Annual Quality Report (Institution)
Reporting Period 2022-2023

Annual Quality Report (Institution)
PART A: INTERNAL QA SYSTEM
Reporting Period 2022-2023

PREFACE

The **Annual Quality Report** (**AQR;** formerly AIQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Higher Education Institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

CONTENTS

Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and have regard to QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in November of the preceding year. Once the call for submission has been made, QQI will provide access to QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report – where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

Report Structure

Part A: Internal QA System

Part A of the AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR that all links are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the AQR is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the AQR

Part A is to be completed only if there have been **material** changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new policies or procedures, or significant amendments to existing ones.

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on specific thematic areas or may invite the institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template[1]

Legislation

- Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended)
- Regional Technical Colleges Act 1992 (as amended)
- Technological Universities Act 2018
- Universities Act 1997

QQI Documents

Statutory QA Guidelines (QAG)

- Core QAG
- Sector-specific QAG for Independent/Private Providers
- Sector-specific QAG for Designated Awarding Bodies
- Sector-specific QAG for Institutes of Technology
- Topic-specific QAG for Providers of Statutory Apprenticeship Programmes
- Topic-specific QAG for Providers of Research Degree Programmes
- Topic-specific QAG for Blended Learning

Other QQI Policy Documents

- QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012
- QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015
- QQI Policy Restatement on Access, Transfer and Progression, 2015

Other National/International References

- European Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)
- IHEQN Guidelines on Collaborative Provision
- National Policy Statement on Ensuring Research Integrity in Ireland
- Ireland's Framework of Good Practice for Research Degree Programmes, 2019
- HEA National Framework for Doctoral Education
- The Salzburg Principles
- The Salzburg II Recommendations
- SOLAS Code of Practice for Employers and Apprentices
- UN Sustainable Development Goals

---

[1] These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)

AQR Part A Section	QQI QAG Core Sub-section No	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 – *Internal QA Framework*	**2.1**	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 – *Programme Development and Delivery* **4.0** – *QA of Research Activities and Programmes*	**2.3**	Programmes of Education and Training	1.2	Design and Approval of Programmes
8.0 – *Monitoring and Periodic Review*			1.9	On-going Monitoring and Periodic Review of Programmes
5.0 – *Staff Recruitment, Development and Support*	**2.4**	Staff Recruitment, Management a Development	1.5	Teaching Staff
2.3 – *Teaching, Learning and Assessment*	**2.5**	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 – *Learner Resources and Suppor*	**2.7**	Supports for learners	1.6	Learning Resources and Student Support
6.0 – *Information and Data Managem*	**2.8**	Information and Data Management	1.7	Information Management
7.0 – *Public Information and Communication*	**2.9**	Public Information and Communication	1.8	Public Information
2.0 – *Programme Delivery and Development*	**2.10**	Other Parties Involved in Educatio and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 – *Monitoring and Periodic Review*				
9.0 – *Details of Arrangements with Th Parties*			1.2	Design and Approval of Programmes
2.0 – *Programme Development and Delivery*	**2.11**	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review o Programmes
8.0 – *Monitoring and Periodic Review*			1.10	Cyclical External Quality Assurance
4.0 – *QA of Research Activities and Programmes*	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for University College Dublin (UCD) for the reporting period 1 September 2022 – 31 August 2023.

The AQR is submitted by Bronwyn Molony, UCD Director of Quality and has been considered by the Academic Council Quality Enhancement Committee (ACQEC) and the University Management Team (UMT).

The Institution

UCD traces its origins to the foundation of the Catholic University of Ireland (CUI) by John Henry Newman in 1854. UCD is a leading research-intensive university and is Ireland's largest university. There are currently more than 38,000 students, including over 2,000 PhD students, over 5,000 international students in overseas operations, and over 10,000 international students on the main UCD campus, with 144 nationalities in total represented in the student body. There are over 1,900 Academic staff (FTEs) and over 2,100 Professional Staff (FTEs), with 36% international staff. More than 11,000 awards are conferred each year. UCD plays a key role in the national system of higher education and in the wider Irish society, and is distinguished by its scale, its diversity of programmes, the quality of its graduates, its focus on research and innovation, and its global engagement.

UCD is globally recognised for its excellence in teaching and learning with 42 world-ranked subjects and four in the top 50 (World University Ranking by Subject 2023). The QS World University Rankings place the University among the best higher education institutions in the world, and UCD is ranked 181 in the world in the 2023 Rankings.

The University's main Dublin campus at Belfield occupies an estate of 133 hectares and offers world-leading facilities. These include the UCD O'Brien Centre for Science, UCD Sutherland School of Law, UCD Veterinary School, UCD Lochlann Quinn School of Business, UCD Student Centre, UCD Village Residences, UCD Sport and the UCD Library. UCD's Michael Smurfit Graduate Business School is located on the Blackrock campus, and the Lyon's Research Farm provides teaching and research facilities for the Schools of Agriculture and Food Science and Veterinary Medicine.

Through its national and international outreach and its links with alumni (with a current network of 310,000 alumni), Government, industry and society in Ireland, UCD continues to respond to the ongoing and future global challenges. UCD combines its distinctively Irish outlook with its powerful global impact.

The University launched its UCD Strategy 2020-2024: Rising to the Future in December 2019. The strategy builds on the objectives of the previous UCD Strategy 2015-2020 and acknowledges the importance of the University's role in interacting with the world through its research, education, and contribution at a national and international level. Four strategic themes have been identified that will continue to shape research, enhance teaching and learning, and how the University functions as both a community and as an institution. UCD's themes will be achieved through Creating a Sustainable Global Society; Transforming Through Digital Technology; Building a Healthy World; and Empowering Humanity and will be embedded in its core objectives and facilitated by six key enablers. These will be enabled and supported through governance structures, policies and procedures, quality assurance mechanisms, and faculty, staff and students reflecting UCD's core values of excellence, creativity, integrity, collegiality, engagement, and diversity.

Further information about UCD is available at https://www.ucd.ie.

Process for Development and Approval of the AQR

This Report has been developed by the UCD Quality Office, following consultation with and input from relevant stakeholders from across the University. Part A: Internal QA System of the report has been updated to reflect current quality assurance policies and procedures and ensure UCD's alignment with regulatory requirements. Part B: Internal QA System of the report has been developed to reflect updates and changes within the reporting period pertaining to internal quality assurance implementation and developments, institutional analysis of IQA enhancements and impacts including activities undertaken in respect of academic integrity, IQA developments and plans for the next reporting period and Case Studies.

The draft report was considered by the Academic Council Quality Enhancement Committee (ACQEC) at its meeting on 27 November 2023 and by the University Management Team (UMT) at its meeting on 19 December 2023. Feedback received following both meetings led to further updates, and the final version of the report was approved by the ACQEC at its meeting of 7 February 2024, and submitted to QQI by its deadline of 23 February. The final version of the report will also be noted at the UMT meeting of 27 February 2024 and the Governing Authority meeting of 9 May 2024.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Overarching Governance and Management Structures for Quality Assurance

Within UCD there are systems in place to oversee the education and training, research, and related activity of the institution to assure and enhance the quality of provision. The institutional governance arrangements ensure that operational objectives are aligned with its strategy, and that quality assurance is embedded throughout all levels of the governance infrastructure.

Governance and oversight on quality assurance activity is the responsibility of the UCD Governing Authority as required under the *Universities Act 1997* (Section 35). The primary function of the UCD Governing Authority is to guide the strategic direction of the University and it is the principal decision-making body in the University.

Academic Council (UCD Statute 25, Chapter 6, Section 2) has responsibility for advising Governing Authority on procedures for quality assurance aimed at improving the quality of education and related activity. Responsibility for academic oversight includes directing the educational matters of the University such as curriculum, education provision, academic policy and regulatory oversight through approval of Academic Regulations and student codes, guidelines, procedures and academic policies. Academic Council also advises and makes recommendations to the University on academic institutional and sectoral initiatives and strategic priorities such as the education strategy, Higher Education Authority (HEA) policy and other institutional and national initiatives. Academic Council oversees an academic governance framework which is made up of a number of sub-committees and it has a key role in setting the annual work programme and reporting requirements for its sub-committees, and it includes responsibility for quality oversight within its functions. The terms of reference are published on the Governance and Management Committees section of the UCD website and an outline of the UCD Governance Committee Structure is set-out in Figure 1 below:

Figure 1 – UCD Governance Committee Structure

UCD Governance Committee Structure
(NOTE: As of April 2023; may be subject to change; further detailed information is available at University Governance)

UCD Governing Authority (GA)

GA PRINCIPLE SUB-COMMITTEES
- Finance, Remuneration & Asset Management Committee (FRAMC)
- Audit & Risk Management Committee (ARMC)

OTHER GA SUB-COMMITTEES
- Bord Tacaíochta na Gaeilge
- Research Ethics Committee
- Disciplinary Appeals Board

Academic Council (AC) (Academic Governance)

AC SUB-COMMITTEES
- Executive
- Student Conduct & Capacity
- Honorary Degrees & Major Awards
- Academic Scholarships & Prizes
- Quality Enhancement
- Examinations
- Student Appeals & Complaints
- University Programmes Board
- Academic Centres

- Programme Boards (x16)
- Graduate Research Board (x1)
- Boards of Studies (x3)
- Collaborative Governing Boards and Academic Committees (x3)

University Management Team (UMT) (Institutional Management)

UMT SUB-COMMITTEES
- Capital Projects Group
- Education Group
- Equality, Diversity & Inclusion Group
- Global Engagement Group
- IT Strategy Group
- Research, Innovation & Impact Group
- Student Experience Group
- Library Strategy Group
- GDPR and Data Group
- Service Group

College Executives
Arts & Humanities (7 Schools)
Business
Engineering & Architecture (7 Schools)
Health & Agricultural Sciences (5 Schools)
Science (7 Schools)
Social Sciences & Law (11 Schools)

The Academic Council Quality Enhancement Committee (ACQEC) fosters a culture of evaluation and reflection and provides oversight of the university's quality processes on behalf of Academic Council. The ACQEC Terms of Reference outline the committee's responsibilities in the following areas:

- Governance
- Strategic Planning
- Quality Assurance and Standards
- Strategic Enhancement relating to the Quality Assurance Framework
- Engagement and Compliance with Legislation and External Quality Assurance Frameworks

The University Management Team is responsible for strategic, financial and management decision-making and there are a number of groups which support and report to UMT, including:

- Education Group
- Student Experience Group
- Research, Innovation and Impact Group
- Global Engagement Group
- Capital Projects Group
- Equality, Diversity and Inclusion Group

- IT Strategy Group
- Library Strategy Group
- GDPR and Data Group
- Service Group

