MSc World Heritage student, formerly BA Archaeology student)

1.9 The School SARCC met on 6 occasions between October 2017 and March 2018. An advanced first draft of the SAR was circulated to all School staff and postdoctoral researchers prior to an ‘Away Day’ that included an externally facilitated SWOT analysis in January 2018. A second draft, incorporating feedback from the ‘Away Day’ was circulated to all staff, and a summary of the SAR was discussed with a representative group of undergraduate and postgraduate students in March 2018. The draft SAR was also submitted to the College Principal and the UCDQO for feedback before the final version was submitted to the UCDQO in April 2018.

1.10 The RG noted and commend the School for the wide level of consultation and engagement by staff during the quality review and preparation of the self-assessment report.

The University

1.11 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.

1.12 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

1.13 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 Human Sciences. There are currently more than 26,000 students in our UCD campus (approximately 16,300 undergraduates, 7,800 postgraduates and 2,200 Occasional and Adult Education students) registered on over 70 University degree programmes, including over 6,300 international students from more than 121 countries. The University also has over 5,400 students studying UCD degree programmes on campuses overseas.

UCD School of Archaeology

1.14 The UCD School of Archaeology is the largest archaeological institution on the island of Ireland, and since 2015 it is one of eleven schools in the College of Social Sciences and Law (CSSL).

1.15 The facilities and offices of the School are located across a number of buildings on the Belfield campus. The School office is located in the Newman Building.

1.16 The School is medium-sized with 12 permanent and one fixed term faculty (with one lecturer to start May 2018), six Postdoctoral researchers and 2.5 administrative/support staff.

2. Organisation and Management

2.1 As part of a University restructuring in 2015, the UCD School of Archaeology moved from the College of Arts and Humanities to join the College of Social Sciences and Law. This change reflected the School’s research orientation and this move appears to be working well. The School has articulated a Mission and Strategic Vision which was appropriate to their focus when they were situated in the College of Arts and Humanities. However, there is scope for

them to revisit their approach in light of their move into the College of Social Sciences and Law.

- 2.2 There is a strong sense of community in the School and during the site visit, the Review Group was impressed by the School's collegiality, the positive, open and honest engagement with the review and the reflective nature of the School. The School benefits from strong leadership by the current Head of School and the continued engagement of former Heads of School, who support and encourage School development. The School regularly engages with reflective practices such as 'away days', a School-led research assessment exercise, curriculum review and is one of the first Schools at UCD to apply for an Athena SWAN award.
- 2.3 The School has a committee structure in place with Faculty serving on multiple committees. For such a small School, the committee structures are complex and at this point in the School's development, the School has the opportunity to review its current structures and to consider ways to further integrate its growing PhD and post doctorate community into the School.
- 2.4 Interactions by the School at the College level are working well with the College providing support to the School on HR, finance and graduate matters.
- 2.5 Rotation of Faculty administrative roles within the School is based on operational need. However, no role descriptors are currently in place, with the exception of the post of Equality, Diversity and Inclusion Officer. A School Handbook to address this as well as outlining the School's policies and procedures would support faculty and create greater clarity on roles and responsibilities.
- 2.6 Job descriptions outlining the roles for administrative staff should be revisited to ensure administrative support
- 2.7 The budgetary model is a constraint on the growth of this School, particularly with the recent move to a four-year BSc undergraduate programme and associated requirements. This has created some resourcing uncertainty for the School as student numbers are key in determining the School's income. Non-pay budget is low. While currently meeting the School's current requirements there is little capacity for strategic development and refurbishment of facilities and maintenance/replacement of existing equipment.
- 2.8 The RG noted that the School has recently developed a formal workload model that will operate from 2018-19.

Commendations

- 2.9 The Review Group was impressed with the leadership of the current Head of School, as well as the continued engagement and leadership provided by former Heads of School.
- 2.10 The Review Group was impressed by the School members' enthusiasm and passion for their discipline, and the strong sense of collegiality across all levels. This was particularly evidenced

in the School's transition from the College of Arts and Humanities to the College of Social Sciences and Law, support for semester research leave, and committee participation.

- 2.11 Engaged and effective administrative team who are widely appreciated by the School.
- 2.12 Clearly articulated strengths and values within the School have been identified and there is scope to build on this good foundation.
- 2.13 The Review Group believes that the School's decision to join the College of Social Sciences and Law was a positive step. This will create opportunities for the School to maximize their use of existing resources and to partner with other UCD Schools/Institutes/Centres to develop new joint initiatives that enable growth.
- 2.14 The School's engagement with proactive University activities including Athena SWAN and the appointment of a School Equality Diversity and Inclusion (EDI) Officer shows leadership at College and University-level.
- 2.15 The introduction of a formal workload model in 2018-19 and re-instatement of sabbatical leave of one-semester length is to be commended.

Recommendations

- 2.16 Mission and Vision – the Review Group recommends that the School revisit the Vision and Mission of the School and develop a strong inclusive narrative to promote visibility of School at University, national and international level. The narrative should be embedded in all School activities. This should include the PhDs and post-doctorates as they are critical to the success of the School (See also Section 5: Research Activity).
- 2.17 Strategy – the School should take a strategic approach to developing the resource base of the School, both staff and facilities.
- 2.18 The Review Group recommends that the School takes a more inclusive and proactive approach to building critical mass through recognising the Schools growing post-doctorate community as research staff and making sure that this cohort is included more in School activities and represented on School committees.
- 2.19 Management – for a medium-sized School, the current structures are too complex. The Review Group recommends that the School streamline its structure and management framework, including developing an organogram setting out the updated structures. There are evidently common (and good) practices in place and the School should clearly articulate policies to underpin the processes. It is also important to develop a School handbook of policies and processes to help create 'administrative space' for staff in the long run.
- 2.20 As part of rationalising its committee structures the School should introduce Terms of Reference, clear reporting lines and calendar/timetable in advance. Currently, a number of School committees operate on an *ad hoc* basis and the Review Group recommends that School

committees should be formalised, that the purpose of each committee should be clearly stated and that sub-committees should be used to improve the effectiveness of School committees. School committees need to work for the School and especially to support the work of the Head of School.

