



University College Dublin

Periodic Quality Review

UCD Teaching and Learning

May 2013

Accepted by the UCD Governing Authority at its meeting on 15 October 2013

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Appendix One: UCD Teaching and Learning Response to the Review Group Report

Appendix Two: Schedule for Review Site Visit to UCD Teaching and Learning

1. Introduction and Context of UCD Teaching and Learning

Introduction

- 1.1 This Report presents the findings of a quality review of UCD Teaching and Learning (T&L), at University College Dublin (UCD), which was undertaken in May 2013.

The Review Process

- 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 Universities Act 1997, 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, 2007). 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 essentially developmental process in order to effect improvement, including:

- To monitor the quality of the student experience, and of teaching and learning opportunities.
- 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 provide an opportunity for units to test the effectiveness of their systems and procedures for monitoring and enhancing quality and standards.
- To provide a framework within which the unit can continue to work in the future towards quality improvement.
- To identify shortfalls in resources and provide an externally validated case for change and/or increased resources.
- To identify, encourage and disseminate good practice.
- To identify challenges and address these.
- 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 review procedures also 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.

1.4 Typically, the review model comprises of 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.

1.5 The composition of the Review Group for UCD Teaching and Learning was as follows:

- Professor Muiris O'Sullivan (Chair)
- Mr Mark Simpson, Internal Communications Manager (Deputy Chair)
- Professor Claus Nygaard, Copenhagen Business School
- Professor Cynthia Weston, McGill University

1.6 The Review Group visited UCD from 20-23 May 2013 and held meetings with UCD Teaching and Learning staff on an individual or group basis: Vice-Principals for Teaching & Learning and Associate Deans for Teaching and Learning; Teaching Fellows and President's Teaching Award winners; graduates and current students and Board of Studies and teaching staff from the Professional Certificate/Diploma in University Teaching and Learning; School Heads of Teaching and Learning; Heads of School; representatives from the Partnership projects such as Focus on First Year Project; Quality Assurance & Enhancement; and Blended Learning Initiative. The Group also met with: Support Unit Heads of Assessment; Academic Secretariat; Chief Information Officer; Head of Buildings and Services and the Students' Union Education Officer. The site visit schedule is included as Appendix 2.

1.7 In addition to the Self-assessment Report and its appendices, the Review Group considered documentation, provided in hard copy and online by the Unit during the Site Visit.

Preparation of the Self-assessment Report

1.8 UCD Teaching and Learning established a Self-assessment Co-ordinating Committee in accordance with the UCD Quality Office Guidelines. All seven members of the Unit were involved in the SAR preparation.

1.9 The Co-ordinating Committee (SARCC) met regularly during the preparation of the SAR and responsibility for actioning 'identified' actions were undertaken by small groups. All staff had a number of opportunities to contribute to the report preparation through team meetings, internal data collection and analysis, workshops facilitated by the UCD HR

Leadership Development Manager, and a stakeholder analysis process. The draft SAR was circulated to all Unit staff for comment prior to its finalisation.

The University

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

1.11 The University Strategic Plan (to 2014) states that the University's Mission is:

“to advance knowledge, to pursue truth and to foster learning, in an atmosphere of discovery, creativity, innovation and excellence, drawing out the best in each student, and contributing to the social, cultural and economic life of Ireland in the wider world”.

The University is organised into 38 Schools in seven Colleges;

- UCD College of Arts and Celtic Studies
- UCD College of Human Sciences
- UCD College of Science
- UCD College of Engineering and Architecture
- UCD College of Health Sciences
- UCD College of Business and Law
- UCD College of Agriculture, Food Science and Veterinary Medicine

1.12 As one of the largest universities on the island of Ireland, UCD supports a broad, deep and rich academic community in Science, Engineering, Medicine, Veterinary, Arts, Celtic Studies and Human Sciences. There are currently more than 24,000 students (15,400 undergraduates, 6,900 postgraduates and 1,900 Occasional and Adult Education students) registered on University programmes, including over 4,600 international students from more than 120 countries.

UCD Teaching and Learning

1.13 UCD Teaching Learning is a support unit within the Office of the Registrar and Vice-President for Academic Affairs. The Unit reports to the Dean of Undergraduate Studies and Deputy Registrar for Teaching and Learning.

1.14 The current reporting structure was established in 2008 with the relocation of Teaching and Learning from the UCD School of Education and Lifelong Learning (2005-08). This follows a period of re-structuring and modularisation which commenced in 2005 across the University.

1.15 In addition the University has established a teaching and learning structure with designated posts for Teaching and Learning at College and School level.

- 1.16 A University T&L committee, chaired by the Deputy Registrar for T&L, is responsible for facilitating discussion and input on new proposals or issues in T&L as well as creating opportunities for sharing good practice.
- 1.17 The Unit currently employs eight staff, three academic, two administrative (one currently vacant) and three professional staff.
- 1.18 The age profile of staff is predominantly in the 40-55 year category with just over 70% in this category.
- 1.19 The Unit has been successful, particularly during the period 2009-11, in leveraging significant funding through the HEA Strategic Innovation Funds allowing for the funding of 3 additional temporary staff.
- 1.20 The Unit is co-located on the UCD campus with facilities in the Newman Building and Woodview House. These facilities include individual staff and administrative offices as well as dedicated teaching and project space.
- 1.21 The Unit's activities are closely aligned to the University's Strategic Plan (2009-14) and are informed by the more recently published National Strategy for Higher Education to 2030.

Methodology

- 1.22 This review provided an opportunity for the Review Group to consider the activities of the Unit as outlined in Self-assessment Report and its appendices. A series of meetings provided the Review Group with an opportunity to address issues raised from their reading of the Self-assessment Report and its supplementary documentation. Key stakeholders as outlined above met with the Review Group. All members of the Group participated in all discussions and meetings. This Report has been read and approved by all members of the Group.
- 1.23 At the exit presentation the Review Group provided an overview of the initial comments.
- 1.24 The SAR provided a clear insight into the workings of the Unit and the extent and variety of its activities and responsibilities. A set of appendices was provided as a supplement, along with additional data provided by the Unit in the meeting room and as requested by the Review Group.
- 1.25 The Review Group met highly experienced and dedicated staff from within the Unit and the wider University. In all cases staff members were enthusiastic and keen to engage with the Review Group.
- 1.26 A clear overview of the methodology undertaken in writing the SAR was presented to the Review Group
- 1.27 The Review Group noted the current fiscal climate and diminishing resources both financial and human resources in parallel with increasing student numbers. It was noted that the

number of UCD staff has reduced by 8% during the period 2008-12 with a corresponding increase in student intake.