The University takes a multi-layered approach to quality assurance and quality enhancement through key decision-making points at University, College, and School levels in relation to quality assurance of both its academic and support functions. There are a wide number of roles at senior management level within the University which play a role in monitoring and enhancing quality in their respective domains, including:

- UCD President and the President's Office
- UCD Registrar, Deputy President and Vice-President for Academic Affairs and the Office of the Registrar and Deputy President (which includes the Dean of Students, Dean of Undergraduate Studies and Dean of Graduate Studies)
- Chief Financial Officer/Bursar
- Vice-President for Research, Innovation and Impact
- Vice-President for Global Engagement
- Vice-President for Equality, Diversity and Inclusion
- Vice-President for Sustainability
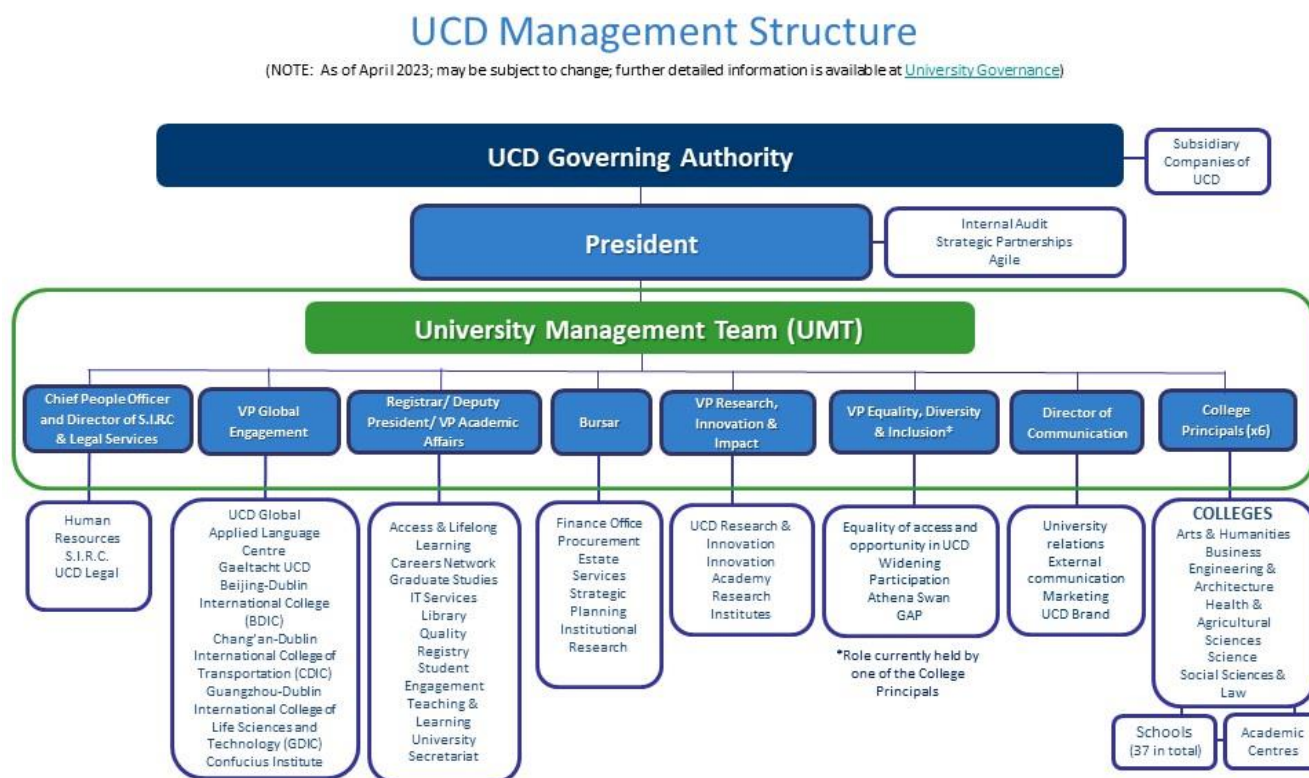- Chief People Officer and Director of SIRC and Legal Services

At College and School level there are a number of key roles through which oversight and management (including resourcing) of the quality of teaching, learning, research and student experience is managed, including:

- College Principals
- Vice-Principals for Teaching and Learning
- Vice-Principals for Internationalisation
- Vice-Principals for Research and Innovation
- Vice-Principals for Equality, Diversity and Inclusion
- College Finance Managers
- College Office Directors
- HR Partners
- Programme Deans/Associate Deans/Heads of Governing Boards
- Heads of School
- Subject Area Heads
- Module Co-ordinators

Reporting to the Registrar, Deputy-President and Vice-President for Academic Affairs, the UCD Director of Quality oversees a formal quality process and seven-year cycle of reviews, and has responsibility for developing, implementing and promoting quality across the University, working with stakeholders to ensure that a culture of enhancement is embedded in all activities of the University.

The UCD Management Structure is set-out in Figure 2 below:

Figure 2 – UCD Management Structure

UCD Management Structure

(NOTE: As of April 2023; may be subject to change; further detailed information is available at University Governance)

UCD Governing Authority — Subsidiary Companies of UCD

President — Internal Audit / Strategic Partnerships / Agile

University Management Team (UMT)

Chief People Officer and Director of S.I.R.C & Legal Services	VP Global Engagement	Registrar/ Deputy President/ VP Academic Affairs	Bursar	VP Research, Innovation & Impact	VP Equality, Diversity & Inclusion⁺	Director of Communication	College Principals (x6)
Human Resources S.I.R.C. UCD Legal	UCD Global Applied Language Centre Gaeltacht UCD Beijing-Dublin International College (BDIC) Chang'an-Dublin International College of Transportation (CDIC) Guangzhou-Dublin International College of Life Sciences and Technology (GDIC) Confucius Institute	Access & Lifelong Learning Careers Network Graduate Studies IT Services Library Quality Registry Student Engagement Teaching & Learning University Secretariat	Finance Office Procurement Estate Services Strategic Planning Institutional Research	UCD Research & Innovation Innovation Academy Research Institutes	Equality of access and opportunity in UCD Widening Participation Athena Swan GAP *Role currently held by one of the College Principals	University relations External communication Marketing UCD Brand	**COLLEGES** Arts & Humanities Business Engineering & Architecture Health & Agricultural Sciences Science Social Sciences & Law Schools (37 in total) / Academic Centres

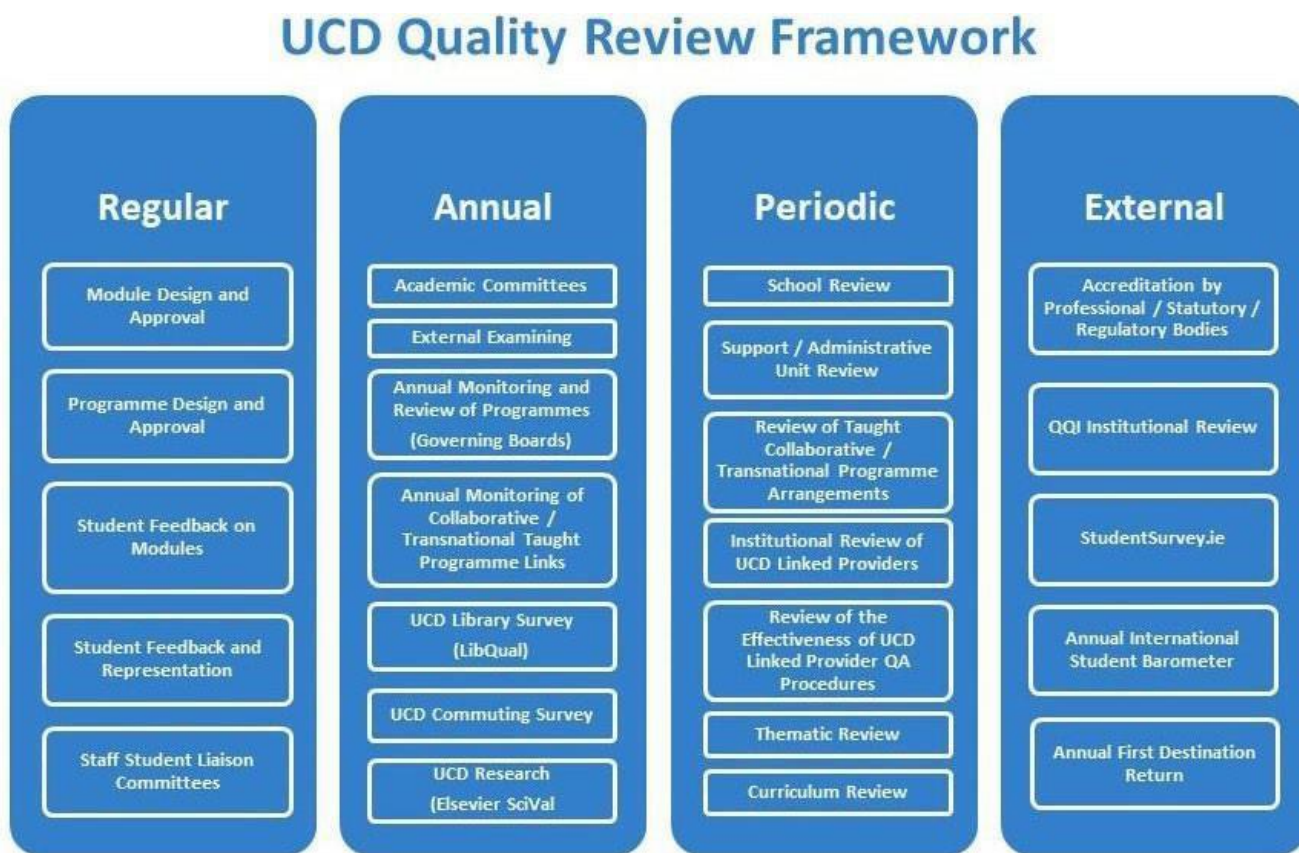## Quality Assurance Policies and Procedures within the Institution related to the Institution's Strategy

The sixth Governing Authority of UCD is comprised of a total membership of 40 members: 20 external members that include employers, the Lord Mayor of Dublin, NUI representatives, Local Government representatives and nominees and alumni; 16 internal members and 4 student representatives. Further information is provided at UCD Governing Authority. In October 2022, the President of Ireland signed into law the *Higher Education Authority Act 2022*. The *HEA Act 2022* reduces the size of governing authorities in Higher Education Institutions from up to 40 down to 19 members, with a 12-month transitionary period for implementation which spans 10 November 2022 – 10 November 2023. At its meeting of 15 December 2022, the Governing Authority established a Review Group to recommend the process and regulations by which the seventh Governing Authority members will be appointed, and elections took place in June 2023, with formal commencement of the new Governing Authority due on 7 November 2023.