- 2.21 School Executive Committee – the School EDI Officer should be a full member of the School Executive Committee.
- 2.22 Key staff roles undertaken by faculty are not fully understood and the School would benefit from having a clear description of roles and responsibilities in place.

3. Staff and Facilities

Staff

- 3.1 As set out in section 1, the School comprises 12 permanent and one fixed term faculty (with one additional lecturer to start in May 2018), six Postdoctoral researchers and 2.5 administrative/support staff. In addition, the School has 12 adjunct staff and a small number of short-term contracted researchers. The School has worked hard to improve the diversity of their staff in terms of nationality, gender and age and improvements are being achieved. Female staff are under-represented at senior academic levels in the School, and new appointments are starting to improve the situation. While a higher proportion of academic staff in the School are international, ethnic diversity is limited although the postdoctoral researcher cohort is significantly more diverse. The current age profile of academic staff may present a challenge in the future as a large proportion of staff fall in the 41-50 age range. Academic workloads in the School are heavy, as is often a characteristic of academic life.
- 3.2 The School emphasises staff development and provides training for staff through UCD HR Learning and Development in areas such as mentoring and unconscious bias. All staff have, at a minimum, annual developmental conversations with the Head of School and are supported by the School to undertake relevant professional training, for example, the UCD Certificate/Diploma in University Teaching.
- 3.3 The contributions and institutional knowledge of School administrative and support staff are highly valued in the School. The roles and responsibilities of these staff have significantly evolved over time. At this stage in the School's development, re-evaluating and re-grading these roles to reflect the work, skills, activities and responsibilities required should be a priority of the School. The Review Group believes addressing this issue is of higher priority than expanding academic staff. This process would create an opportunity to clearly define the roles and responsibilities of key support staff in the School and provide clarity around School support structures.
- 3.4 Postdoctoral staff are required to follow the UCD Research Career Framework and the School has developed a specific School Postdoctoral Framework, both of which provide support to

this cohort. The School encourages Postdoctoral staff to develop teaching skills as well research skills.

Facilities

- 3.5 The School currently occupies space across 12 locations in 7 buildings as well as an outdoor Centre for Experimental Archaeology and Material Culture (CEMAC). This distribution of School staff and resources over so many locations challenges the shared research, planning and strategic initiatives of the School. Since 2015, the School obtained use of temporary additional space in Roebuck and the Ardmore Annex, however, continued access to this space is not guaranteed. This additional space is already nearing capacity, however, the temporary nature of the space has implications for the School's investment and development strategy.
- 3.6 The additional space allocated to the School facilitates the School's ambitions to be in the top 50 rankings for the discipline, however, the equipment provision does not currently meet the requirements to support such an ambition.

Commendations

- 3.7 Staff dedication and collegiality.
- 3.8 Proactive engagement by the School with staff development. Four School staff have undertaken UCD Certificate/Diploma in University Teaching since 2016.
- 3.9 The contribution of support and administrative staff are valued by the School.
- 3.10 The School is aware of, and seeking to address, challenges that it faces as a result of a lack of diversity in the current staff profile.
- 3.11 The School has made good use of expanded space in challenging times.
- 3.12 The Centre for Experimental Archaeology and Material Culture is an asset to the School and the Review Group commends its availability on campus and its importance to the School in terms of public engagement.

Recommendations

- 3.13 The School should consider opportunities to acknowledge the value of post-doctoral fellows as research staff, both in terms of increased critical mass and their diverse contributions to School activities.
- 3.14 When reviewing its Staffing Plan, the School should consider whether there is an opportunity to rationalise its use of casual lecturers / staff by the appointment of a dedicated person. If the School takes this approach it should be formalised by ensuring transparency in advertising and interviews.

- 3.15 The School should continue to review and adjust academic workloads on a regular basis with a view to reducing workloads as much as practicable.
- 3.16 The School should urgently define the roles and responsibilities of the key support staff in the School, by reviewing, restructuring and, if required, re-grading the posts.
- 3.17 The School should consider additional support staff needs within the School and include these in the School budget.
- 3.18 In order to optimise efficient use of the School's large footprint, a clear funding strategy should be developed to ensure maintenance requirements are met.
- 3.19 As some of the space available to the School was initially allocated on a temporary basis, the School should conduct a risk assessment of the potential impact of loss or reduction of temporary space on their work and what alleviating actions are required.
- 3.20 The School's research equipment needs significant investment to raise the facilities to a world class standard. This requires strategic prioritisation-of required equipment, a map of existing School and University facilities and equipment and the development of sustainable income generation. The School should also explore opportunities for shared and reciprocal arrangements in terms of shared equipment and laboratory space in the University.
- 3.21 While the Review Group supports the School's ambition to be in the top 50 Archaeology departments in the World, this may be a stretched goal, given the current facilities. The development of a coherent and effective plan, in consultation with the College and University, would support the School's potential to become world class.

4. Curriculum and Teaching

- 4.1 The modular system at UCD allows considerable flexibility in programme design. The School clearly sets out core module requirements to promote programme progression and to ensure that students can achieve specified programme level outcomes. The School reviews, revises and develops its curriculum regularly and fully engaged with a University-wide Curriculum Review Process which took place in 2016-2017. External examiners are involved in School assessment processes and provide advice on the programme. Feedback from industry and other external stakeholders, including graduate employers could be used more effectively to inform curriculum development.
- 4.2 At an undergraduate level the School delivers two taught three-year degree programmes: the BA Joint Honours/Single Honours (full time/part-time) and BSc Social Science with stage 2 pathway: Ancient & Modern Societies (with Archaeology). Students finalise their choice of subject after Stage One.

4.3 With the introduction of a new four-year BSc Social Sciences degree programme in September 2018, Archaeology will be available in two three-subject combinations and with 16 other subjects.