1.28 As a central support unit within the Office of the Registrar and Vice-President for Academic Affairs, UCD T&L aims to develop and support excellence in teaching and academic development in order to foster positive and effective student learning experiences by:

- Promoting research-informed approaches to teaching, learning and assessment with proven effectiveness and efficiency
- Utilising institutional data to inform quality enhancement in education
- Contributing at university level to the development of educational policies
- Supporting the design of quality learning environments, systems and services
- Empowering and rewarding outstanding teaching and educational leadership.

1.29 The overall impression of the Review Group, following two and a half days of interviews with key stakeholders of UCD T&L, is that the Unit has succeeded in fulfilling its overall aims, if not to an even degree, nonetheless to a satisfactory degree.

1.30 UCD T&L define their own key strengths as:

- A non-partisan, central service with perspectives on teaching and learning across the University and a responsive approach to UCD's strategic educational priorities
- A range and breadth of skills base which includes academic, administrative and professional expertise
- Ability to provide a range of learning opportunities for academic staff which foster networking and sharing of good practice
- An approach to teaching development and enhancement that is evidence-based, informed by contemporary higher education policies and practices nationally and internationally
- The capacity to design, implement and evaluate teaching and learning enhancement projects which inform institutional policy and practice and contribute to wider policy/practice knowledge and research .

1.31 The overall impression of the Review Group over its two and a half days of interviewing is that those they met largely repeat the key strengths defined by UCD T&L. It is obvious, though, that not all key strengths are recognised to the same extent. These will be further detailed below.

2. Planning, Management, Organisation and Resources

Comments

- 2.1 UCD Teaching and Learning is at a critical stage of development. During the past decade, as detailed in the Self-Assessment Report, responsibility for staff associated with the unit has moved between the Registrar, the UCD School of Education and the Deputy Registrar for Teaching and Learning. The current entity, UCD Teaching and Learning, emerged in 2009 when staff from the then Centre for Teaching and Learning were merged with staff formerly based in the Office of the Deputy Registrar for Teaching and Learning. Arising in part from these changes further clarification is needed on the coordination of management and work practices in the unit.
- 2.2 The stated aim of UCD T&L is to 'develop and support excellence in teaching and academic development in order to foster positive and effective student learning experiences'. As a guide to the means by which the aim is to be achieved, the Self-Assessment Report (SAR) cites the UCD Strategic Plan (2009-2014). In the SAR and in various meetings with the Review Group, the Unit explored some of its key strengths and defining characteristics. It also provided an information *SWOT* analysis and a *Scenario Planning* statement. The Review Group sees the development of a coherent strategic vision for the unit as a necessary and beneficial next step.
- 2.3 In the SAR and various interviews, frequent reference was made to the dualistic nature of the unit, with a lack of clarity around the role and balance between its supportive function (expert advice/training) and policy-led role (implementation of strategic change initiatives/policies). Some confusion also exists in the mind of the UCD community as to the role and function of the Unit and that of the Deputy Registrar for Teaching and Learning. As with all support units, clarity of purpose and role is necessary to ensure efficient operation and engagement with the community.
- 2.4 The SAR provided an informative organisational chart for UCD T&L and the immediate university management context within which it operates. Ambiguities remain, however, with one staff member reporting directly to the Deputy Registrar for T&L, to whom the Director of Teaching and Learning (leader of the unit) also reports. Greater definition appears to be needed in the organisational and management structure of UCD T&L as well as the roles, functions and responsibilities of individual staff members.
- 2.5 UCD T&L holds a standing team meeting every third Tuesday of the month and an annual or biannual planning meeting often facilitated by a UCD HR representative. The decision-making value and general effectiveness of these meetings appear to be diluted somewhat by HR issues within the Unit.
- 2.6 Core funding, principally to cover salaries, comes from University resources. The non-pay budget has fluctuated slightly in recent years, with a general downward profile. External funding, especially from the HEA Strategic Innovation Fund (SIF), had grown to more than

half the unit's income in the period 2007-2011 but has ceased completely since 2012. This presents major challenges for the Unit and the University.

- 2.7 UCD T&L is currently co-located between a constricted space in the Newman Building and a slightly more generous space in Woodview House. Apart from normal operational challenges associated with co-location, the occupancy of three staff offices in Woodview and four in Newman has the potential to split staff, institutionalise HR divisions and frustrate efforts to build cohesion in a relatively young unit. In both locations, but especially Woodview, the physical visibility of UCD T&L staff and services to the University community is minimal. This hinders the effectiveness of the Unit in fulfilling its role.
- 2.8 The SAR benchmarked UCD T&L against equivalent units in the University of Melbourne, University of Edinburgh, McGill University Montreal, University of Manchester and NUI Galway. This was a commendable and informative exercise comparing university staff and student populations, the size of T&L units and the range of functions in each case, but future exercises of this type would benefit from the inclusion of outcomes as a key area of comparison.
- 2.9 A low key and sensitive management approach appears to characterise the leadership of the Unit, but a more proactive approach may be required in dealing with the recommendations contained here.

Commendations

- 2.10 The Review Group was impressed with the enthusiasm, openness and honesty of UCD T&L staff both in general and one-to-one meetings.
- 2.11 In spite of its relatively small size the Unit is playing an important role in changing the focus of student learning from the traditional lecture model towards a variety of imaginative newer learning-centred approaches.
- 2.12 Academics interacting with the Unit speak very highly of its staff, while its alumni form a small but vibrant core of potential teaching and learning champions across the University. This group is a vital university resource in a diminishing financial environment.

Recommendations

- 2.13 As a central support unit, UCD T&L is strongly recommended urgently to formulate a clear-cut overall strategy for supporting academic excellence in Teaching & Learning at UCD. The strategy needs to:
- Relate to the University's Education Strategy
 - Ensure that the teaching and learning of UCD students is at the core of UCD T&L's operations, including research, with students having a voice from design to implementation

- Address clearly the focus, balance and more importantly the integration of UCD T&L's research activities and services
- 2.14 Well-structured annual strategy days provide an excellent context within which to develop and review strategy. Facilitation by someone outside the day to day dynamics of the Unit can be extremely beneficial, especially at the beginning.
- 2.15 Unambiguously reframe and articulate the role and purpose of the Unit around a continuous cycle of T&L improvement at UCD, placing the collation and analysis of relevant institutional data resulting from T&L initiatives at the heart of scholarly research in T&L and linking this with the design, implementation and impact evaluation of key initiatives (see Figure 1 and Section 5 below).
- 2.16 Explicitly identify the relationship between unit strategy, staff titles and day-to-day responsibilities and how these contribute to the overall achievement of academic excellence at UCD.
- 2.17 Identify major unit objectives and match existing staff activity and projects to these goals so that ambiguities and gaps can be addressed more strategically.
- 2.18 Physically relocate all staff of UCD T&L to a central location of the University in order to:
- Promote closer integration between UCD T&L services and research through daily contact between its staff
 - Raise the visibility of the Unit so that students and staff of the University relate to the Unit's services rather than be dependent exclusively on personal contact with individual unit staff members
 - Provide collaborative space where students and staff can work and be encouraged to share their experiences of teaching and learning. The Global Lounge is a prime example of such a physical space.
- 2.19 Establish a *Teaching and Learning Advisory Board* in order to:
- Improve critical mass by drawing on available advisory resources including current students, champions of teaching and learning amongst university staff and possibly some external advisors
 - Help identify and address broader policy issues related to teaching and learning in UCD (referenced again in Section 8)
- 2.20 The precise terms of reference and membership of this board are a matter for the University leadership but, of the two existing T&L bodies, it comes closer to the University T&L