The UCD Governing Authority is responsible for approving the University's strategic development plan as required under Irish Statute. It also has a responsibility, in consultation with Academic Council, to ensure that procedures for quality assurance are in place to improve the quality of education and related services provided by the University. The University operates an integrated system for quality assurance and enhancement which contributes to the achievement of the UCD Strategy 2020-2024. The current strategy is forward looking, seeking to embrace and shape change, treating challenges as opportunities, articulating how the University prepares students for their future careers. UCD's policies and procedures support these strategic ambitions.

The aim of the UCD Quality Assurance and Quality Enhancement Policy is to enhance the effectiveness of the institution's core activities of learning, teaching and research and their effective management. This policy is also applicable to UCD's collaborative and transnational arrangements, its Linked Providers (referred to as Recognised Colleges within UCD) and its professional units supported by appropriate guidelines and business processes. The policy addresses all areas of university activity taking cognisance of their contribution to, and alignment with, the University's Strategic Goals. It also recognises the University's commitment to integrating Equality, Diversity and Inclusion into its policies and decision-making structures.

The UCD Quality Framework is supported by a combination of University-wide policies and procedures (University Secretariat – Document Library) and a seven-year schedule of Periodic Quality Review of all activity that is enhancement focused, led by the UCD Director of Quality and supported by the UCD Quality Office. UCD's approach to quality assurance and enhancement is underpinned by, inter alia, the *Universities Act, 1997*, the *Qualifications and Quality Assurance Act (2012)*; the *European Standards and Guidelines for Quality Assurance (2015)*; and informed by the *QQI Core Statutory Quality Assurance Guidelines* as well as other QQI related guidance. UCD engages actively on an ongoing basis with QQI on policy development and other sectoral developments.

Figure 3 – UCD Quality Framework

UCD Quality Review Framework

Regular	Annual	Periodic	External
Module Design and Approval	Academic Committees	School Review	Accreditation by Professional / Statutory / Regulatory Bodies
Programme Design and Approval	External Examining	Support / Administrative Unit Review	QQI Institutional Review
Student Feedback on Modules	Annual Monitoring and Review of Programmes (Governing Boards)	Review of Taught Collaborative / Transnational Programme Arrangements	StudentSurvey.ie
Student Feedback and Representation	Annual Monitoring of Collaborative / Transnational Taught Programme Links	Institutional Review of UCD Linked Providers	Annual International Student Barometer
Staff Student Liaison Committees	UCD Library Survey (LibQual)	Review of the Effectiveness of UCD Linked Provider QA Procedures	Annual First Destination Return
	UCD Commuting Survey	Thematic Review	
	UCD Research (Elsevier SciVal)	Curriculum Review	

The University places importance and value on student involvement in its processes and seeks to promote student engagement in quality activity wherever appropriate.

Overview of the System for Quality Assuring Research Activity

The system for quality assuring research activity, which includes governance, design, managing, resourcing, monitoring and review of research activities across the institution, is overseen by the Vice-President for Research, Innovation and Impact. Research, innovation and impact are central to the UCD strategy, and the Office of the Vice-President for Research, Innovation and Impact provides support for researchers and scholars and is responsible for developing and meeting UCD's strategic objectives for research, specifically for:

- Governance and development of research in UCD
- Development and implementation of research policy and ethics
- Supporting a positive research culture
- Strategic management of major research programmes and institutes
- Development and implementation of research impact and engaged research
- Research support services (including support for proposals and grants)
- External partnerships (including academic, government and industry partnerships)
- Infrastructure development
- Commercialisation of research through NovaUCD

The UCD Strategy 2020-2024: Rising to the Future sets out an objective to 'increase the quality, quantity, and impact of our research scholarship and innovation', and outlines four new major themes for UCD:

- Creating a sustainable global society
- Transforming through digital technology
- Building a healthy world
- Empowering humanity

The UCD Strategy for Research, Innovation and Impact to 2024, Shaping the Future, was published in March 2021. The strategy draws on the active involvement of all units of the University. Actions include:

- A major programme of initiatives in support of a positive research culture, promoting excellence in what and how it is delivered.
- Targeted support for cross-cutting research activity at scale, where researchers come together from across disciplines to address major national and global challenges.
- A design review of the research services and the implementation of improved post award support for research grants.
- Significant expansion of online support for research and innovation, including a new integrated system for end-to-end management of research proposals and grants, called the Research Funding Solution, the research impact toolkit, Promote Your Research website and other existing support is available through the UCD Research and Innovation Services Portal
- Further investment by UCD in internal research funding schemes, including the launch of the next phase of the EQUIP programme, and continuation of the HEA-funded scheme of costed extensions for research graduate students and researchers whose research was interrupted by the pandemic.
- The Output-Based Research Support Scheme (OBRSS) was redesigned in 2021 to comply with UCD's Statement on the Responsible Use of Research Metrics (RURM).
- A new research leadership development programme called 'THRIVE - Leadership in Research'.
- Expansion of research and innovation facilities, including a new AgTech Innovation Centre at Lyons Farm and a strong research presence within major capital developments on the Belfield campus.

Both the UCD Strategy 2020-2024: Rising to the Future and the UCD Strategy for Research, Innovation and Impact to 2024, Shaping the Future, have Key Performance Indicators (KPIs) which are used at University, College and School levels to monitor progress.

Support for the research activities of the University is provided by the UCD Research and Innovation team. This is enabled through the UCD Research & Innovation Services Portal, which provides an online portal of resources for UCD staff.

The UCD Research Finance Office also provides support for the financial administration of, and quality review process for the wide variety of research activities that University staff are engaged in. The main functions of the office are:

- Overall financial administration of all university research activity in the Post-Award stage;
- Ensuring that research expenditure is compliant with both the funding agencies' terms and conditions and the University's own financial policies and procedures;
- Assessment of VAT status of research accounts;
- Financial Review of Grant Registration Documents;
- Overall financial control of the University research accounts;
- Financial enquiries from researchers relating to research accounts;
- Collection of research balances owed to the University;
- Assisting researchers in the preparation of cost statements/statements of expenditure;
- Management of financial audits conducted by funding agencies.

The internal periodic review process for schools incorporates an assessment of the quality of the research activity within the school review process. It includes an assessment of the school's research strategy and management of research activity, research outputs, how research links with teaching activity, assessing the research performance with regard to research productivity, research income and recruiting and supporting doctoral students and research staff. 'Quality of Postgraduate Research Education and Research Activity' is a dedicated section in both the School Self-Assessment Report (SAR) and in the Review Group Report. To assist schools in their preparation for Periodic Quality Review, the UCD Research Analytics and Impact Team (part of the Office of the Vice-President for Research, Innovation and Impact), in conjunction with the UCD Library and UCD Institutional Research, provides support to schools, such as the provision of data analytics, and works with schools to develop appropriate metrics for monitoring at all stages of the review process.

A Research Assessment process is available to schools as a resource to assist those who wish to benchmark their research quality internationally and inform their school strategic planning. The research assessment framework does not form part of the formal UCD quality assurance process but is an additional resource for schools.

UCD Research and Innovation is also subject to Periodic Quality Review. The Review Group Report and the associated Quality Improvement Plan (QIP) are published on the UCD Quality Office website under Reports and Publications.

For more information on postgraduate and postdoctoral research training, see Section 4: QA of Research Activities and Programmes.

Representation of Learners and External Stakeholders in the Governance and Management of Quality

As indicated in the previous section the Governing Authority has an external Chair and 50% external members representing a broad range of external stakeholders, including students.

The UCD Student Charter outlines roles and responsibilities and expectations of the UCD community. The University works in partnership with the Students' Union to ensure that students are represented at all levels of the University and facilitated in engaging as part of the University community. Students are represented on many of the University's senior committees by Students' Union Sabbatical Officers and other elected student representatives such as the College Student Officers. This includes the University's most senior academic and institutional governing bodies: Academic Council, Governing Authority and many of the University Management Team sub-committees. This includes three Students' Union representatives who are *ex officio* members of the Academic Council Quality Enhancement Committee, a sub-committee of Academic Council. Class Reps are elected at the beginning of each academic year by their peers to represent different courses, schools, and stages across the UCD student journey. They are trained to ensure that the student voice is at the heart of life in UCD, both inside and outside the classroom. Class reps also sit on UCDSU Union Council (which meets every 2 weeks during term) to represent the views of their classmates and help to steer Union policy.

The UCD Widening Participation Committee provides the formal mechanism to oversee, monitor and promote the University's achievement of a diverse and inclusive student community, including the 'University for All' initiative. The UCD Widening Participation Committee is composed of 31 representatives from the University's various programme boards, policy and professional units, and students.

The University for All initiative is sponsored by the Registrar, Deputy President and Vice-President for Academic Affairs, and supported and led by the UCD Widening Participation Committee and UCD Access and Lifelong Learning. Critically, University for All is a whole-institution, evidence-based approach to mainstreaming inclusion in UCD, ensuring that all students feel welcome, belong and are valued. Grounded in the UCD Strategy 2020-2024: Rising to the Future, and the EDI Strategy and Action Plan 2018 - 2020 - 2025, and the UCD Strategy for Education and Student Success 2020-2024, University for All recognises, promotes and values the breadth of talent, experience and contribution of all students, and creates an inclusive educational experience for all. In line with both the UCD and EDI strategies, the University for All initiative embeds inclusion across the university further developing UCD's capacity to attract, retain and develop our diverse student population. Each year, Access Leaders are selected to represent UCD Access and Lifelong Learning. Access Leaders' first-hand understanding of UCD's diverse entry pathways and of the journey students have taken means they are uniquely placed to help incoming students adjust to their new environment. Their presence, voice, and own experiences help reassure newer students that their goals are achievable. Access Leaders are involved in a variety of activities across the campus and beyond. These range from assisting at events such as the annual Access and Lifelong Learning Symposium and ALL Student Welcome, in implementing the University for All Initiative, as well as with diverse outreach activities where they meet potential students who would like to know more about UCD. Access Leaders have even represented UCD at committee level and national conferences.

The University has put in place a Student Experience Group (SEG) that reports to the University Management Team (UMT). This group articulates key performance indicators (KPIs) to measure the student experience at UCD and links its activities to supporting the development of the student experience by providing high-level oversight and co-ordination of student supports. The group leads the development and operationalization of University activities, processes and procedures related to the student experience, including, for example, the development of support for Mental Health and Wellbeing in UCD. The Athletic Union Council joins the Students' Union and the Societies Council to make up the Student Activities Committee. This is the "umbrella body" which oversees the allocation of capitation funds to the various areas of student activities, including sport and it also provides an opportunity for clubs and societies, as well as the Students' Union to air their views on matters relevant to student life.