- BSc Social Sciences (4 Yr); Archaeology as a single major, joint major and major or minor.
- Archaeology with Economics, Sociology, Geography, Information and Communication Studies, Social Justice, Philosophy, Statistics or Politics.
- Archaeology with a minor in Art History, Irish Folklore, Celtic Civilisation, Chinese, Greek & Roman Civilizations, and Irish.
- BSc in Landscapes and Societies: combining Archaeology, Geography & History.
- BA (3 Yr) as a minor with English or History
- BA (4 Yr) in Classics, Art History and Archaeology
- From 2019 a minor in Earth Sciences with a major in Archaeology will also be available.

4.4 The School offers five graduate taught degree programmes, including an online programme that facilitates wider access for a more diverse student group.

- MA Archaeology
- Higher Diploma Archaeology
- MSc Experimental Archaeology & Material Culture
- MSc World Heritage Management & Conservation
- MSc World Heritage Conservation (online)

All MA/MSc programmes are also available as Graduate Diplomas.

4.5 The flexibility of the current programme structure involves small credit-bearing modules (5 ECTS) which can create challenges in terms of assessment strategies and overall coherency of module outcomes for individual students. The capacity to introduce more 10-credit modules on the new programme should help to address these inherent challenges.

4.6 Research is a key part of the Schools graduate taught programmes and at undergraduate level all staff incorporate current research in their teaching. The new 4-year BSc Social Science degree places additional emphasis on core research methods in stages 1 and 2 and students will undertake their own research in stage 4. Students at all levels in the School have opportunities to engage in fieldwork projects and laboratory research during their time in the School.

4.7 The School offers a PhD in Archaeology and a MLitt in Archaeology by Research and plans to offer a PhD in World Heritage Management in 2018-19. All academic staff participate in Doctoral Study Panels and PhD researchers often contribute to the teaching activities of the School by delivering tutorials, practical demonstrations and occasional lectures. The School has been able to support the development of an active PhD community in the School by providing a dedicated space for PhD students in the temporary additional space allocated to the School in Ardmore Annexe.

- 4.8 The School uses the current UCD Virtual Learning Environment (VLE), Blackboard, extensively and is open to new opportunities that will arise with the rollout of the University's new VLE, Brightspace, in Autumn 2018.
- 4.9 The Review Group found that the direct relationship between teaching and staff research is opportunistic rather than strategic.

Commendations

- 4.10 Clear evidence that the School is engaged in good practice in teaching and learning.
- 4.11 The students who met with the Review Group reported that School lecturers are accessible, approachable and helpful.
- 4.12 The School makes good use of module handbooks.
- 4.13 Strong staff take-up of programmes delivered by UCD Teaching & Learning.
- 4.14 The Review Group commends the School on their interaction with Open Learning and how they support alternative entry paths.
- 4.15 The School is open to change and development in terms of the curriculum, pedagogy and practice, as well as utilising a range of assessment strategies. Staff are excited by the opportunities that they see in the introduction of the new degree structure.
- 4.16 The School makes good use of data from modular grades in understanding progression and trends.
- 4.17 The School's interaction with the College of Social Science and Law Undergraduate deans is positive and the School contributed fully to the development of the new 4-year programmes.

Recommendations

- 4.18 The School should engage with external stakeholder offers to participate as members of an Advisory Board for the development of the programme curriculum, and ensure a diverse membership that represents the breadth of potential employers.
- 4.19 Consider ways to increase provision of key transferable employment skills identified by employers e.g. increased field-work training at all levels, development of content on legislation, provision of additional opportunities for continued professional development.
- 4.20 Feedback from students who met with the Review Group indicated that they would value more careers discussions and training at School level and within programmes – the School should liaise with the UCD Career Development Centre to discuss the provision of additional targeted supports.

- 4.21 The School should explore, in conjunction with the College and relevant University Support Units such as the Student Advisers, ways to counter stress in programme-specific student cohorts e.g. the introduction of well-being and mindfulness activities.
- 4.22 There is a good community spirit in the School which could be further strengthened by providing induction, particularly at PG level. The Review Group is aware that this would be difficult to achieve at undergraduate Stage 1 but nevertheless would encourage the School to give this some consideration.
- 4.23 The School should investigate opportunities for new placements, exchanges and collaborations.
- 4.24 The School should explore ways to more strongly communicate the value of Archaeology in the curriculum and the impact of collaborative opportunities with other disciplines in the College and the University e.g. through the introduction of collaborative seminars.
- 4.25 The School has flagged distance learning as an area of development and this needs to be looked at in a strategic way.
- 4.26 Building the programme in Experimental Archaeology has significant potential to create revenue.
- 4.27 If the School wishes to increase their international student numbers, they should internationalise programme content to ensure that they meet the expectations and demands of the student cohort. The School should also consider building in a premium fee to cover the costs of specialist facilities, field labs and field trips.
- 4.28 The School's research mission should be a key driver of their teaching.
- 4.29 The School should review its policy of working solely from Likert scores.
- 4.30 The School should review the number of modules it offers and consider ways to use new programme structures to offer more higher-credit modules (10 credits), and to reduce and simplify assessment.
- 4.31 The School should undertake a curriculum review of postgraduate courses. An investment of time at the early stages of the review could pay dividends with more effective and efficient ways of delivery freeing up space and time. While this would be in part a pedagogical exercise, it could support resourcing if the potential of courses as levers for growth that enhance the quality of the student experience is realised.
- 4.32 The rise in Masters' students necessitates a review of Masters level small group teaching and tutorial provision.
- 4.33 The over-reliance of some programmes on individual members of staff needs to be addressed in a School teaching plan/policy.

- 4.34 The School should more clearly outline the tutorial systems, particularly at MSc level and consideration should be given to the introduction of personal tutors from the outset.
- 4.35 The School should make sure that it has a strategy in place to address the transition to Brightspace to ensure consistency across modules.
- 4.36 The role of Archaeology as a discipline in facilitating students in global citizenship should be more widely explored and stated for both UG and Masters level programmes.