Committee rather than the Academic Board of Studies. However, it requires greater focus, more power, increased vibrancy and a more consistent calendar of meetings than the existing Committee. The following guidelines are offered for consideration:

- The role of the board is to provide a broad-based academic forum for the development and implementation of T&L strategy both within the unit and across the University, aligning the activities of the unit with university and national higher education strategy.
- The board should include relevant representatives of the University leadership and Academic Council so that its decisions can be implemented in areas beyond the control of UCD T&L.
- It should also include student representatives, the leadership of UCD T&L as well as those leading significant T&L initiatives in colleges and schools.
- Representation from Adult, Access and Continuing Professional Education as well as UCD International and other key administrative and support units as appropriate is also recommended.
- Serious consideration should be given to the involvement of external members.
- Depending on the University's oversight arrangements at a given time, the board should be chaired by the Registrar or the Deputy Registrar for T&L.

2.21 Build capacity in challenging financial circumstances by:

- Developing a secondment programme that enables innovators in T&L from across the University to work in the Unit for specified periods of time conducting research, developing programmes or modules and offering seminars as appropriate, in line with university and unit strategy
- Establishing a network of T&L champions to assist as instructors and facilitators for projects developed by UCD T&L
- Examining the possibility of hiring graduate students to contribute to a range of initiatives currently undertaken by the team of educational developers and professionals at T&L (*Note: this is the approach adopted at McGill University, one of the units against which UCD T&L has benchmarked itself*).
- Cultivating a strong network with colleagues in similar T&L units in Ireland and abroad, using this network to involve key players and champions from outside to help in enabling research funding and research dissemination, and to share ideas and practices with the unit and with university students, and staff

2.22 Balance the use of resources within the Unit so the quality enhancement activities of most value to UCD-students and institutional goals are prioritised. The overall strategic move from teaching to learning within the University should always come before individually prioritised work.

Figure 1: Suggested implementation cycle of UCD Teaching and Learning mission



3. Academic Development

Comments

- 3.1 For the purposes of this report we define Academic Development as a programmatic set of initiatives intentionally designed to have a systemic impact on enhancing teaching and student learning in higher education.
- 3.2 With the aid of significant funding from the Higher Education Authority (HEA) Strategic Innovation Fund (SIF), UCD T&L has developed/supported key strategic projects under the themes *Focus on First Year* and *Educational Quality Enhancement*.
- 3.3 *Focus on First Year* involves the review and reform of structures, outcomes, assessment, remediation and support strategies for first year students, especially in the critical first semester of transition from second- to third-level education. Initiatives have included *Skills 4 Study Campus*, *Writing Centre*, *First Year Assessment (Review and Redesign)*, *Focus on First Year Podcasts* and accredited training for tutors and demonstrators.
- 3.4 Academic Development services delivered by UCD T&L can be summarised under the following headings:
- Accredited Programme in University Teaching and Learning
 - T&L development opportunities for university staff
 - Recognition and development of teaching excellence
- 3.5 An accredited programme in T&L has operated since 2004. The original *Graduate Diploma in Teaching & Learning* (60 ECTS) has been revised to a *Professional Certificate* (15 ECTS) and *Professional Diploma* (30 ECTS). Poor take-up, with only 34 graduates since the beginning, is deemed to arise from pressure on the time of university staff and the new format is credited with delivering stronger registration numbers. Feedback from participants in these courses is overwhelming positive.
- 3.6 In response to declining engagement with non-accredited workshops and seminars, UCD T&L is experimenting with the provision of seminar versions of the accredited formal modules to facilitate on-going T&L development opportunities for UCD staff. Special workshops on issues such as *Assessment Re-Design* are also provided as required by specific units or groups. Since 2011 a small number of UCD staff have also benefited from enrolment on two modules available through the Dublin Regional Higher Education Alliance (DRHEA), namely *Teaching Online* and *Assessing Online*, and sponsored by UCD T&L.
- 3.7 Teaching excellence is central to the University's mission and is a factor in deciding on individual promotion applications. More publicly teaching excellence is recognised and developed through the following schemes:

- Fellowships in Teaching and Academic Development (18 since 2007)
- President's Award for Teaching (available since 1996 – applications declining of late)
- College Teaching Awards (25 since 2008 – applications declining of late)
- Awards for Supporting Student Learning (12 since 2010-2011).

All four schemes are based on competitive application, the first three designed for academic staff and the fourth for administrative, professional and support staff. The schemes have been successfully aligned with strategic T&L priorities in the University.

Commendations

- 3.8 The Self-assessment Report and the interviews during the review reveal that UCD T&L has impressive accomplishments for a small unit. Staff in the Unit exude tremendous energy and commitment to good teaching. UCD T&L is recognised as collegial, collaborative and expert in teaching and learning.
- 3.9 An increasing number of Academic Development initiatives are aligned with UCD strategic goals, and the Five Year Teaching and Learning report was well mapped to national higher education strategy.
- 3.10 T&L has had notable impact on teaching and learning at UCD through hard work on many important initiatives such as the development of the *Student Feedback System*, *Module Enhancement Project*, *First Year Assessment*, and *On-Line Teaching Profiles*.
- 3.11 The language and vocabulary associated with best practices in teaching and learning have become embedded in the discourse of those with whom we spoke: they easily speak of issues such as student engagement, continuous assessment, and student learning.
- 3.12 The resources developed by T&L are found to be useful by academic staff. They appreciate the dissemination through the web.
- 3.13 The 60 credit Programme in University Teaching and Learning was shortened to 2 smaller programmes. This reconfiguration has been greatly appreciated by those with whom we spoke. Previously staff members perceived that the programme was too long and they were hesitant to make a commitment. The shorter programmes will likely increase uptake and retention.

Recommendations

- 3.14 The Review Group suggests that UCD T&L establish a set of objectives aligned to the University's Strategic Plan. These objectives should be broad enough to incorporate all of the T&L annual academic development initiatives, and be stable enough to be used for a

number of years. For example, instead of activities being conceived as projects, courses, workshops and research, these activities might be reframed in terms of level of impact or influence:

- Some activities are designed to have an impact on the practice of individual lecturers in their individual courses (e.g., the accredited programme in University Teaching and Learning)
- Others are designed to have an impact on the practices within schools or disciplines (e.g., some Focus on the First Year initiatives like academic writing and Module Enhancement)
- Still others are designed to influence the teaching and learning practices university wide (e.g., policies to enhance the valuing of teaching, teaching awards, online teaching profile).
- Finally, some academic development activities are designed to contribute beyond the University to the enhancement of teaching and learning in the field of higher education (e.g., dissemination of research through conferences and publications; through national and international networks).