The UMT Student Experience Group has introduced a Student Representation and Partnership Agreement and

Student Partnership Forum. This Agreement expands and strengthens the University's commitment to student partnership outlined in the Student Charter and sets out a shared vision for student representation. It includes principles to guide a shared approach and outlines the responsibilities of both the University and the Students' Union in relation to student representation. The purpose of the Forum is to provide a platform to advance, support and operationalise the student partnership.

Student feedback is an important mechanism for the University. It helps identify opportunities to improve and enhance student services and engagement and plays an important role in quality assurance processes. Students are among the wide range of stakeholders that Review Groups meet during periodic quality reviews of schools and professional units. Formal survey mechanisms include StudentSurvey.ie or University student feedback, or through liaising with student representatives, such as Class Reps, who participate in staff-student committees, so that they can represent their views or concerns at relevant school or programme meetings and other staff/student fora. UCD operates an anonymous, online student feedback system to ensure that students are given a voice in the module enhancement process as part of UCD's evidence-based quality assurance of modules. The Survey Process document provides an overview of how UCD's Student Feedback on Modules system works. Some examples of annual student surveys include but are not limited to the Start of Term Survey, StudentSurvey.ie (national), the EDI Survey and the UCD Commuting Survey.

The Student Feedback Project is dedicated to changing the current student feedback system to reflect the need to increase student response rates, close the feedback loop to students and to allow faculty to have their individual teaching captured for the purposes of their development and the promotion system. Changes to the current questionnaire were also recommended. The purpose of this development is to provide a new system with the appropriate functionality to enable the feedback loop to students to be closed and to allow schools to gain deeper insights into their students' perceptions of their learning while providing a reliable, secure and fit for purpose student feedback system at an enterprise level. This new system was piloted in several schools in 2022-23 with a view to a wider roll-out in 2023-24.

In relation to additional external stakeholder input in the governance and management of quality, several schools and colleges throughout the University have established Advisory Boards which are typically comprised of individuals based outside of the University and in some instances, outside of Ireland. These Advisory Boards provide input and guidance to the respective areas in relation to programme development, student recruitment and research. Some examples of these include the UCD Michael Smurfit Graduate Business School Irish Advisory Board and the 3D-NET research project External Advisory Boards.

A significant number of UCD programmes, schools and institutes are also accredited by national and/or international Professional, Statutory and Regulatory Bodies (PSRBs). This external accreditation complements the various internal quality assurance and enhancement processes, as articulated through the UCD Quality Framework. The UCD Policy for Internal Reporting on Professional, Statutory and Regulatory Body (PSRB) Accreditation of UCD Programmes and Units ensures that the University quality assures its PSRB provision. The policy enables the consideration of the outcomes of professional accreditation exercises by Governing Boards, the Academic Council Quality Enhancement Committee (ACQEC) and Periodic Quality Review Groups. The policy enables the provision of support in relation to the preparation for professional accreditation reviews and Periodic Quality Reviews.

Links to Relevant Governance Policies and Procedures/Regulations

A full list of the University's policies, procedures and guidelines is available on the University Secretariat – Document Library.

1.2 Linked Providers, Collaborative and Transnational Provision

Collaborative Provision of Programmes

UCD engages in a wide range of collaborative arrangements, including access/feeder, articulation, exchange, franchise, joint degree awards and off-campus delivery, and these are subject to the appropriate quality assurance policies and procedures for the development, approval, implementation, monitoring and review of university programmes. A number of institution-wide decision-making fora are involved in quality assurance procedures for engagement with third parties for the provision of programmes, including the University Management Team (UMT), UMT Global Engagement Group, University Programmes Board (UPB), Academic Council and its relevant sub-committees.

The University has a Programme Development, Approval and Review Framework (PDARF) which provides guidance on establishing new programmes and changes to programmes. Further information regarding this is provided under Section 2.0 Programme Development and Delivery. A dedicated set of resources is in place that are specific to collaborative provision. These include guidance on various topics from initiating a new programme, to development of the programme, as well as its implementation, monitoring and review phases. UCD's framework for collaborative provision is benchmarked against international best practice and comparator institutions, and also complies with relevant policies and guidelines.

Transnational Delivery of Programmes

The Vice-President for Global Engagement is responsible for the development and implementation of UCD's Global Engagement Strategy. The current strategy – UCD Global Engagement Strategy 2021-2024 – continues to build on UCD's collective achievements. It focuses on delivering two key objectives, firstly to achieve *A Global Experience for All* and secondly to showcase *UCD's Global Impact*.

The UCD Office of Global Engagement comprises UCD Global, UCD Centre for English and Global Languages, UCD Irish Institute for Chinese Studies, UCD Confucius Institute and Gaeltacht UCD. Led by the Vice-President for Global Engagement, it supports UCD's aim to bring the best of the world to Ireland and the best of Ireland, including its distinct cultures, to the world. Within UCD Global, the UCD Global Partnerships Team provides guidance and support to University staff on the development and management of global partnerships.

The International Student Recruitment Team has responsibility for international student recruitment and their support, managing inbound and outbound student mobility and the provision of international elements of the student experience. UCD also has a network of Global Centres that support its activities.

The UMT Global Engagement Group (UMT-GEG) is responsible for reviewing and making recommendations to the University Management Team (UMT) regarding the strategic case for new international partnerships and reviewing existing memorandums of agreement. Following UMT approval, the University Programmes Board (UPB) separately considers the programme elements. Typically, new partnership proposals are initiated at a Governance Board or school level and are subject to a due diligence assessment. A Memorandum of Agreement setting out partner responsibilities is in place for each collaborative taught programme arrangement.

Quality Assurance arrangements for major collaborative taught programme partnerships are subject to the same processes that apply at UCD, including analysis of student progression, student evaluation of modules, student consultative forums, programme monitoring, and external examiner feedback. UCD also recognises the challenge and potential risks associated with transnational provision. Major collaborative arrangements that deliver UCD taught programmes are, therefore, required to undergo Periodic Quality Review of Collaborative Programme Partnerships and are subject to annual programme review via the Annual Monitoring of UCD Taught

Collaborative/Transnational Educational Provision, overseen by the Academic Council Quality Enhancement Committee (ACQEC). These reports identify positive practice as well as proposed enhancements for the next year and set out what progress has been made regarding any proposed enhancements identified in the previous year. The procedures regarding the internal approval, monitoring and review of collaborative taught provision are reviewed on an ongoing basis.

Periodic Quality Review of these arrangements is undertaken within a seven-year cycle and provides another key quality assurance mechanism by which UCD assures itself of the quality of its awards delivered through the collaborative partnerships. An evaluation of the student experience is undertaken as part of this programme review. A similar scaffolding approach is undertaken to the internal Periodic Quality Review of Schools and Professional Units i.e. Self-Assessment Report, on-site visit by a peer Review Group; Review Group Report and recommendations for enhancement; a Quality Improvement Plan, and a Progress Report that monitors progress implementation of the QIP.

Linked Providers

The University has published Procedures for the Approval of UCD Linked Provider Quality Assurance Procedures and draft Guidelines for Linked Provider Institutional Review, which provides oversight of the quality assurance and enhancement of the provision delivered by UCD's partner institutions. This requires the Linked Provider to outline the quality assurance framework in place within their institution, its governance, policies and procedures, and its quality monitoring and review mechanisms. These are reviewed by the University as required under its statutory requirements as a Designated Awarding Body (*Qualifications and Quality Assurance (Education and Training) Act 2012*) by i) approving the quality assurance procedures of those partner institutions; and ii) undertaking an institutional review of the effectiveness of those quality assurance procedures. The procedures include provision for the withdrawal of approval.

UCD has two Linked Providers: the National College of Art and Design (NCAD) and the Institute of Banking (IoB). UCD has formal agreements with each Linked Provider, and each Linked Provider is separately reviewed prior to the renewal of the partnership, typically every five years. The UCD Governing Authority is required to approve the establishment of a new Linked Provider, and UCD has clear governance arrangements for Linked Providers that are aligned with the wider University structures. For example, Linked Providers are represented on the University Programmes Board (UPB) and on the current Governing Authority. UCD, in its role as Designated Awarding Body (DAB) has approved the quality assurance procedures for NCAD and IOB and also undertakes periodic institutional review of the effectiveness of their quality procedures.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Academic Governance

The roles and responsibilities of <u>Academic Council</u> are defined by University Statute which requires it to oversee the University's academic activity. This includes an advisory role on the University's education strategy and other academic initiatives. The Academic Council also maintains regulatory oversight on academic policies, regulations and the Student Code. It is also responsible for maintaining the integrity of the curriculum including oversight of programme development and approval. It also oversees the academic governance framework which is made up of several sub-committees and has a key role in setting the annual work programme and reporting requirements for its subcommittees.

Under the delegated authority of <u>Academic Council</u>, the Governing Boards are responsible for overseeing the development of a Programme Specification. In accordance with the University's regulations, a Governing Board's responsibilities in relation to the programmes it governs, and the students registered to these programmes, include the following:

- Ensuring the implementation of University strategy, policies, and procedures;
- Design, development, regulation, delivery, and quality assurance and enhancement;
- Assuring outcomes-based emphasis in programme design and assessment;
- Ensuring that assessment strategy is appropriate and measures achievement of programme outcomes;
- Approving the structure and content of the programme and any special regulations relating to the programme;
- Oversight of the admission of students;
- Oversight of internships;
- Oversight of study abroad opportunities;
- Adjudication on student applications for leave of absence and transfer between programmes;
- Academic welfare of the students registered to the programmes and identifying students whose academic welfare is of concern;
- Consideration of extenuating circumstances and approval of appropriate actions;
- Progression of students within the programme;
- Where a student's academic performance is deemed to be unacceptable by the Governing Board, the Governing Board will follow policies and procedures approved by Academic Council;
- Overseeing and enhancing the academic quality of programmes and the student learning experience; and
- Where applicable, ensuring appropriate supervisory arrangements are in place for research students.

Governing Boards appoint a member of faculty as Programme Director, reporting to the Chair of the Governing Board, for each taught programme it governs.

The <u>University Programmes Board (UPB)</u> reviews, approves and monitors the design, delivery, assessment and quality of the educational programmes within its remit and provides University level oversight for all programmes governed by Taught Programme Boards, the Graduate Research Board, Joint Academic Programme Boards and Boards of Studies established by the University.

The <u>University Management Team – Education Group (UMT-EG)</u> provides high-level oversight and coordination of the development and implementation of the University's education strategy. It reports to UMT with progress updates and advises on oversight and review of existing education activity and proposals for new education activity within UCD.