5. Research Activity

- 5.1 The School is one of the most active research units in the College of Social Sciences and Law. All academic staff in the School are research active and the School has been very successful in achieving grants and awards, even in light of the facilities and equipment challenges outlined in section 3 above. The School has an active Research Committee, in addition to which colleagues provide informal support to each other through *inter alia* critical reading of applications and draft papers etc.
- 5.2 The School has identified three major research themes: Ireland and the World, Landscape and Environment, and Materialising Identities. Aligned to the major themes, the School has several active collaborative research groups including, for example: the Ancient Foods Research Group; the Early Medieval and Viking Age Research Group; and the Hunter Gatherer Research Group.
- 5.3 The School regularly updates their Research Strategy informed by reflection and discussion at School-level, as well as independent review and input. This included proactively undertaking a pilot Research Quality Assessment in 2015. The School's move into the College of Social Sciences and Law has opened up significant opportunities for the School to develop and realise new research ambitions. The current Research Strategy is no longer fully relevant and does not reflect the College's vision for the School's research potential and opportunities for collaboration within the College. Research must be at the centre of the School's Vision and Mission and while current performance is good, the Review Group believes that there is scope for the School to develop a greater awareness of its capacities and strengths. Embedding the Research Strategy in the College could allow the School to become more prominent at College-level and increase its visibility.
- 5.4 While the School Research Strategy is aligned with University strategic objectives, the School is not articulating this in the context of the School's own 'research narrative'. The School's narrative needs to be inclusive not only of the research ambitions of individuals but of the School as a whole. Rather than identifying research themes aligned to the research interests of key individuals it could benefit the School, as a whole, to develop overarching themes/research questions to which everyone in the School could be linked, such as heritage; foodification; natural and cultural landscapes; materiality. The themes should reflect in part

what the School does well, but should also reflect the aspirations of the School and the funding streams.

Commendations

- 5.5 All faculty are research active which is indicative of a good School culture.
- 5.6 Significant grant income successes by the School with increases in non-exchequer awards and growing research support from and industry sources. The School has also had considerable success in obtaining grant support for PhD candidates with eight IRC Government of Ireland scholarships awarded in 2017.
- 5.7 Position of the School's research in Ireland.
- 5.8 The School's proactive engagement in undertaking a Research Assessment exercise in 2015.
- 5.9 School sabbaticals are available and staff are encouraged to apply for sabbatical leave to support the development of their research plan.
- 5.10 Newer members of staff are enthusiastic and engaged.
- 5.11 Support for PhD candidates and ensuring a thriving PhD research community is a key commitment of the School.

Recommendations

- 5.12 The School urgently needs to develop a new Research Strategy, informed by its new position as a Social Science at UCD.
- 5.13 The School should convene a facilitated away-day to develop the Research Strategy.
- 5.14 To increase the critical mass of the School, the post-doctoral fellows must be included as active participants in the development of the research strategy.
- 5.15 The School needs to identify a new research narrative, setting out overarching themes/questions to which all School research will be aligned. Themes that the School could consider include: Foodification, Natural and Cultural Landscape, Materiality.
- 5.16 While the School is engaging with Heritage, it currently appears to be outside the main ambitions of individuals in the School and it should be a more central theme.
- 5.17 PhD recruitment should be linked to the School Research Strategy and its research themes.

- 5.18 The terms of reference and composition of the School's Research Committee should be significantly restructured to support the delivery of the Research Strategy and ambitions of the School.
- 5.19 The School Research Committee should be involved in the planning of staff sabbaticals, to ensure alignment with the overall School research plan and strategy.
- 5.20 The School should develop a School publications strategy that provides clarity on e.g. the relative weighting of book or journal publications in respect of the School Research Strategy.
- 5.21 The School should develop a policy on the identification and fostering of strategic collaborations at College, University, National and International level.
- 5.22 In addition to the regular developmental conversations with the Head of School, the School should introduce annual strategic research conversations to support meeting the aims of the School Research Strategy, as well as development of grants and publications.
- 5.23 In addition to the on-going archiving, the Review Group recommends that to increase the potential and quality of the CEAMC facility, the ongoing work in the field should be clearly documented.

6. Management of Quality and Enhancement

- 6.1 The School engages with many quality mechanisms including inter alia: strategic planning; programme and module design and approval; curriculum review; student feedback; Staff-student committees and, external examining. The School engages with regular self-reflection, bespoke staff workshops and additional enhancement activities such as research assessment and Athena SWAN.
- 6.2 The School engaged very well with the periodic quality review process and the Review Group was impressed with the quality of its Self-assessment Report and associated documentation. The School used the preparations for its quality review to further its strategic planning.

Commendations

- 6.3 The School is to be commended for its open and enthusiastic engagement with the University periodic quality review process and the quality of its Self-assessment Report and supporting documentation.
- 6.4 The School engages well with University quality mechanisms, for example, a robust external examiner system, to assure the academic standards of its modules and awards.
- 6.5 The School also shows leadership in early engagement with mechanisms that will support enhancement of its staffing, facilities, teaching and research including the Pilot Research Assessment and applying for an Athena SWAN Award.

6.6 The School makes good use of the staff student liaison committee.

Recommendations

6.7 In addition to development conversations with the Head of School, all School staff should be encouraged to engage with mentoring opportunities at College or University-level.

6.8 The School could improve the quality of its reflection on module feedback by taking some time to also consider in depth the qualitative student comments and how they may be addressed.

6.9 The School should consider ways to obtain Programme / Stage level feedback.

6.10 While the Review Group commends the School's participation in Athena SWAN programme, they recommend that a School working group continues to review the outputs from the process over the longer-term within the School.

7. Support Services

7.1 The School engages with a wide variety of supports and services provided by other UCD units, including the College of Social Sciences and Law, IT Services, Human Resources, Library, UCD Teaching and Learning, Bursar's, Registry, UCD Access and Lifelong Learning, Estates, Finance, International, Career Development Centre, Applied Language Centre (ALC), Research and Safety, Insurance, Operational Risk and Compliance (SIRC). Feedback from the School and from these units indicated that the School has a positive relationship with these University support units.