3.15 One approach could be to articulate an objective for each level of influence and to sort current activities, projects, courses, workshops and research in relation to their intended level of impact, which will reveal the current balance of academic development activities across levels. UCD T&L can then reflect as to whether this is a desirable balance, or whether there might be too much or too little activity given strategic goals.

3.16 Teaching and Learning should have a leadership role in any activity relating to teaching and learning within the University. Upcoming areas in which T&L should look for access points for leadership include: virtual learning environments, physical learning environments, internationalisation and universal design/access (to name a few).

3.17 Clarify the pioneering role of UCD Teaching and Learning by ensuring that initiatives spearheaded by the Unit, such as *Student Feedback on Modules*, are transferred as soon as possible to their appropriate homes elsewhere in the University.

3.18 UCD T&L should increase advocacy for the recognition and rewarding of teaching. There is a perception among most of those with whom we met that teaching activities are not valued in general and particularly not in the promotion process. The value accorded to teaching needs to be communicated more explicitly to the University community. Key actions to include:

- Continuation of T&L fellowships and awards.
- Explicit recognition of teaching achievements through practical initiatives from Senior Management, even at the most basic level such as hosting an annual dinner or a wine

and cheese reception to celebrate those who have demonstrated relevant commitment/excellence.

- 3.19 The trend toward discipline-specific teaching approaches as distinct from generic teaching approaches should be increased. Interventions that address and represent discipline specific practices are more likely to have an impact. For example, T&L approaches in Humanities might not transfer especially well to Engineering.
- 3.20 The well regarded accredited programme in University Teaching is resource intensive and currently has a relatively small sphere of influence. This should be reviewed and incentivised so that it is more appealing to the wider teaching community.
- 3.21 Consideration should be given to the location of academic oversight of the accredited programmes delivered by UCD Teaching and Learning. Possibilities include UCD Teaching and Learning, the UCD School of Education, Deputy Registrar for T&L or a ramped up Continuing Professional Education unit, highlighting the need for a senior academic post within the designated academic home, specialising in *Higher Education*. The post-holder might act as chair of the existing UCD T&L Academic Board of Studies (sub group of University Graduate Programme Board).
- 3.22 Schedule events around the academic timetable. There is a sense that the Unit's schedule may sometimes be insufficiently attuned to the rhythm of the standard academic year. For example, the Assessment module in T&L should be delivered at a time that allows participants to follow up by influencing module descriptors when they are open in March.

4. Educational Quality Enhancement

Comment

- 4.1 As a service unit UCD T&L has as one of its core tasks to enhance educational quality throughout the entire university. No constraints have been put on the Unit in terms of its definition of educational quality enhancement and the possible directions of its services. It has been entirely up to UCD T&L to position itself within this domain of work. In its Self-assessment Report (SAR), UCD T&L highlights ten projects/activities, which can be seen as on-going processes of educational quality enhancement as outlined in Table 1 below.
- 4.2 By comparisons with the Units in other universities against which it benchmarks itself, UCD T&L is by some distance the smallest unit, with just one staff member for every 3,116 students and 123 academic staff. This challenges the Unit to target its resources and activities to best effect for the ultimate benefit of the student body in UCD and should be a key consideration in developing the strategic plan discussed above (Section 2).
- 4.3 UCD T&L has led the implementation of two important quality enhancement initiatives across the University:
- Module Enhancement Process
 - Student Feedback on Modules
- 4.4 *Module Enhancement* provides a peer report on each module, comprising both quantitative and qualitative information, as a service to allow the individual school and module coordinator to self- and peer-evaluate the quality of modules year by year. *Student Feedback on Modules* is an online feedback process available in respect of all modules in the University, asking generic questions but also allowing the module coordinator to include questions specific to the particular module. All students in the module are encouraged to participate.
- 4.5 UCD T&L has an advisory role in the University's Survey of Student Engagement which is coordinated by the Director of Institutional Research.
- 4.6 Another area in which UCD T&L has contributed is in the development of the *Online Teaching Profile*, published alongside the academic's research profile, and including sections on teaching philosophy, achievements, expertise and responsibilities as well as student feedback results.
- 4.7 While the results from several of these projects have fed back into the UCD community and considerably enhanced the learning experience of students, the output from personal research undertaken by unit staff is in some instances less closely aligned with UCD Education strategy, so that its direct benefit is not transparent.

Table 1: Ten projects/activities seen by UCD T&L as contributing to educational quality enhancement in UCD

| Project / Activity | Role of UCD T&L |
|---|--|
| Module Enhancement Process | Initiated & coordinated by UCD T&L, led locally by VPTLs/ADTL and Heads of School |
| Student Feedback on Modules (university-wide) | Coordinated by UCD T&L, under the direction of the Registrar and Academic Advisory Group |
| Closing the Feedback Loop | Led by UCD T&L & delivered in collaboration with individual academics |
| Online Teaching Profile – published alongside Research Profiles and includes achievements, expertise, responsibilities as well as student feedback results. | Developed by UCD T&L under direction from University Committee for Academic Appointments, Tenure & Promotions. |
| Skills 4 Study Campus – Learning for Success: a first year engagement module delivered using a blend of face-to-face sessions combined with interactive online materials. | Partnership with colleagues in the Colleges of Arts and Celtic Studies, and Human Sciences |
| Writing Centre – writing support service to undergraduate students in Colleges of Arts, Celtic Studies & Human Science. | Established with the support of President’s Teaching Award |
| Reasons Why Students Leave research study | Commissioned, funded and co-edited by UCD T&L |
| First Year Assessment – Review & Redesign | Led by UCD T&L and delivered in collaboration with Programme Deans & their academic teams |
| Focus on First Year Podcasts | Developed by UCD T&L |
| Graduate Teaching Assistants modules – school-based accredited training for tutors and demonstrators | Coordinated and supported by UCD T&L |

Commendations

- 4.8 For a central support unit of such small size, the above list is notable. Especially the University-wide *Student Feedback on Modules* which appears to have had a positive effect on generating a well-structured data source and initiating curriculum development activities within the University.
- 4.9 The effects of the *Module Enhancement Process* may take longer to become ingrained because they depend on continuing engagement within the schools and fine-tuning of the review process but the level of information provided on each module is impressive.
- 4.10 Some other initiatives have a positive impact that reflects the beginning of a coherent unit strategy.