Academic Regulations and Policies

The procedures and requirements relating to programme design are contained in the Academic Regulations, which is a high level, overarching framework governing the University's educational offerings and which define the parameters within which programmes may be designed and developed. This includes support for a modularised and trimesterised curriculum, utilising the European Credit Transfer System (ECTS) for all programmes. All of the degree award programmes offered by UCD are mapped to the National Framework of Qualifications (NFQ) and Irish Register of Qualifications through articulation of learning outcomes and their alignment with the relevant NFQ level.

Process Operationalisation and Quality Assurance

The Programme Development, Approval and Review Framework (PDARF) sets out the formal institutional approval process by which new programmes and programme changes are developed, approved and implemented through the University's academic governance structures, including Academic Council and its relevant sub-committees.

Figure 4 – Programme Development, Approval and Review Framework (PDARF) Flowchart
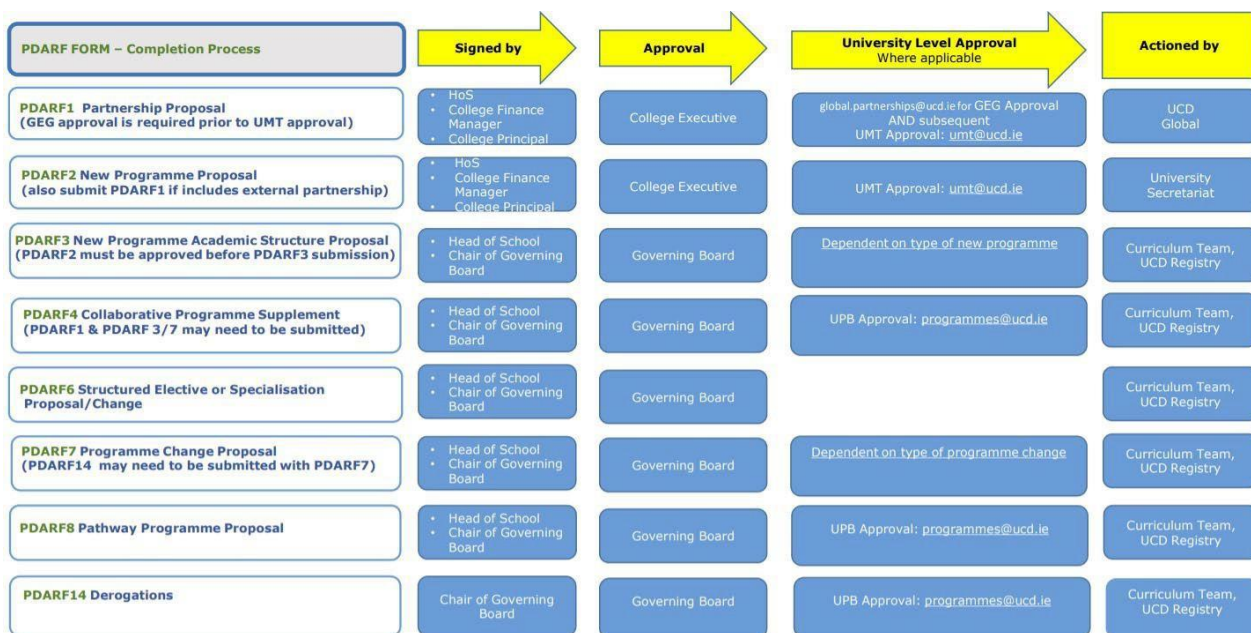
The Curriculum Team in Customer and Curriculum Operations (a unit of UCD Registry) provides support and advice to staff and faculty on curriculum management and programme approval. The College Liaisons who are part of the Curriculum Team are the key point of contact for staff and faculty and they are responsible for the management of the Curriculum Management System of curricular information at module, major and programme level. They manage the Course Search tool which enables users to see current undergraduate and archive curriculum information. The team is also responsible for the creation of programmes and majors on foot of formal approval processes (outlined in Figure 4), the assignment of module codes on behalf of schools and the set-up of new registration terms. The remit of the team includes support for the implementation of Academic Regulations as they relate to programmes, majors and modules, and for the University's Programme Development, Approval and Review Framework (PDARF) process.

Extensive support for programme and module design and enhancement is available through UCD Teaching and

Learning, including accredited courses, workshops, self-help online guides, resources and customised support for programme teams. A six-stage curriculum design process is advocated which addresses issues of programme context, support for staff and students, and ongoing monitoring and evaluation. The wide range of dedicated projects, resources and tools supported by and available through UCD Teaching and Learning, which help to underpin programme design, include:

- Module and Programme Design
- Assessment and Feedback
- Technology Enhanced Learning
- Teaching Toolkit
- Review and Research your Teaching
- Inclusive and Intercultural Learning

Universal Design in UCD is the core component of the University for All initiative in UCD. Using the framework and principles of Universal Design it is possible to create an inclusive educational environment to benefit all students. There are several resources and training opportunities available to staff involved in teaching, support, technical, policy or any other role. Individuals can complete the short Introduction to Universal Design in UCD training on Brightspace to examine how Universal Design impacts all work in the University. Nearly 400 UCD colleagues have completed the Digital Badge for Universal Design in Teaching and Learning.

Professional or experiential learning has been an integral component of several programmes at UCD. In relation to internships and other types of work experience, UCD has established procedures to ensure appropriate quality assurance of such arrangements, including the Policy on Internships/Work Practice Experience: Guidelines and Good Practice. This policy outlines a set of guidelines to support current activities and facilitate the development of future internship activities at UCD where learning takes place outside the University in an experiential setting. This activity can refer to professional clinical practice placements, work experience/internships based in companies/industry and other professional fieldwork experiences. The policy is concerned with arrangements made for such internship learning that constitutes a planned and intended part of an academic programme, is assessed by that programme and for which credit is awarded. The policy ensures parity of practice across the University. Oversight of all programmes, including those with apprenticeship/work-based learning components, is the responsibility of the relevant Governing Board.

UCD Global also offers extensive information and support for students who are interested in learning abroad during their studies. UCD has over 400 university exchange partners in more than 50 countries across the globe. These provide a wide range of opportunities for our students to experience studying within Europe and outside of Europe. UCD also welcomes incoming students from partner universities each year, adding to the vibrant international student community on the Dublin campus.

Learners also have an opportunity to upskill in highly specialised areas with short, flexible, industry-aligned courses that are fully accredited through the UCD Micro-Credentials. Developed at a sectoral level through Human Capital Initiative (HCI) funding they aim to address many of the barriers to life-long learning and enable learners to successfully balance further study with work and other commitments. When a learner completes a UCD micro-credential they acquire university credit (ECTS).

2.2 Admission, Progression, Recognition & Certification

Recruitment, Pre-Entry and Admission

UCD admits students to programmes from NFQ level 6 to level 10 and at various stages within these programmes. The Admissions Policy outlines the University's framework on how it admits students, who has responsibility to do so, the overarching general principles for admission, and the policies and procedures related to the Admissions policy. Co-dependent related policies and procedures are in place to align with the Admissions Policy and include:

- Academic Regulations
- Admissions Privacy Statement
- Applicant Appeals
- Asylum Seekers and Refugees
- Recognition of Prior Learning
- Relevant Offence Risk Assessment Policy
- Student (Garda) Vetting
- Student Fitness to Practice Policy
- Taught Programme Transfer and Re-Admissions Policy
- Child Protection Policy and Guidelines

UCD Registry - Admissions has overall responsibility, acting under delegated authority from Academic Council, for the admission of students to the University and for ensuring compliance with published entry criteria and enrolment plans. For undergraduate national/EU/EFTA/UK students' application is via the Central Applications Office (CAO). The Admissions team reviews and/or assesses all non-standard applicants (e.g. mature, EU examinations). In particular, there is a growing volume of EU applications. UCD Registry - Admissions manages the UCD online application system which is used primarily for applicants to graduate taught, some graduate research, certificate and diploma programmes, international (non-EU students) for undergraduate programmes, exchange and occasional students (e.g. Erasmus), transfer applicants and applications for modular study/microcredentials at the Advance Centre and UCD Microcredentials. UCD Registry - Admissions audits application decisions based on established and published entry criteria and manages the checking of qualifications.

The University has systematically enhanced and mainstreamed supplemental entry routes to all programmes, including, Higher Education Access Route (HEAR), Disability Access Route to Education (DARE), Quality and Qualifications Ireland Further Education and Training (QQI-FET), Mature, Graduate Entry, University Access, and Open Learning. The University has a widening participation target of 33% and each programme has set targets for the individual access pathways to contribute to this target. Unassigned places on any programme are reallocated within the access quota to maximise participation of under-represented groups. Under-represented groups are targeted through UCD's outreach programme, through linked DEIS schools, Further Education Colleges, and community groups.

UCD Registry - Admissions, together with UCD Student Recruitment and UCD Global, provides comprehensive information and advice to prospective, current, and other stakeholders on the admissions process. Specific programme requirements are published on the UCD Admissions, UCD Student Recruitment (MyUCD) and UCD Global websites. Prospectuses for undergraduate and graduate programmes are also available with digital versions hosted on the MyUCD and Graduate Admissions websites. For undergraduate recruitment & admissions, the MyUCD portal provides extensive information including:

- Admissions process

- CAO application
- Summer schools
- Open evenings and career fairs
- UCD Open Day
- UCD Prospectus
- UCD Horizons (the modular and credit-based structure for taught degrees at UCD)
- UCD Peer to Peer chat platform
- UCD Schools Liaison and Campus Tour Programme
- Dedicated resources for Guidance Counsellors and Parents
- Information on Campus Life
- Virtual Campus Tour, supported by programme information videos

In addition to the access routes via CAO mentioned above, alternate pathways are also available to students of all ages and backgrounds to pursue their studies at UCD:

- University Access Courses
- Lifelong Learning
- Open Learning

As part of the University's commitment to widen student participation, ensure equitable access to education, and to create a diverse and inclusive community on campus, the 'University for All' initiative is a whole-institution, evidence-based approach to mainstreaming inclusion in UCD, ensuring that all students feel welcome, belong and are valued. Developed in response to the *National Policy for Equity of Access To Higher Education* to "integrate the principle of equity of access more fully into the everyday life of the HEIs so that it permeates all faculties and departments, and is not marginalised as the responsibility of the designated access office" (HEA, 2015, p. 25).

UCD has put in place a range of financial supports and scholarships, offering the largest scholarship programme in Ireland. The UCD Cothrom Na Féinne (meaning justice and equality) Scholarship Programme is the overarching brand for UCD scholarships for access students and is now Ireland's largest access scholarship scheme at undergraduate level. These scholarships are awarded to students who demonstrate motivation to pursue higher education and offer leadership in their communities while overcoming significant socio-economic and educational barriers. These awards are named after UCD's commitment and historical connection with justice and equality, or in common parlance - level the playing field. The Cothrom na Féinne scholarships awards are made to students who experience significant financial, social, and educational barriers.