7.2 The Library is very supportive of the School and the Review Group understands the Library's resourcing constraints, however it also recognises the requirements to improve the provision of specialised materials, such as key recent publications and specialist journals, necessary to support the School's teaching and research activities.

Commendations

7.3 The School is to be commended for establishing and maintaining good relationships with College-level and University-wide service providers, especially given the School's spread of locations across campus.

7.4 The School was highly praised by all University support services especially UCD Research and UCD SIRC.

7.5 Dedicated support service liaisons, for example, the School Library Liaison provides coherent and customer-oriented support which is to be commended.

7.6 The School makes good use of UCD Access and Lifelong Learning.

Recommendations

7.7 The Review Group recommends that the University should review the current budget allocation to the Library for the provision of specialised materials and journals.

7.8 The School should increase its engagement with the Career Development Centre to explore ways of highlighting and increasing the key transferable employment skills identified by employers that are embedded in the School curriculum e.g. additional presentations from employers and former graduate outside of core teaching hours that demonstrate relevant skills and non-traditional employment pathways for graduates.

8. External Relations

8.1 There is evidence of extensive public, community and professional engagement, both nationally and internationally, by School faculty and staff.

8.2 Academic staff in the School are represented on and in leadership positions in academic societies and key archaeological bodies including, inter alia, the Institute of Archaeologists of Ireland, the Royal Irish Academy, the Society for Antiquaries of London, the Historic Monuments Council (Northern Ireland), the Heritage Council, the Aerial Archaeology Research Group, the Expert Advisory Panel to the Department of the Environment, Heritage and Local Government on developing Ireland's Tentative World Heritage List, the Association for Environmental Archaeology, the International Geoarchaeology Association and School staff are consultants on the re-design of the Brú na Bóinne Visitor Centre.

8.3 Faculty serve on a total of 16 editorial boards for national and international journals, two book series and as (co)editor for one international journal. School academic staff act as external examiners to PhD candidates as well as subject external examiners for undergraduate and postgraduate programmes in UK universities. Faculty are also engaged in collaborations and research projects with a significant number of national and international academic institutions.

8.4 All School staff and students are involved in outreach activities including engaging with diverse cohorts of students in collaboration with UCD in the Community and UCD Access and Lifelong Learning. The School Centre for Experimental Archaeology and Material Culture plays a key role in promoting archaeology and the School through an active social media presence, site tours, engagement with primary school children through the dedicated UCD SPARC-funded Archaeology Outreach Project.

Commendations

8.5 The School has numerous existing positive relationships with a wide range of external stakeholders down the years and plans to build on that in the future.

- 8.6 The School is aware of the risks inherent in key linkages being tied to individuals and is working to address those risks.
- 8.7 The School engages positively with other University activities to promote both the School and the University to diverse external stakeholder groups.
- 8.8 The School makes effective use of CEMAC and its social media presence to promote their activities.

Recommendations

- 8.9 The School needs to ensure that external relations are explicitly included in the School Strategic Plan, as well as the School Research Strategy and its T&L strategy. It is important that the School's approach to external relations goes beyond national plans, and seeks to link to the international community, to build the School's international profile and visibility.
- 8.10 The School should develop a comprehensive map of existing international and national collaborators, as well as identifying strategic opportunities for further development.
- 8.11 The School should plan to address possible impacts of Brexit on existing relationships with UK institutions.

UCD School of Archaeology – 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 Archaeology 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)*

2. Organisation and Management

Commendations

- 2.9 The Review Group was impressed with the leadership of the current Head of School, as well as the continued engagement and leadership provided by former Heads of School.
- 2.10 The Review Group was impressed by the School members' enthusiasm and passion for their discipline, and the strong sense of collegiality across all levels. This was particularly evidenced in the School's transition from the College of Arts and Humanities to the College of Social Sciences and Law, support for semester research leave, and committee participation.
- 2.11 Engaged and effective administrative team who are widely appreciated by the School.
- 2.12 Clearly articulated strengths and values within the School have been identified and there is scope to build on this good foundation.
- 2.13 The Review Group believes that the School's decision to join the College of Social Sciences and Law was a positive step. This will create opportunities for the School to maximize their use of existing resources and to partner with other UCD Schools/Institutes/Centres to develop new joint initiatives that enable growth.
- 2.14 The School's engagement with proactive University activities including Athena SWAN and the appointment of a School Equality Diversity and Inclusion (EDI) Officer shows leadership at College and University-level.
- 2.15 The introduction of a formal workload model in 2018-19 and re-instatement of sabbatical leave of one-semester length is to be commended.

Recommendations

- 2.16 Mission and Vision – the Review Group recommends that the School revisit the Vision and Mission of the School and develop a strong inclusive narrative to promote visibility of School

at University, national and international level. The narrative should be embedded in all School activities. This should include the PhDs and post-doctorates as they are critical to the success of the School (See also Section 5: Research Activity).

- 2.17 Strategy – the School should take a strategic approach to developing the resource base of the School, both staff and facilities.
- 2.18 The Review Group recommends that the School takes a more inclusive and proactive approach to building critical mass through recognising the Schools growing post-doctorate community as research staff and making sure that this cohort is included more in School activities and represented on School committees.
- 2.19 Management – for a medium-sized School, the current structures are too complex. The Review Group recommends that the School streamline its structure and management framework, including developing an organogram setting out the updated structures. There are evidently common (and good) practices in place and the School should clearly articulate policies to underpin the processes. It is also important to develop a School handbook of policies and processes to help create ‘administrative space’ for staff in the long run.
- 2.20 As part of rationalising its committee structures the School should introduce Terms of Reference, clear reporting lines and calendar/timetable in advance. Currently, a number of School committees operate on an *ad hoc* basis and the Review Group recommends that School committees should be formalised, that the purpose of each committee should be clearly stated and that sub-committees should be used to improve the effectiveness of School committees. School committees need to work for the School and especially to support the work of the Head of School.
- 2.21 School Executive Committee – the School EDI Officer should be a full member of the School Executive Committee.
- 2.22 Key staff roles undertaken by faculty are not fully understood and the School would benefit from having a clear description of roles and responsibilities in place.