Recommendations

- 4.11 UCD T&L should proactively link educational quality enhancement activities directly to the University's teaching and learning strategy. Looking at existing activities, it is striking that they are not more closely and transparently linked to the overall University Education Strategy.
- 4.12 The Unit needs to establish a clear rationale to prioritise the direction and scope of its educational quality enhancement activities. The relatively small size of the unit underscores this imperative.
- 4.13 The Unit should work proactively to make its research results transparent and relevant within the University.
- 4.14 UCD T&L needs to create strong networks with students across the University. It is critical that UCD T&L not only inform their services with first-hand accounts from students of UCD, but also proactively involve students in the development of its QE-initiatives from design to implementation to review. Such bottom-up activities are becoming current practice in universities profiling themselves on student engagement and learning-centred education. Expressions of this approach would include for example:
- Student involvement on the Teaching and Learning Advisory Board.
 - Occupancy of a physical location and space that promotes greater interaction between students and the activities of UCD T&L.

5. Research

Comment

- 5.1 UCD T&L views itself as a research-informed support unit serving the University by developing and supporting excellence in teaching and academic development in order to foster positive and effective student learning experiences.
- 5.2 This is to be achieved, as the Unit phrases it, by 'promoting research-informed approaches to teaching, learning and assessment with proven effectiveness and efficiency'.
- 5.3 In the opinion of the Review Group, an approach of building T&L support services on research is a legitimate and sound strategy working within a research-based university setting.
- 5.4 Although the staff of UCD T&L has produced considerable research output over the past years, some of which has had concrete impact on module design, the research output still appears to be following the agenda of individuals rather than a collective research strategy for the T&L unit. This is to the detriment of a proactive and collective strategy linking the research of UCD T&L to the teaching and learning strategy of UCD.
- 5.5 The contribution of UCD T&L research activities/outputs to the learning experience of UCD students specifically is reasonably transparent in some cases but less visible in others.

Commendations

- 5.6 UCD T&L has a strong focus on research-informed pedagogic enquiry. The Unit engages in research informed activities and individual members of staff have made significant research contributions over the past years.
- 5.7 Doctoral research is taking place in the context of the Unit while individual T&L academic staff members currently have allocated research time (one day per week). As in any university unit, allocated research time for individual staff members should align directly with the overall strategy of UCD Teaching and Learning. It should be accountable in terms of agreed goals and measurable outcomes and especially in a smaller unit its availability in practice will sometimes be constrained by more pressing priorities.
- 5.8 UCD T&L staff has produced an appreciable research output in the years 2010-2012 considering the small size of the Unit. Almost 1/3 of the research output is peer-reviewed/refereed. It is outlined in table 2.

Table 2: UCD T&L research output (2010-2012)

| | No. | Totals |
|---|-----|--------|
| A: publications in leading peer-reviewed journals of international standing as sole author | 4 | |
| B: publications in leading peer-reviewed journals of international standing as major or senior author | 2 | |
| C: publications in leading peer-reviewed journals of international standing as co-author | 1 | |
| D: invited review papers in leading peer-reviewed journals of international standing | 0 | |
| E: other refereed journal publications | 0 | |
| F: books written as sole author | 0 | |
| G: books written as major author | 0 | |
| H: books written as co-author | 0 | |
| I: books edited | 2 | |
| J: chapters contributed to books | 6 | |
| K: refereed papers in international conference proceedings | 8 | |
| L: refereed papers in national conference proceedings | 4 | 27 |
| Other practice related research outputs | | |
| M: other conference paper/poster | 13 | |
| N: Doctoral paper/chapter | 10 | |
| O: Practitioner's T and L Guide/Workbook | 17 | |
| P: Online resources: Section of Website/OER | 27 | 67 |

Recommendations:

- 5.9 UCD T&L has to formulate a clear research strategy for the Unit, which addresses the ways in which T&L research can work as a driver for the quality enhancement of teaching and learning processes across UCD. It is important that the T&L research strategy is closely linked to development initiatives at UCD and the teaching and learning strategy of UCD.
- 5.10 UCD T&L needs to work more proactively to make the research results of T&L transparent within the wider university setting. This requires a clear dissemination plan of all research output from UCD T&L, which closely relates to the strategy for UCD T&L including its student-centred strategy.
- 5.11 UCD T&L needs to balance its research resources, moving away from individual research solely for the benefit of the career of the individual academic to a collective research output for the wider benefit of students and staff at UCD.
- 5.12 UCD T&L needs to be proactive in building a strong network with colleagues in similar T&L units in Ireland and abroad, using this network to get key players and champions from the outside to help generate research funding and research dissemination, and to share ideas and practices within the Unit, with students, and with staff.

6. Communications & Profile

Comment

- 6.1 All units within the University are finding it increasingly difficult to communicate effectively with their chosen audience due to the proliferation of electronic communications (email, social media etc.) and the increasing demands on staff time and attention. UCD T&L is no different.
- 6.2 The Unit uses a range of channels (T&L website, intranet, Open Education Resource, broadcast emails and newsletters, printed materials and video & audio podcasts) to communicate its messages to targeted internal and external (funders, academic collaborators) audiences. Nevertheless face-to-face communication (workshops, seminars, liaison with T&L leaders) remains of paramount importance in getting messages across. The following should be borne in mind:
- The profile of the Unit is an amalgamation of a number of factors - physical location, branding, staff networking - that build an impression of the Unit in the minds of colleagues. This is further reinforced through the projects facilitated by the Unit and their impact on teaching and learning within schools.
 - Across all areas, consistency of approach and application is required to build profile over time.
 - Projects and opportunities for professional development need to be actively 'sold' within a university environment to ensure they gain traction and the required number of participants to achieve objectives over time. Likewise success should be promoted and celebrated.
 - Communications should always be two-way and it is essential that feedback channels are provided and opportunities given for those receiving communications to respond. The purpose of this activity should be grounded in the objective of changing university culture over time.
 - The menu of T&L issues on which the Unit currently leads are generic and can be unfairly labelled as not applicable to specific disciplines/schools. This presents a challenge that needs to be addressed.
- 6.3 With limited resources (staff, financial) effective planning and delivery of communication activity is crucial. It is also important to leverage existing opportunities within other areas of the organisation to promote UCD T&L's messages.

Commendations

- 6.4 The T&L website acts as a 'shop window' for the Unit and is comprehensive in its coverage of initiatives and provision of resources. It was referenced widely as being a useful resource. The A-Z of resources is a particularly valuable tool.
- 6.5 Materials are generally of a high standard with clear branding applied.
- 6.6 Use of different channels, particularly audio and video podcasts shows initiative in trying to reach audiences in different ways.
- 6.7 Regular team meetings are held allowing for communication between members who are based in different buildings.
- 6.8 The Unit recognises the need to clarify and clearly communicate its remit to staff of the University.
- 6.9 The Unit maintains strong links with alumni of its programmes and teaching fellows both current and former, which provides it with a group of ready-made champions across the University.