UCD has also been accredited as a University of Sanctuary since 2018. The Sanctuary Programme is offered to students who are asylum seekers/refugees.

UCD Global provides information about study at UCD for international students which includes details regarding pre-entry, entry requirements and the UCD student experience.

For graduate admissions, there is extensive information for prospective students on the UCD Graduate Studies website on taught and research programmes that includes advice and guidance on the application process and coming to UCD, Campus Life (Virtual Campus Tour, Open Days and events, international student supports, accommodation), the student experience and future careers.

Progression

Following admission to UCD, there is extensive information and support available to students to assist them in their transition to university life and their programme. This is available through the New Students website and it includes a broad range of advice and guidance, as well as detailed information about peer mentoring, Orientation Week events and schedule which is compulsory for all new students. Detailed and specialised information is provided to undergraduate students, graduate students, and international students.

For current students, there is a dedicated UCD Current Students website. This includes information on registration, term dates, fees, assessment, and student services with a view to providing a 'one-stop-shop', holistic and student-centred set of resources. Support for international learners is provided through UCD Global and UCD Student Services and Support.

A peer mentoring system - Peer Mentors at UCD - is in place to support new students transition to university. Additional supports are provided by Student Advisors, College and School Offices.

A full list of the University's policies, procedures and guidelines, including in relation to student access, transfer and progression, is available on the University Secretariat – Document Library.

The UCD Widening Participation Committee provides the formal mechanism to oversee, monitor and promote the University's achievement of a 'University for All'. UCD's Widening Participation Committee plays a key role in supporting the University to recognise, promote and value diversity, foster the spirit of inclusion, appreciate the breadth of talent, experience, and contribution of all students, and strive to remove the barriers to access, participation and success. The Committee reports to the UMT Education Group (UMT-EG). Membership is drawn from all Governing Boards, Policy, and Support Services, in addition to Student Access Leaders and the UCD Students' Union. The Committee is provided with policy advice, expertise and operational support by UCD Access & Lifelong Learning and the Committee has a three-year term with meetings taking place five times per year.

Recognition

UCD is responsible for making its own awards as a Designated Awarding Body. UCD's academic awards are linked to the National Framework of Qualifications (NFQ), and on the Irish Registrar of Qualifications (IRQ) which in turn is matched to the European Qualifications Framework (EQF). An agreed process is in place to provide UCD programme and award information to QQI who manage the IRQ – this typically takes place in November each year and UCD has submitted the information to QQI by the relevant deadlines. Each NFQ level is based on nationally agreed standards of knowledge, skill and competence. This enables clarity on the qualifications held or on the current programme of study, provides confidence that NFQ qualifications are quality assured, and enables a comparison of Irish qualifications with national and overseas qualifications. It supports student and graduate mobility, a recognition of prior learning, both formal and informal. The list of UCD awards are aligned to an NFQ level and their ECTS credit values are included in the Academic Regulations (see Figures 5a and 5b below).

Figure 5a – UCD Academic Regulation 2.5, University Awards Table – Taught Programmes

	Award Type	Credit Range	Minimum UCD Level Requirements	GPA Award Classification
NFQ Level 6				
Certificate of Continuing Education	Special Purpose	5-15		Greater than or equal to 3.68 *Distinction*
Diploma of Continuing Education	Special Purpose	20-30		
NFQ Level 7				
Certificate of Continuing Education	Special Purpose	5-15		Greater than or equal to 2.48 and less than 3.68 *Merit*
Diploma of Continuing Education	Special Purpose	20-30		
Professional Certificate	Special Purpose	5-15		
Professional Diploma	Special Purpose	20-30		
University Certificate	Minor Award	20-40	20 credits at UCD Level 1 or above	
University Diploma	Minor Award	60-120	45 credits at UCD Level 1 or above	Greater than or equal to 2.00 and less than 2.48 *Pass*
NFQ Level 8				
Professional Certificate	Special Purpose	5-15		
Professional Diploma	Special Purpose	20-30		
University Certificate	Minor Award	20-40	20 credits at UCD Level 3 or above	
Diploma of Continuing Education	Special Purpose	20-30		Greater than or equal to 3.68 *First class honours*
Higher Diploma	Major Award	60-120	30 credits at UCD Level 3 or above	Greater than or equal to 3.08 and less than 3.68
Honours Bachelor's Degree	Major Award	180-360	40 credits at Level 3 or above	*Second class honours, Grade I* Greater than or equal to 2.48 and less than 3.08 *Second class honours, Grade II* Greater than or equal to 2.00 and less than 2.48 *Pass*
NFQ Level 9				
Certificate of Continuing Professional Development	Supplemental	5-10		*Distinction* *Merit* *Pass* As above
Professional Certificate	Special Purpose	5-15		
Professional Diploma	Special Purpose	20-30		
Graduate Certificate	Minor Award	30-40	20 credits at Level 4 or above	Greater than or equal to 3.68 *First class honours*
Graduate Diploma	Major Award	60-80	45 credits at Level 4 or above	Greater than or equal to 3.08 and less than 3.68 *Second class honours, Grade I*
Master's Degree / Professional Master's Degree	Major Award	90-180	70 credits at Level 4 or above	Greater than or equal to 2.48 and less than 3.08 *Second class honours, Grade II* Greater than or equal to 2.00 and less than 2.48 *Pass*

Figure 5b – UCD Academic Regulation 7.2, University Awards Table – Research Programmes

	Award Type	NFQ Level	Registration Period	Taught Credit Requirements
Research Master's Degree	Major Award	NFQ Level 9	3-6 trimesters (FT) 6-12 trimesters (PT)	No taught programme requirement
Degree of Doctor of Philosophy Degree (PhD)	Major Award	NFQ Level 10	9-12 trimesters (FT) 15 – 18 trimesters (PT)	Minimum 30 taught credits
Doctor of Medicine Degree (MD)	Major Award	NFQ Level 9	6 trimesters (FT) 12 trimesters (PT)	Maximum 20 taught credits
Doctor of Governance Degree (DGov)	Major Award	NFQ Level 10	12-18 trimesters (PT)	Minimum 90 taught credits
Doctor of Veterinary Medical Specialisation Degree (DVMS)	Major Award	NFQ Level 10	9-12 trimesters (FT)	Minimum 20 taught credits
Doctor of Educational Psychology Degree (DEdPsych)	Major Award	NFQ Level 10	9 trimesters (FT) 15 trimesters (PT)	Minimum 60 taught credits
Doctor of Clinical Psychology Degree (DPsychSc)	Major Award	NFQ Level 10	9 trimesters (FT)	Minimum 60 taught credits

Certification

Academic Regulations (regulations 2.5 and 7.2) outline the awards made by the University. The University confers major awards, minor awards, special purpose awards and supplemental awards and also provides ECTS credits for micro-credentials. All learning achievements are measured and described in terms of acquiring knowledge, skills, and competencies. Each award requires an accumulation of credits as per Figures 5a and 5b above. Programme Offices ensure degree compliance for all students prior to degree award. Awards are classified based on an award Grade Point Average (GPA), with the exception of grade neutral awards. The award GPA is determined by the Programme Examination Board applying one of the four Award GPA Rules articulated in the Academic Regulations.

Following completion of a UCD programme of study, the UCD Conferring Unit manages the University process for awarding degrees including the graduation ceremony. A meeting of the University to confer degrees takes place at the conferring ceremony designated for the degree immediately after passing the degree examinations.

The Student Desk in UCD also provides an integrated service for online provision of all official documents required by students such as academic statements, certificate of attendance, statement of results, academic transcripts, diploma supplement.

2.3 Procedures for Making Awards

All programmes leading to awards in the University are overseen by a Taught Programme Board, Graduate Research Board, Board of Studies, or Joint Academic Programme Board (collectively referred to as Governing Boards), which are responsible for approval of programmes (including their National Framework of Qualifications level), monitoring the overall performance and progression of students registered to programmes and ensuring their academic welfare. Governing Boards are established by Academic Council.

Extensive support for programme and module design and enhancement, including the development and implementation of programme learning outcomes, is available through UCD Teaching and Learning, including accredited courses, workshops, self-help online guides, resources and customised support for programme teams. A six-stage curriculum design process is advocated which addresses issues of programme context, supports for staff and students, learning outcomes and assessment, and ongoing monitoring and evaluation. The wide range of dedicated projects, resources and tools supported by and available through UCD Teaching and Learning, which help to underpin programme design, include:

- Module and Programme Design
- Assessment and Feedback
- Technology Enhanced Learning
- Teaching Toolkit
- Review and Research your Teaching
- Inclusive and Intercultural Learning

Furthermore, the University has developed an online system to support curriculum teams to engage in periodic curriculum review and enhancement activities. Developed in UCD InfoHub, this system incorporates a repository for **Programme Vision and Values** statement and **Programme Outcomes** for all taught programmes and an interactive curriculum mapping tool to facilitate programme teams to examine alignment of individual modules to programme outcomes; understand the nature and amount of assessment across a programme stage; and ensure coherence within and between programme stages. The tool provides visual maps to aid programme teams to review and enhance an aspect of their programme or the entire programme on a periodic basis. Guidelines, including discussion prompts and resources, are provided by UCD Teaching and Learning to support programme teams to undertake a curriculum mapping and enhancement process.

The quality of the learning experience at UCD is monitored on an on-going basis, primarily by the Governing Boards, on delegated authority from Academic Council. The Governing Board prepares annual academic operational programme plans in consultation with the Head of School, College Principal and College Executive. Agreed plans are subject to review/approval at the University level for their alignment to the programme and University strategic plans. The Governing Board is also required to prepare strategic academic programme plans, at such intervals as the University may require. The Governing Board shall also, within the resources made available by the University and the relevant College, ensure that appropriate supports are in place to meet the welfare, pastoral and academic administrative needs of students registered to the programmes. Module development is the responsibility of individual schools.

The University policy on the Role of the Head of Subject outlines the role of Subject Head in supporting the Head of School by providing academic leadership in the relevant Subject area. The Head of Subject is, for the duration of their appointment, *primus inter pares*, the academic leader for the subject within the University. The role is normally held by a senior member of academic staff from within the relevant School.

The measurement and assurance of the achievement of learning outcomes by learners is principally mediated through the system of assessment in UCD. Section 4 of the Academic Regulations outlines the regulations with

reference to assessment, grading, and feedback. Colleges, schools and UCD Registry ensure that information for students on all aspects of their assessment is explicit, transparent, targeted towards students, up-to-date, readily available, and emphasised at the outset of a module to guide student learning. The principles that underpin assessment in UCD aim to promote consistency across the University, and parity in student experience of assessment; and act as an important reference point for setting and maintaining UCD's academic standards. These academic standards are also assured through input from Extern Examiners, student surveys including the Start of Term Survey, StudentSurvey.ie (national) and student Module Feedback surveys. The Review Group Reports for each School (and Linked Provider) within the University as part of the Periodic Quality Review Process also include a dedicated section on the Quality of Programmes and the Student Learning Experience, which ensures that school (and Linked Provider) approaches to ensuring that learners acquire the relevant standard of knowledge, skill and competence are reviewed and evaluated externally.