3. Staff and Facilities

Commendations

- 3.7 Staff dedication and collegiality.
- 3.8 Proactive engagement by the School with staff development. Four School staff have undertaken UCD Certificate/Diploma in University Teaching since 2016.
- 3.9 The contribution of support and administrative staff are valued by the School.

- 3.10 The School is aware of, and seeking to address, challenges that it faces as a result of a lack of diversity in the current staff profile.
- 3.11 The School has made good use of expanded space in challenging times.
- 3.12 The Centre for Experimental Archaeology and Material Culture is an asset to the School and the Review Group commends its availability on campus and its importance to the School in terms of public engagement.

Recommendations

- 3.13 The School should consider opportunities to acknowledge the value of post-doctoral fellows as research staff, both in terms of increased critical mass and their diverse contributions to School activities.
- 3.14 When reviewing its Staffing Plan, the School should consider whether there is an opportunity to rationalise its use of casual lecturers / staff by the appointment of a dedicated person. If the School takes this approach it should be formalised by ensuring transparency in advertising and interviews.
- 3.15 The School should continue to review and adjust academic workloads on a regular basis with a view to reducing workloads as much as practicable.
- 3.16 The School should urgently define the roles and responsibilities of the key support staff in the School, by reviewing, restructuring and, if required, re-grading the posts.
- 3.17 The School should consider additional support staff needs within the School and include these in the School budget.
- 3.18 In order to optimise efficient use of the School's large footprint, a clear funding strategy should be developed to ensure maintenance requirements are met.
- 3.19 As some of the space available to the School was initially allocated on a temporary basis, the School should conduct a risk assessment of the potential impact of loss or reduction of temporary space on their work and what alleviating actions are required.
- 3.20 The School's research equipment needs significant investment to raise the facilities to a world class standard. This requires strategic prioritisation of required equipment, a map of existing School and University facilities and equipment and the development of sustainable income generation. The School should also explore opportunities for shared and reciprocal arrangements in terms of shared equipment and laboratory space in the University.
- 3.21 While the Review Group supports the School's ambition to be in the top 50 Archaeology departments in the World, this may be a stretched goal, given the current facilities. The development of a coherent and effective plan, in consultation with the College and University, would support the School's potential to become world class.

4. Curriculum and Teaching

Commendations

- 4.10 Clear evidence that the School is engaged in good practice in teaching and learning.
- 4.11 The students who met with the Review Group reported that School lecturers are accessible, approachable and helpful.
- 4.12 The School makes good use of module handbooks.
- 4.13 Strong staff take-up of programmes delivered by UCD Teaching & Learning.
- 4.14 The Review Group commends the School on their interaction with Open Learning and how they support alternative entry paths.
- 4.15 The School is open to change and development in terms of the curriculum, pedagogy and practice, as well as utilising a range of assessment strategies. Staff are excited by the opportunities that they see in the introduction of the new degree structure.
- 4.16 The School makes good use of data from modular grades in understanding progression and trends.
- 4.17 The School's interaction with the College of Social Science and Law Undergraduate deans is positive and the School contributed fully to the development of the new 4-year programmes.

Recommendations

- 4.18 The School should engage with external stakeholder offers to participate as members of an Advisory Board for the development of the programme curriculum, and ensure a diverse membership that represents the breadth of potential employers.
- 4.19 Consider ways to increase provision of key transferable employment skills identified by employers e.g. increased field-work training at all levels, development of content on legislation, provision of additional opportunities for continued professional development.
- 4.20 Feedback from students who met with the Review Group indicated that they would value more careers discussions and training at School level and within programmes – the School should liaise with the UCD Career Development Centre to discuss the provision of additional targeted supports.

- 4.21 The School should explore, in conjunction with the College and relevant University Support Units such as the Student Advisers, ways to counter stress in programme-specific student cohorts e.g. the introduction of well-being and mindfulness activities.
- 4.22 There is a good community spirit in the School which could be further strengthened by providing induction, particularly at PG level. The Review Group is aware that this would be difficult to achieve at undergraduate Stage 1 but nevertheless would encourage the School to give this some consideration.
- 4.23 The School should investigate opportunities for new placements, exchanges and collaborations.
- 4.24 The School should explore ways to more strongly communicate the value of Archaeology in the curriculum and the impact of collaborative opportunities with other disciplines in the College and the University e.g. through the introduction of collaborative seminars.
- 4.25 The School has flagged distance learning as an area of development and this needs to be looked at in a strategic way.
- 4.26 Building the programme in Experimental Archaeology has significant potential to create revenue.
- 4.27 If the School wishes to increase their international student numbers, they should internationalise programme content to ensure that they meet the expectations and demands of the student cohort. The School should also consider building in a premium fee to cover the costs of specialist facilities, field labs and field trips.
- 4.28 The School's research mission should be a key driver of their teaching.
- 4.29 The School should review its policy of working solely from Likert scores.
- 4.30 The School should review the number of modules it offers and consider ways to use new programme structures to offer more higher-credit modules (10 credits), and to reduce and simplify assessment.
- 4.31 The School should undertake a curriculum review of postgraduate courses. An investment of time at the early stages of the review could pay dividends with more effective and efficient ways of delivery freeing up space and time. While this would be in part a pedagogical exercise, it could support resourcing if the potential of courses as levers for growth that enhance the quality of the student experience is realised.
- 4.32 The rise in Masters' students necessitates a review of Masters level small group teaching and tutorial provision.
- 4.33 The over-reliance of some programmes on individual members of staff needs to be addressed in a School teaching plan/policy.