Recommendations

- 6.10 It is the view of the Reviewers that the following recommendations should be considered in trying to better communicate the role, function and products of the Unit to the University community.
- 6.11 Unless there is a compelling financial argument supported by a realistic business plan based on market research of the target audience, marketing activity should primarily focus internally. For example, it may be a distraction trying to attract students externally to accredited Cert/Diploma programmes when there is a large potential market internally.
- 6.12 Communication strategies need to be developed to engage the silent majority who are not already connected with the Unit or its projects. In this context, greater visibility within the University community should be reflected in the physical location of the unit:
- The physical environment and location of the Unit should reflect its importance to the University:
 - This location should be clearly branded and welcoming, encouraging colleagues to drop in and engage with the staff of the Unit.
 - The 'front of house' should include a resource area with hardcopy materials for colleagues to browse as well as displays profiling the work of the Unit.
 - Materials need to continue to be branded in a consistent manner.

- 6.13 Forums/networks of interested colleagues should be used to promote the work of the Unit, share best practice and develop critical mass for initiatives:
- Champions/advocates are crucial at local level to engaging school members with the strategic projects of the Unit and multiplying the impact of these.
 - Champions need to be identified by school, supported through networks and acknowledged as playing an important role (i.e. dinners/receptions hosted by senior members of the University)
- 6.14 A shift towards marketing activity that is local and discipline-specific is recommended to maximise engagement. Simple school based marketing plans might be developed that:
- Engage with the HOS and identify school/discipline needs
 - Identify previous projects that have benefited the school
 - Identify champions/advocates within the school
 - Offer dedicated discipline/school based solutions
- 6.15 This school-based approach, providing targeted assistance at local level, should complement and not replace an all-staff umbrella approach.
- 6.16 Raising the profile of T&L (and subsequently the supporting unit) needs to take place across the University
- 6.17 One option would be to hold an annual “Celebration of Teaching Week” where a range of branded events are held under the one banner. Activity could include: lunchtime seminars, evening networking receptions, mini-conference, International keynote speaker, student engagement, announcement of winners of teaching awards. Teaching Fellows should be involved and achievements showcased.
- 6.18 Complementary opportunities to promote T&L activity within the University should be used to engage new audiences. For example T&L events should be posted on the main UCD Events Calendar and the career value of President’s and College Teaching Awards should be highlighted more forcefully. Promoting awareness of awards and award winners would encourage a greater number of applications. Previous winners/T&L champions might help to identify and approach potential applicants.
- 6.19 Each strategic project should have a specific section in the project plan detailing how the target community will engage with the project

7. User Perspective

Comment

- 7.1 In drawing –up the Self-assessment Report, the Unit engaged in a stakeholder analysis process which comprised of five internal focus groups and a small on-line survey of external peers and collaborators. Output from this was summarised by the Unit under the headings *strengths, weaknesses, opportunities* and *threats* (SWOT) (see Table 3). In general, conversations held over the review period endorsed this analysis.
- 7.2 It did however become apparent during the review, that while those who engage with the Unit are generally enthusiastic about teaching and learning issues, a significant proportion of the University population does not engage with the teaching and learning mission of the Unit. The University requires a paradigm shift from teaching to learning. This must be facilitated by UCD T&L and can only be achieved if they move more towards supporting strategic projects rather than individual academics.
- 7.3 There is a well-articulated T&L infrastructure at university, college and school level – staff are generally aware who the relevant T&L contact person within their unit is. However, during the course of the interviews, a lack of energy appeared to characterise the interaction of this system with UCD T&L initiatives.
- 7.4 Frequent reference was made to the dualistic nature of the Unit, with a lack of clarity around the role and balance between supportive function (expert advice/training) and the policy-led function (implementation of strategic change initiatives/policing). Some confusion also exists in the mind of the community as to the role and function of the Unit and that of the Deputy Registrar for Teaching and Learning. As with all support units, clarity of purpose and role is necessary to ensure efficient operation and engagement with the community.
- 7.5 Alignment of university systems with the academic calendar is essential if developments in teaching and learning are to be rapidly implemented. Instances were highlighted where systems were closed before student feedback data was available for use in amending modules for the next teaching term.

Table 3: UCD T&L SWOT analysis of feedback from stakeholders

| STRENGTHS | WEAKNESSES |
|---|--|
| The provision of expertise on teaching and learning practice | A two part-identity . One centred on the provision and facilitation of modules, seminars, and practical advice, while the second part is perceived more as being related to policy and structural organisation, |

| | |
|--|--|
| A leadership role in being at the forefront of best practice | A perceived lack of communication between UCD Teaching and Learning and the wider strategic direction of the university |
| Good level of accessibility to staff | An unfavourable perception of the student feedback process |
| A linkage between other Directories and the academic community | The cost implications of undertaking accredited award programmes for part-time staff |
| Participation in award programmes and attendance at seminars etc. provide an opportunity to meet academic staff from other disciplines | A lack of engagement and awareness of UCD Teaching and Learning among some sectors of the university |
| Participation in accredited award programmes facilitates reflective learning | Perceived generic nature of teaching and learning information and skills |
| Bridges the gap between an emphasis on the development of teaching skills and an emphasis on research activity within the university | |
| The on-line material is accessible and informative | |
| The effectiveness of associated Teaching and Learning roles throughout the university | |
| OPPORTUNITIES | THREATS |
| To identify specific need groups : new lecturers and post- doctoral researchers, who may lack the necessary teaching skills, tutors, part-time and administrative staff who are not always aware of what UCD Teaching & Learning offers | Increasing resource limitations within the university, impacting on UCD Teaching and Learning provision and strategic direction |
| Support those working with specific student groups , such as adult learners, part-time learners, and long-distance learners | Limited availability of time among academic staff to complete accredited award programmes and engage with teaching and learning resources |
| More formal collaboration with other staff in other Directorates; however, role-related objectives need to be clarified | Engagement with UCD Teaching and Learning and teaching and learning resources is role dependent |

| | |
|--|---|
| To target and support different learning groups | An emphasis on availing of local support provision within the individual school, rather than engaging with resources provided by UCD Teaching and Learning |
| To target more specific information provision using current on-line materials, such as email | A research intensive university culture , in addition to a perceived greater value placed on research activity, rather than teaching development |
| Development of more flexible information and support provision opportunities, e.g. shorter courses and modules, direct face to face contact | Geographical, physical divide of UCD Teaching and Learning, adding to uncertainty around the identity of UCD Teaching and Learning |

Commendations

- 7.6 The work of the Unit is valued by those who have engaged with it both individually or through project based initiatives.
- 7.7 Project based initiatives are seen as working particularly well.
- 7.8 The work of the Unit is generally regarded as being research-informed.
- 7.9 Proactive steps have been taken to address falling applications to the accredited programmes by reassessing the time commitment required by participants and reducing the credit load for completion.
- 7.10 The Unit is seen positively to work from the point of a problem to provide solutions rather than telling staff what to do.
- 7.11 School based targeted activity is seen as most effective in engaging staff.