2.4 Teaching, Learning and Assessment

The mission of UCD Teaching and Learning is to foster a culture of continuous enhancement of teaching and learning - supporting staff to deliver inclusive, innovative and research-informed teaching that leads to engaging and meaningful learning experiences for all UCD students. The Unit has six high-level objectives:

- Lead and contribute to strategic educational initiatives in response to current institutional needs and priorities.
- Provide a suite of professional development offerings for those who teach and support student learning.
- Recognise and reward those who demonstrate excellence in teaching and supporting student learning.
- Promote, learn from and extend the reach of exemplary and innovative teaching practices.
- Support evidence-based approaches to the enhancement of teaching and learning through research and scholarship.
- Expand and maintain networks of leaders and enthusiasts of teaching and learning to extend and shape practice across the university community.

Areas of particular focus for UCD Teaching and Learning, agreed in consultation with University Senior Management, include:

- Academic advising to support student success.
- Online assessment and academic integrity.
- Designing inclusive assessment and feedback.

Advice and guidance on ChatGPT and its use in higher education and assessment is provided through UCD Teaching and Learning, which has developed and disseminated a Quick Guide on Generative Artificial Intelligence (AI) in Learning and Assessment.

UCD Teaching and Learning reports to the Office of the Registrar and Deputy President and operates under the leadership of the Dean of Undergraduate Studies. The Teaching and Learning team adopts an evidence-based enhancement approach to all aspects of its work. UCD Teaching and Learning is also subject to Periodic Quality Review and the Review Group Report and the associated Quality Improvement Plan (QIP) are published on the UCD Quality Office website under Reports and Publications.

The UCD Teaching and Learning team works in partnership with Colleges, Schools, and academic administrative units, liaising closely with the Vice-Principals for Teaching and Learning (College-level), Associate Deans and School Heads of Teaching and Programme Directors. UCD Teaching and Learning provides an extensive number of online resources and also facilitates the sharing of knowledge and expertise across the institution through an

online Teaching and Learning Community. The Teaching and Learning Community (hosted in Google Spaces) is for sharing and discussing any information relating to Teaching and Learning. Members of this community can post information, resources, reports, and notifications across a range of topics. It complements face-to-face events, workshops and lunch-time fora organised by UCD Teaching and Learning.

UCD Teaching and Learning also provides a Teaching Toolkit, which is designed to offer immediate, intermediate and long-term opportunities for developing teaching practice; the core aim is to provide practical advice and resources to all faculty, regardless of their longevity, discipline or class size. There are also resources available for Technology Enhanced Learning, which is an inclusive term which supports a spectrum of learning delivery modes; from face-to-face/web-enhanced to learning that is delivered as part of a blended/hybrid approach to that which is delivered fully online.

UCD Teaching and Learning also issues a regular Teaching and Learning Newsletter to all faculty and staff which highlights events and developments relating to the enhancement of teaching and learning within the University, including the dissemination of outputs from enhancement projects and examples of teaching practice from across the University. UCD Teaching and Learning also hosts an annual Teaching and Learning Symposium.

UCD offers a wide variety of assessment opportunities to students underpinned by the following principles:

- Clear and high standards are communicated through assessment tasks that address learning outcomes and motivate students, and address learning outcomes. Assignments should be challenging, but achievable, and reflect appropriate work and effort. Assessment requirements should be clearly understood. Summative assessment load should be the minimum required to sample the students' learning.
- Assessment is central to curriculum design and learning where assessment guides and encourages effective approaches to learning; where assessment is valid and reliably measures expected programme outcomes and where grading defines and protects academic standards.
- Alignment between expected programme outcomes and assessment where each school has a clear policy that guides assessment and where module assessment is integrated into programme assessment.
- Equality, Diversity and Inclusion: All students shall have equal opportunity to effectively demonstrate their learning and be assessed by different, appropriate and applicable methods across their programme, subject or major. UCD upholds the principle of Equality, Diversity and Inclusion in Assessment ensuring that assessment does not bear more heavily against any group and no bias, either conscious or unconscious impacts upon the assessment process.
- Variety of assessment approaches: A variety of methods should be used so that there is not over reliance on specific methods of assessment, tasks assess generic skills as well as subject specific knowledge and there is a clear progression in the complexity and demands of assessment requirements over the sequential levels of modules and stage programme outcomes. A variety of assessment approaches will mitigate against inherent biases that may disadvantage particular student groups.
- A comprehensive assessment design framework which operates at programme level; takes into account student and staff workloads when scheduling and designing assessment tasks and provides students with defined periods for examination remediation opportunities and the resubmission of assignments; where assessment tasks are balanced between formative, summative and self-assessment approaches; and where grades are calculated and reported on the basis of clearly articulated programme outcomes and criteria for levels of achievement.

UCD Assessment (a unit within UCD Registry), in consultation with the Academic Council Committee on Examinations (ACCE), has published a UCD Assessment Code of Practice which draws from the Academic Regulations and other assessment related policies to provide guidance to staff around the general principles, responsibilities, norms and standards required to ensure appropriate conduct of assessment in the University.

The University has also adopted a Framework for Programme Assessment and Feedback to support programme teams to take a programmatic approach to addressing the well-documented challenges associated with diversity of assessment and assessment load in modular curricula.

There is also a defined Grade Approvals Process which articulates the process by which the University formally reviews, audits and ratifies its grades and degree awards each trimester.

The process includes:

- Grading and grade entry;
- School review, audit and assurance of the grades for the modules coordinated by the School, and students individual performance in the modules coordinated by the School;
- Programme review, audit and assurance of students individual performance on the programmes governed by Programme; consideration and approval of grades submitted by Schools; progression; and recommendation of degree awards and honours classifications;
- Publication of grades and degree awards to students;
- The responsibilities of faculty and staff with respect to grading and grade approvals, and functions of examination boards and committees, are defined in the Academic Regulations. All grading activities are expected to be delivered in accordance with the principles set out in the Academic Regulations and the Assessment Code of Practice.

Subject Extern Examiners provide an important consultative and advisory function in supporting and quality assuring subjects' development that contribute to UCD programmes as well as the enhancement of teaching, learning and assessment practices. Subject Extern Examiners play a vital role in assisting the University in fulfilling its obligations to assure the academic standards and integrity of its awards and form part of the University's broader system of quality assurance and enhancement. Subject Extern Examiners are appointed to subjects at undergraduate or graduate level, as appropriate. Each subject on the University's Subject Register shall have an Extern Examiner. Some subjects may require more than one Subject Examiner while some Subject Extern Examiners may be given responsibility for more than one subject. The key principles that underpin the role of the Subject Extern Examiner are academic expertise, quality, equity, enhancement, objectivity, Equality, Diversity and Inclusion.

UCD Assessment also publishes online information and guidance for staff and information for Special Extern Examiners (Research Degrees).

A key element of the teaching and learning process is feedback. Students receive feedback on their work within 20 days of submission as stipulated by the Academic Regulations. Students have the opportunity to offer feedback on their module experience at the end of each trimester. UCD Teaching and Learning provides further guidance on Assessment and Feedback.

UCD operates an anonymous, online student feedback system to ensure that students are given a voice in the module enhancement process as part of UCD's evidence-based quality assurance of modules. See Figure 6 below for information on the current Student Feedback on Modules Survey Process.

Figure 6 – Student Feedback on Modules Survey Process

#	Steps in the Process	Action	Stage in Semester
1	Survey Setup	*Module coordinator* selects questions for inclusion in their online module feedback survey via InfoHub. The module survey has: • 7 core questions asked of all modules • Up to 6 additional questions may be added by the module coordinator For queries on the setup or administration of the InfoHub survey contact modulefeedback@ucd.ie	Week 8/9
2	Student Survey Open	*Students* are invited to complete their survey at www.ucd.ie/survey . A survey launch email and reminder emails are issued centrally and individual module coordinators are encouraged to remind students to engage in the feedback process. *Module Coordinator* and *Head of School* monitor survey response rates via InfoHub. Targeted local efforts to maximise student engagement may result as necessary.	Four weeks commencing in week 11
3	Results Available	Results are available via InfoHub • *Module Coordinator* views detailed results for their own modules, including completion rates, a mean (Likert) score for questions and all qualitative responses. • *Head of School* views completion rates and mean (Likert) score for questions 1-5 for each module in their school. Qualitative responses are not included in the Head of School Report. An overall mean (Likert) score for core questions 1 to 5 for all modules surveyed in their school will also be include in the Head of School report.	Results will be available after Gradebook closes
4	Interpreting & Responding to Feedback	Module Coordinator and Head of School use feedback to enhance and further develop modules. School and subject level discussions around themes emerging from feedback take place. Teaching resources such as Student Feedback: Responding Constructively may support this process. Faculty are also encouraged to contact UCD Teaching and Learning for support with any aspect of their teaching practice. For queries on the administration of the InfoHub survey contact modulefeedback@ucd.ie	Ongoing

The new Student Feedback Project, dedicated to changing the current student feedback system to reflect the need to increase student response rates, close the feedback loop to students and to allow faculty to have their individual teaching captured for the purposes of their development and the promotion system, was piloted in several schools in 2022-23 with a view to a wider roll-out in 2023-24.

Academic Integrity and Freedom Among Staff and Students

Academic integrity is fundamental to teaching and learning. UCD has developed a number of standards and guidelines to support students, ensuring that academic integrity is at the heart of what they do in their assignments and assessments. UCD Student Engagement, Conduct, Complaints and Appeals has published a Student Guide to the Plagiarism Policy and the UCD Library has also published a Library Guide on Academic Integrity – Referencing, Citation & Avoiding Plagiarism as well as offering an Academic Integrity Course - Brightspace Explore Module which provides a comprehensive basic understanding of academic integrity to all students. The interactive course teaches students the principles of citing, referencing, and avoiding plagiarism. The focus is on the principles and includes examples of different referencing and citation styles. It is composed of an interactive tutorial, a quiz, and a certificate. The course is available to all students for the duration of their study in UCD. UCD Teaching and Learning has developed resources to assist faculty in supporting the development of academic integrity literacy in the context of assessment. The resource focuses on developing an understanding of academic integrity, ethical practice and academic misconduct; assessment design approaches to support academic integrity; and specific advice on different forms of academic misconduct. This comprehensive resources, with embedded links to University policies and regulations relating to academic integrity, is presented in the form of a website at How Do I Support My Students' Academic Integrity?