- 4.34 The School should more clearly outline the tutorial systems, particularly at MSc level and consideration should be given to the introduction of personal tutors from the outset.
- 4.35 The School should make sure that it has a strategy in place to address the transition to Brightspace to ensure consistency across modules.
- 4.36 The role of Archaeology as a discipline in facilitating students in global citizenship should be more widely explored and stated for both UG and Masters level programmes.

5. Research Activity

Commendations

- 5.5 All faculty are research active which is indicative of a good School culture.
- 5.6 Significant grant income successes by the School with increases in non-exchequer awards and growing research support from and industry sources. The School has also had considerable success in obtaining grant support for PhD candidates with eight IRC Government of Ireland scholarships awarded in 2017.
- 5.7 Position of the School's research in Ireland.
- 5.8 The School's proactive engagement in undertaking a Research Assessment exercise in 2015.
- 5.9 School sabbaticals are available and staff are encouraged to apply for sabbatical leave to support the development of their research plan.
- 5.10 Newer members of staff are enthusiastic and engaged.
- 5.11 Support for PhD candidates and ensuring a thriving PhD research community is a key commitment of the School.

Recommendations

- 5.12 The School urgently needs to develop a new Research Strategy, informed by its new position as a Social Science at UCD.
- 5.13 The School should convene a facilitated away-day to develop the Research Strategy.
- 5.14 To increase the critical mass of the School, the post-doctoral fellows must be included as active participants in the development of the research strategy.

- 5.15 The School needs to identify a new research narrative, setting out overarching themes/questions to which all School research will be aligned. Themes that the School could consider include: Foodification, Natural and Cultural Landscape, Materiality.
- 5.16 While the School is engaging with Heritage, it currently appears to be outside the main ambitions of individuals in the School and it should be a more central theme.
- 5.17 PhD recruitment should be linked to the School Research Strategy and its research themes.
- 5.18 The terms of reference and composition of the School's Research Committee should be significantly restructured to support the delivery of the Research Strategy and ambitions of the School.
- 5.19 The School Research Committee should be involved in the planning of staff sabbaticals, to ensure alignment with the overall School research plan and strategy.
- 5.20 The School should develop a School publications strategy that provides clarity on e.g. the relative weighting of book or journal publications in respect of the School Research Strategy.
- 5.21 The School should develop a policy on the identification and fostering of strategic collaborations at College, University, National and International level.
- 5.22 In addition to the regular developmental conversations with the Head of School, the School should introduce annual strategic research conversations to support meeting the aims of the School Research Strategy, as well as development of grants and publications.
- 5.23 In addition to the on-going archiving, the Review Group recommends that to increase the potential and quality of the CEAMC facility, the ongoing work in the field should be clearly documented.

6. Management of Quality and Enhancement

Commendations

- 6.3 The School is to be commended for its open and enthusiastic engagement with the University periodic quality review process and the quality of its Self-assessment Report and supporting documentation.
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- 8.8 The School makes effective use of CEMAC and its social media presence to promote their activities.

Recommendations

- 8.9 The School needs to ensure that external relations are explicitly included in the School Strategic Plan, as well as the School Research Strategy and its T&L strategy. It is important that the School's approach to external relations goes beyond national plans, and seeks to link to the international community, to build the School's international profile and visibility.
- 8.10 The School should develop a comprehensive map of existing international and national collaborators, as well as identifying strategic opportunities for further development.
- 8.11 The School should plan to address possible impacts of Brexit on existing relationships with UK institutions.

UCD School of Archaeology – Response to the Review Group Report

Overview

We welcome the Review Group Report and thank the Review Group for their recommendations and useful commendations. The process of Review was extremely beneficial for the School. The production of the Self-Assessment Report was a valuable exercise in reflection and finding time to think strategically about what we want the School to be. The detailed recommendations from the Review Group concur with many of our suggestions – such as the position of our administrative staff or the formulation of a School handbook. Most of the recommendations are in areas we expected to receive comment and we welcome the prompts they provide for further consideration. We are delighted to see such praise for the collegial atmosphere of the School and our willingness to embrace change: as noted in the SAR, the School has been through a profound transformation in recent years and balancing the desire to change and improve with the maintenance of our culture is an important challenge. I am pleased that we retain enthusiasm for doing new things and making the School a better place.

It is important to note that the delay in the production of the report (received by the School 5/12/18 following a site visit ending on 25/4/18) means that we have already begun to institute new practices in response to the Quality Review process. This included an ‘Away Day’ focusing facilitated by UCD HR on colleague’s reaction to the Exit Presentation.

The period between the Site Visit and the Review Group Report also coincided with the drafting and submission of a School-level Athena SWAN Bronze Award and the completion of the 2018 Culture and Engagement Survey. The Athena SWAN application was a challenging process of reflection, but very valuable for the School. The 51-point Action Plan includes many areas of overlap with the Review Group recommendations and we have already begun forming a School EDI Committee to oversee the implementation of this Action Plan. The results of the Culture and Engagement Survey strengthen many of the recommendations of the RG, not least in emphasising the need to provide space and time in our schedules for the School to flourish. We have long had a culture of chasing new opportunities but have not always stopped doing other things to enable the pursuit of the new. Better strategic decision making which will enable hard choices about our emphases, backed up by a more rigorous application of our developing work-load model, lies at the heart of many of the RG recommendations.

We look forward to developing a comprehensive response to the Report through the formation of a Quality Implementation Committee and drafting a Quality Improvement Plan. Working with colleagues within the School, College and UCD we are confident of being able to use these recommendations to substantially improve the quality of the School of Archaeology in a holistic sense, and thus be best placed to fulfil our ambitions and those of UCD.

Specific Commendations and Recommendations

1. ... the School should revisit the Vision and Mission of the School and develop a strong inclusive narrative to promote visibility of the School at University, national and international level. ...

We recognise this need and will do so as part of the revision of the School's strategy, with the aim of providing a fully revised Strategic Plan for 2020-2024 in keeping with UCD's Strategic Plan. Work on this task has already begun with HoS undertaking training in 'Leading Strategically' and the School setting aside regular sessions to reflect on our strategy, vision and mission.