Recommendations

- 7.12 The role and purpose of the Unit needs to be reframed and articulated clearly around a continuous cycle of T&L quality enhancement: collation of institutional data driving strategic research, the output of which the unit supports to implement improvement, and then assesses through the collation of new data.
- 7.13 The identity of the Unit needs to be established separately from that of the Deputy Registrar for Teaching and Learning to whom it reports, as a support unit which works with colleagues to implement the University educational strategy (developed by others with the Unit's input) while assessing its impact through strategic research.

- 7.14 The impact of the Unit on the daily teaching activities of the University could be improved through increased focus on strategic projects which involve large numbers of staff and entire units, rather than continuing focus on one-to-one interactions.
- 7.15 Where practicable more school/discipline based activity should be employed to engage cohorts of staff with developments in teaching and learning techniques that see are readily applicable to their field.
- 7.16 An exercise should be conducted to map T&L systems closing dates (i.e. module descriptor, assessment methods) with academic term dates to ensure that feedback and other data resources can impact on the next teaching term rather than a year out which can sometimes be the case.

8. Overall Analysis and Recommendations for Improvement

[Note: In considering this chapter of Overall analysis of UCD T&L, its commendations and recommendations, reference should also be made to the commendations and recommendations in the individual chapters.]

- 8.1 In order to reflect the importance of teaching and learning in the University, the Teaching and Learning unit should be integrated more centrally and transparently into campus life, both spatially and strategically.
- 8.2 UCD Teaching and Learning exists to enhance student learning across the University. Accordingly, through representation with other key stakeholders on an appropriate *Teaching and Learning Advisory Board* (see also 2.3.6 above), the Unit should be involved in all areas of Teaching and Learning strategy including spatial design, educational technology, staff enhancement, internationalisation and other developments into the future.
- 8.3 In the first place, however, the Unit needs to develop a coherent strategy of its own combining informed horizon scanning with measurable goals to be attained over a 3-5 year period and an explicit annual plan of action. The strategy, taking advantage of the Unit's strengths but informed primarily by the goal of enhancing student learning, should be aligned with University and national goals and signed off at senior university level. All staff activity in the Unit should then be measured against this strategy.

Commendations

- 8.4 UCD T&L receives an overwhelmingly warm endorsement from the stakeholders with which it has interacted and is making an important contribution to the design and implementation of new approaches to teaching and learning in the University.
- 8.5 The Review Group was struck by the enthusiasm and energy of unit staff and those who have benefited most directly from interacting with them.
- 8.6 In spite of internal HR issues the Unit functions quite well, reflecting a low-key management style and efforts to promote a collegial atmosphere. The process of implementing the recommendations made here will prove challenging in that regard.
- 8.7 In spite of its relatively small size the Unit is contributing significantly to the on-going process of shifting the focus from teaching to learning in the University.
- 8.8 Responding to various prompts, including HEA SIF funding, the Unit has aligned much of its activity with UCD strategic goals and national higher education strategy.
- 8.9 Project-based initiatives appear to be working especially well and the Unit has provided both leadership and expertise in projects such as *First Year Assessment* and *Module Enhancement* as well as more generic schemes such as the *Student Feedback System* and *Online Teaching Profiles*.

- 8.10 The Unit has shown flexibility in adapting to the difficulty of attracting academic staff across the University to its accredited programme by replacing the *Graduate Diploma in University Teaching & Learning* (60 credits) with the *Professional Certificate* (15 credits) and *Professional Diploma* (30 credits)
- 8.11 UCD T&L has a strong focus on research-based pedagogic activity and, in this regard, the output of unit staff is augmented by research undertaken as part of fellowship and other programmes with which the Unit is collaborating.
- 8.12 The work of the Unit is valued by those have engaged with it and UCD T&L is seen positively to work with stakeholders from the heart of a problem rather than prescribing a ready-made solution.
- 8.13 The UCD T&L website is the Unit's primary shop-window and is comprehensive in its coverage of initiatives and the provision of appropriate resources. It was referenced widely as being a useful source of information. However, the Unit recognises that the challenge of clarifying and communicating its remit to staff across the University remains formidable.

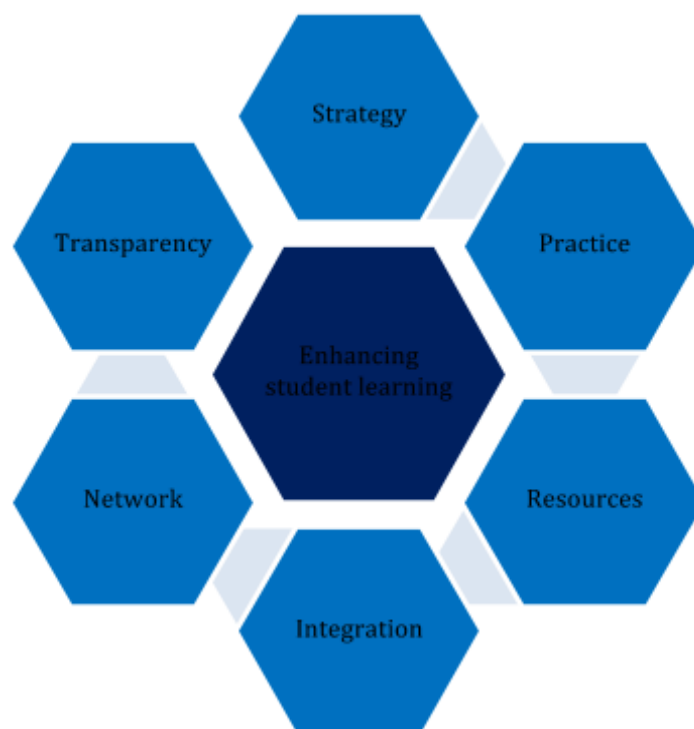
Recommendations

As summarised in the diagram below (figure 2), UCD Teaching and Learning needs to:

- 8.14 Formulate as a matter of urgency a clear-cut **strategy** that (i) relates to the University's strategy for teaching and learning, (ii) addresses clearly the focus, balance and integration of UCD T&L research activities and services, and (iii) ensures that the teaching and learning of UCD students are at the core of the Unit's strategy, with students involved in the planning and implement of initiatives
- 8.15 In **practice**, prioritise the alignment of teaching and learning activities including academic development, strategic projects and individual research to the strategic objectives of the Unit, driving:
- A continued shift from individual agenda to systemically integrated agenda across multiple levels: individual, disciplinary, institutional, external
 - The development of a leadership role in any activity related to teaching and learning within the University, such as e-learning, physical space, universal design/access, curriculum design and internationalisation.
- 8.16 Focus on balancing the use of **resources** so that the quality enhancement activities of most value to UCD students are prioritised, emphasising strategic projects that move the University from teaching to learning as distinct from individually prioritised work. A small service unit implementing a key university-wide mission does not have the luxury of indulging personal research interests over broader university strategy.

- 8.17 In order to achieve better **integration**, the physical relocation of all UCD T&L staff to a central location in the University should be prioritised, enabling unit staff to work more closely together on a daily basis and increasing their visibility to students and staff. Associated with this relocation, a collaborative and inclusive physical space should be created in and around UCD T&L where students and staff can work and be encouraged to share their experiences of teaching and learning at UCD (a T&L version of the Global Lounge model).
- 8.18 Proactively work on establishing a vitalising alumni **network** of champions across the University, who can learn from each other across colleges, schools and disciplines. Create strong networks with students in developing initiatives in areas such as curriculum development, assessment practices and spatial design. Likewise be proactive in building a strong network with colleagues in similar T&L units in Ireland and abroad.
- 8.19 Increase **transparency** by developing a school-focused marketing and communications plans utilising local champions. Advocate the recognition of teaching as a counter to the perception that it is not a valid route to promotion. Disseminate research output from UCD T&L to the wider University to enhance student-centred learning.

Figure 2: SPRINT- analysis identifying elements of T&L approach that contribute to enhancing student learning at UCD



Appendix One: UCD Teaching and Learning Response to the Review Group Report

UCD Teaching & Learning welcomes the Review Group Report, and is pleased to note the Review Group's endorsement of: the Unit's accurate self-analysis; the expertise and commitment of staff; the range of achievements given the size of the Unit and its role in supporting the transition towards a focus on student learning.

Throughout the course of the Review, engagements with the Review Group were positive and stimulating. The Review Group's support for the Unit's ambitions to formulate a strategy for the future based on its SWOT Analysis is pleasing and the Review Group's suggestions for the sequencing and focus of this activity provides excellent peer advice to assist the Unit build on its emerging plans. Its recommendation that the Unit's strategy has three clear foci: the University's strategy for teaching and learning; the balance and integration of research activities and services, and the centrality of UCD students at the core of the strategy will be built upon actively in the strategic planning process. UCD Teaching & Learning will develop its approaches for involving students more clearly in the development and implementation of initiatives, and will continue to engage with its stakeholders in the academic community as it develops its strategy for the future. As acknowledged by the Review Team, the benchmarking exercise conducted as part of the Self-assessment preparation will inform the development and implementation of our strategy for the future.

The matter of the physical location of UCD Teaching & Learning, where all staff are located centrally in the University and accessible to staff and students is in the view of the Review Group important to the integration of the Unit and critically to the development and provision of services for the enhancement of teaching and learning (para8.7). UCD Teaching & Learning concurs with that view strongly, though the securing of such space will require senior management commitment to be realised.

The Quality Review process provided an excellent opportunity for the Unit to examine critically its priorities, services and key stakeholder groups during the self-assessment phase and we will continue to build on this work in the development of the Unit strategy as well as the Quality Improvement Plan.

UCD Teaching & Learning wishes to express its gratitude to the Review Group for their considered evaluation of the Unit's activities and its supportive advice on continuing the development of an excellent service for the future.

Appendix Two: Schedule for Review Site Visit to UCD Teaching and Learning



UCD Teaching & Learning – 21st to 23rd May 2013

Day 1: MONDAY 20TH MAY 2013

Pre-Visit Briefing Prior to Site Visit – venue off-campus

- 17.30-19.00 Review Group and Director of Quality ***only*** meet at hotel to review preliminary issues and to confirm work schedule and assignment of tasks for the following two days
- 19.30 Review Group and Director of Quality ***only*** - Dinner hosted by Registrar & Deputy President

Day 2 : TUESDAY 21ST MAY 2013

Woodview House, Seminar Room F29 (Meeting room) & Resource Room F30 (Resource material)

- 08.45-09.30 Private meeting of Review Group
- 09.30-10.15 Review Group meet with Dean of Undergraduate Studies & Deputy Registrar Teaching & Learning
- 10.15-10.30 Coffee Break
- 10.30-11.30 Review Group meet with Director of UCD Teaching & Learning
- 11.30-11.40 Break
- 11.40-12.40 Meeting with Self-assessment Report Co-ordinating Committee:
- 12.40-14.00 Working lunch for Review Group
- 17.00-17.30 Review Group meeting to review findings to date
- 17.30 Review Group departs

Day 3: WEDNESDAY 22ND MAY 2013

Woodview House, Seminar Room

- 08.45-09.10 Tour of Teaching & Learning Offices, Newman

| | |
|--------------|--|
| 09.10-09.30 | Transfer to Woodview House |
| 09.30-10.00 | Private meeting of Review Group |
| 10.00- 10.15 | Coffee Break |
| 10.15-10.45 | Focus on First Year Project |
| 10.45-11.15 | First Year Assessment Re-Design Project |
| 11.15-11.45 | Quality Assurance & Enhancement Projects |
| 11.45-12.00 | Coffee Break |
| 12.00-12.30 | Blended Learning Initiative |
| 12.30-13.00 | Active Student Learning Initiatives |
| 13.00-14.00 | Working lunch for Review Group |
| 14.00-15.15 | Meeting with individual staff – Room G12, Ground Floor, Woodview House |
| 15.15-15.30 | Coffee Break |
| 15.30-15.45 | Meeting with Support Unit Heads <ul style="list-style-type: none"> - Director of Assessment - Director of Academic Secretariat |
| 15.45-16.00 | Meeting with Chief Information Office, UCD IT Services |
| 16.00-16.30 | Meeting with representative group of Heads of Schools |
| 16.30-17.30 | Review Group meeting to review findings to date |
| 17.30 | Review Group departs |

Day 4: THURSDAY 23RD MAY 2013
Seminar Room, Woodview House

| | |
|-------------|---|
| 08.45-09.15 | Review Group private meeting |
| 09.15-09.45 | Review Group meet with Director of Teaching & Learning to clarify or sweep up any issues, if required |

| | |
|-------------|---|
| 09.45-11.00 | Review Group prepare first draft of Review Group Report and extract key <u>provisional</u> points of commendation and recommendations for improvement for exit presentation |
| 11.00-11.15 | Coffee Break |
| 11.15-13.00 | Review Group continue to prepare first draft of Review Group Report |
| 13.00-13.45 | Lunch |
| 13.45-15.00 | Review Group finalise first draft of Review Group Report and exit presentation. Exit presentation made by extern(s) members (or other member of Review Group, as agreed) – and confirm arrangements for Report completion and deadline. |
| 15.00-15.15 | Break |
| 15.15-15.30 | Review Group meet with Deputy Registrar of Teaching and Learning and Director of Teaching & Learning to feedback initial outline commendations and findings |
| 15.30-16.00 | Exit presentation to all available staff of the Unit, Seminar Room |
| 16.00 | Review Group departs |