2. The School urgently needs to develop a new Research Strategy, informed by its new position as a Social Science at UCD. ...

We note that although our Research Strategy has been ineffective our Research performance has been strong. However, to better enable choices about effective resourcing and focusing of our efforts we recognise the importance of this recommendation which will also facilitate external visibility of our research achievements. Since the Review Group's visit we have restructured the School's Research Innovation and Impact Committee and appointed a new Director of RII. The development of a new Research Strategy will be a key task for this committee in 2019.

3. The School's research equipment needs significant investment to raise the facilities to a world class standard...

This challenge was also recognised in the Culture and Engagement Survey, where only 18% of staff felt that they had the equipment to allow them to do their job. Given the wider UCD budgetary model, and the limited proportion of overheads returned to the School, this is not a problem which is wholly within our control. We will work with colleagues within UCD to develop strategic partnerships and apply for opportunities such as the new EQUIP scheme, as well as lobbying for greater resourcing to reflect the costs of archaeology as a field and laboratory discipline. Our RII Committee are developing guidelines for appropriate laboratory and running costs for all School Research proposals.

4. The School should undertake a curriculum review of postgraduate courses...

This is a timely recommendation following a period of expansion in our TPG courses and recruitment of fixed term staff to support these programmes. The review will take place in 2019-20 when the long-standing Programme Coordinators return from Research Sabbatical.

5. The School should explore ways to more strongly communicate the value of Archaeology in the curriculum and the impact of collaborative opportunities with other disciplines...

We strongly believe in the interdisciplinary character of archaeology and the value of this subject. Before receiving this report, we have already begun more substantive engagement with research institutes (e.g. the Earth Institute) and the development of inter-disciplinary seminar series (e.g. a forthcoming Seed Funded programme of events exploring Craft). We will continue initiatives of this kind and identify ways of communicating the value of archaeology and heritage in our curriculum and to UCD more broadly.

6. The School should urgently define the roles and responsibilities of the key support staff in the School, by reviewing, restructuring and, if required, re-grading the posts.

We wholeheartedly welcome this recommendation, although we note that suitable UCD structures to facilitate this process are still not in place. The HoS will continue to work with the College Principal to identify appropriate solutions for this pressing problem as a matter of urgency.



UCD School of Archaeology

24-27 April 2018

Site Visit Timetable

Tuesday, 24 April 2018 - Pre-Visit Briefing Prior to Site Visit

- 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 – **RG and UCDQO only**
- 19.30 Dinner for the RG hosted by the UCD Registrar and Deputy President– **RG, UCD Deputy President and UCDQO only**

Day 1: Wednesday, 25 April 2018

Venue: Archaeology Reading Room, Newman Building

- 08.30-09.00 Private meeting of Review Group (RG)
- 09.00-10.00 RG meet with Principal, UCD College of Social Sciences and Law
- 10.00-10.15 Tea/coffee break
- 10.15-11.15 RG meet with Head of School
- 11.15-11.30 Break – RG review key observations
- 11.30-12.15 RG meet with College Finance Manager, College HR Partner and Head of School to outline School's financial situation and resources
- 12.15-12.45 Break – RG review key observations and prepare for lunch time meeting
- 12.45-13.45 Working lunch (buffet) – meeting with employers and other external stakeholders
- 13.45-14.00 RG review key observations
- 14.00-14.45 Meeting with Programme Associate Deans and Student Recruitment
- 14.45-15.00 RG tea/coffee break and review key observations

15.00-15.45	RG meet with representative group of academic staff – primary focus on Teaching and Learning, and Curriculum issues
15.45-16.00	RG review key observations
16.00-16.45	RG meet with School support staff
16.45-17.15	RG review key observations
17.15-18.00	RG meet with recently appointed members of staff
18.00-18.30	Tour of Ardmore Annexe Facilities
18.30	RG depart

Day 2: Thursday, 26 April 2018

Venue: Archaeology Reading Room, Newman Building

08.30-08.45	Private meeting of the RG
08.45-09.30	RG meet representative group of PhD students
09.30-09.45	Break - RG review key observations
09.45-10.45	RG meet relevant University Support Service representatives e
10.45-11.00	RG tea/coffee break
11.00-11.45	RG meet with a representative group of postgraduate students (Masters) and recent graduates (PG and UG)
11.45-12.00	Break - RG review key observations
12.00-12.45	Tour of Facilities: Roebuck & CEAMC
12.45-13.00	Transfer back to meeting room
13.00-13.45	Lunch – Review Group only
13.45-14.30	RG meet with representative group of undergraduate students
14.30-14.45	RG private meeting - review key observations
14.45-15.30	RG meet with representative group of Postdocs

15.30-15.45	RG private meeting - review key observations
15.45-16.45	RG meet with the School Research Committee (and other staff members nominated by the HoS)
16.45-17.00	RG private meeting - review key observations
17.00-17.30	RG meet with Adjunct staff
17.30-17.45	RG private meeting - review key observations
17.45-19.15	RG available for private individual meetings with staff
19.15-19.45	RG private meeting – review key observations/findings
19.45	RG depart

Day 3: Friday, 27 April 2018

Venue: Archaeology Reading Room, Newman Building

09.15-09.30	Private meeting of RG
09.30-10.00	(Optional) RG meet with Head of School and/or specified University staff to clarify any outstanding issues <u>or</u> begin preparing draft RG Report
10.00-10.30	RG meet with representative UCD World Heritage Centre
10.30-10.45	Break
10.45-12.30	RG continue preparing draft RG Report
12.30-13.00	RG meet with College Principal to feedback initial outline commendations and recommendations
13.00-13.45	Lunch
13.45-15.15	RG finalise first draft of RG Report and feedback commendations/recommendations
15.15-15.45	RG meet with Head of School to feedback initial outline commendations and recommendations over coffee
16.15	Exit presentation to <u>all available staff of the unit</u> summarising the principal commendations/recommendations of the Review Group
16.45	Review Group depart