Academic integrity is one of the three key principles of the UCD Student Code of Conduct. According to the Student Plagiarism Policy, *"Academic Integrity is one of the core values of the UCD Education Strategy and includes adherence to the highest ethical and academic standards. Students, researchers and staff achieve*

academic integrity through sound academic writing, avoiding plagiarism, and use of appropriate referencing and citation". This policy reflects the legislative changes brought in by the *Amendment Act 2019* to the *Qualifications and Quality Assurance (Education and Training) Act 2012*. The University also works closely with QQI on its developing and supporting a sectoral approach on academic integrity.

The Brightspace Virtual Learning Environment (VLE) is used to support teaching, learning and assessment activities, facilitating communications between lecturers and students, guidance and resources to help students to navigate the module, a space for discussion, reflection, formative assessment and feedback. Ouriginal is UCD's originality/similarity checking or plagiarism prevention tool in Brightspace.

The University has a Statement on Academic Freedom which has been endorsed by Academic Council and Governing Authority of UCD, and is contained in Chapter 1, Statute 25 of the University Statutes.

In September 2022 the Academic Integrity and Ethical Practice Working Group was established under the chair of the Dean of Undergraduate Studies, to inform University wide policy on academic integrity and ethical practice. Members have been drawn from the academic community, relevant support functions and the UCD Students' Union. The working group reports to the University Management Team Education Group (UMT-EG), with updates as necessary to the Academic Council and its Executive Committee.

3.0 Learner Resources and Support

Library, Student Social and Study Facilities

UCD Library supports overall University strategy in the areas of student experience, education, research, innovation, and promulgation of Irish cultural heritage. The Library plays a critical role in the life of the University supporting students, researchers and faculty.

UCD Library provides services from five libraries across two campuses, and online. Across these sites, the facilities and services provided include in-person information and support services, access to collections, study spaces, laptop loans and group study facilities. Library spaces support a range of learning activities. These include the two 'Hub' spaces on Level 1 of the James Joyce Library which are social learning spaces that enable students to engage in interactive learning activities. The Writing Centre and the Maths Support Centre are both located inside the James Joyce Library envelope, connecting students to a range of learning services and supports in one place. The available space across the five UCD Library sites is identified below:

Figure 7 – UCD Library space

	No. of seats	Singles Study Rooms (research students)	Group Study /PBL Rooms	Social Learning Spaces	Postgraduate Research Centre
James Joyce Library	2,369	38	5	306	39
Jan-Aug 2023*	1,500				
Health Sciences	434	0	5	7	0
Blackrock Library	153	0	2	14	0
Veterinary Library	121	0	1	13	0
Richview Library	92	0	2	3	0

*Closure of Level 3 for refurbishment

In 2023, UCD Library launched new services for students including lending noise cancelling headphones and free charging facilities for laptops and mobile phones. During the academic term, all five libraries remain open in the evenings and throughout the weekend. Furthermore, in the weeks preceding and during exam time, the James Joyce Library extends its opening hours further to facilitate students' revision.

UCD Library's online services include an integrated platform that is fully searchable and provides access to an extensive e-book collection and a wide range of online journals and databases. Students can seek support and advice from the Library via the online chat service and the College Liaison Librarian team who support the needs

of students, researchers and faculty across each College and their constituent Schools.

In addition to this, through its website and through UCD's Virtual Learning Environment (VLE) students and faculty have access to a range of guides and tutorials that support the development of students' study skills such as conducting literature reviews, developing critical thinking skills, evaluation skills, understanding and avoiding plagiarism and how to reference correctly. In addition, the College Liaison Librarian team deliver a range of bespoke classes and tutorials, both online and in person within specific modules and programmes. These support the development of critical literacies, including digital literacy, and the librarians work closely with Undergraduate and Taught Postgraduate Boards, Teaching and Learning Committees, Research Committees and Schools and Colleges.

UCD Library hosts three major cultural heritage repositories: UCD Library Special Collections, UCD Archives (UCDA) and the National Folklore Collection (NFC) which is one of only two items in Ireland inscribed in the UNESCO Memory of the World. The material held in each repository is accessible to readers in each of the cultural heritage reading rooms under staff supervision. These unique and distinct collections are of national and international significance and form the basis of research for internal and external scholars. Material from the Cultural Heritage repositories have been integrated into the undergraduate and postgraduate curriculum and the collections are promoted through a series of webpages, social media, liaison with the University community and regular exhibitions. Over recent years, UCD Library has engaged in creative ways to actively build new cultural heritage collections in areas not developed nationally. Examples of this include the Irish Poetry Reading Archive (IPRA). Each of the Cultural Heritage Units is also actively engaged in collaborations with external bodies and has been successfully awarded a range of grants for these activities.

An ongoing Capital Development Programme for the UCD Library is in place to refurbish the James Joyce Library to create more modern library facilities, supporting a range of study modalities and needs, and meeting the expectations of a twenty first century university library.

The UCD Library is also subject to Periodic Quality Review and also supports academic schools undergoing quality review through the provision of subject data and reports.

In relation to social activity, the UCD Student Centre provides a range of student facilities that include:

- Venues – includes the Astra Hall, FitzGerald Debating Chamber, Seminar Rooms, Meeting Rooms, UCD Cinema and DramSoc Theatre
- Student Services & Support – includes Health Service, Student Support, Pharmacy, Students' Union Shop, The Clubhouse Bar, Poolside Café and UCD Sport and Fitness
- UCD Student Societies
- UCD Students' Union
- UCD Sports Clubs
- University Observer newspaper
- Belfield FM radio

The UCD Village provides additional student supports and activities, in particular for those living on campus. Located on the Belfield Campus, the UCD Village offers state-of-the-art student accommodation in a safe, communal environment, and is only a short walk from UCD's world-class academic and sports facilities. The Village Centre contains ultra-modern self-contained studios and a mix of social and retail spaces, alongside a gym, Student Health Centre, bank point, a bookable auditorium, eating facilities, a small supermarket and an ongoing programme of activites.

IT Services: Infrastructure & Supports for Students

UCD Connect provides access to all the central applications available such as Brightspace (virtual learning environment - VLE), Google Mail, SISWeb (Student Information System), Calendar/Timetable and Google Drive. A range of software applications are available to download free of charge, as well as other services such as a library account, online file storage, UCD noticeboard and UCD news. UCD Connect is available 24/7. Wireless access to the UCD network is available campus-wide including student residences 24/7.

Regular communication with students via Brightspace VLE and their UCD Connect email account provides University and programme information from College/School Offices, the Dean of Students, and the Registrar, Deputy-President and Vice-President for Academic Affairs.

Google Workspace enables users to log-in with their UCD Connect details to communicate and collaborate through an integrated range of apps, accessible across multiple devices. As well as accessing UCD email (Gmail), Google Calendar, Google Drive, Google Chat, Google Spaces and Google Keep. Zoom has been fully integrated with Brightspace VLE and is the Virtual Classroom service for teaching, allowing students to attend lectures that are online and collaborate with peers remotely.

The Student IT Guide is designed as a user-friendly introduction for students to the key IT services available at UCD. A wide range of technologies to assist with teaching, research and career development are also provided (e.g. e-Portfolios, High Performance Computing, etc.)

Incoming students have access to a free UCD Mobile App that provides useful information on orientation and the range of IT services and supports available. They are also encouraged to check out the IT Services website and the Discover IT section in the 'Introduction to UCD' module when they first log into Brightspace VLE. The Student IT Guide provides detailed information in relation to core services, including:

- UCD Connect – the gateway to IT Services' supports
- Brightspace – UCD's Virtual Learning Environment
- IT Accounts at UCD (e.g. email, etc.)
- IT Facilities (e.g. Computer labs, Google Drive, etc.)
- IT Support Hub – solution focused self-help system
- IT Security, keeping students and devices safe online
- Software Applications Downloads (e.g. Office 365, etc.)
- Wireless Services across campus

Students can follow UCD IT Services updates on Twitter (@ucditservices) for the latest news and service announcements, to keep them engaged with ongoing technology enhancements impacting them. UCD IT Services has also published an extensive list of Policies and Guidelines. Knowledge Base and Virtual Agent are available to further assist students and live chat will be available shortly at ucd.ie/ithelp.

Student Supports/Welfare

The University makes available an extensive range of support for all learners from pre-entry through to graduation and beyond. UCD recognises that studying at university can be challenging at times for students, and there is a strong support network for students at UCD. From health services to specific programme advisers, student welfare and support with additional supports for specific cohorts of students. The UCD Current Students website includes information on registration, term dates, fees, exams, and student services with a view to providing a 'one-stop-shop', holistic and student-centred set of resources.

UCD Dean of Students

The Dean of Students has responsibility for the student experience in UCD and is committed to the continued enhancement of UCD's programmes and educational environment so that every student is fully supported in reaching their potential. The Dean of Students also acts as the University Child Protection Officer.

College/School Offices

The College/School Office is the main point of contact for most of the academic services students require during their studies. Programmes have a dedicated Programme Manager available to assist and support students throughout their time at UCD. Among the range of support provided by the College/School Office are assistance with general queries, module registration, timetable queries, advice on extenuating circumstances, leave of absence and withdrawals, visa queries and collection of visa letters, out-of-hours access forms, and official form signing and stamping, as well as sign-posting to the University's range of student supports such as Student Advisers, the Student Health and Counselling Service, the Chaplaincy, and Disability Services offered through the Access and Lifelong Learning Centre.

Student Desk

The Student Desk in UCD helps students with questions that they might have, whether they are a student (current, former, or prospective), parent, third party or staff member and are typically the main contact for students for most administrative services. Assistance may include information on admissions, registration, fees, funding, grants, official documents, form stamping, thesis submission, examinations, and assessment. Students can contact the Student Desk by email, phone, chatbot or in person.

UCD Access and Lifelong Learning

UCD Access and Lifelong Learning helps to accommodate different learning contexts and fosters a University culture that is inclusive and responsive to all including school leavers, regardless of socio-economic background or disability, adults beginning their higher education, those wishing to study flexibly and people who wish to continue learning and pursue intellectual enrichment and fulfilment. UCD Access and Lifelong Learning's primary function is to be the bridge to inclusion; offering connections, engagement and building relationships between communities that are distant from higher education and the University community. This is achieved by:

- Developing and implementing a range of responses to widen access and ensure participation by diverse student cohorts, including students with disabilities, mature students, part-time learners, and students from communities experiencing socio-economic disadvantage.
- Supporting and enabling the University to integrate and embed the principles of equity of access and universal design throughout the institution.

Once admitted to UCD, there is extensive information and support available to students to assist them in their transition to university life and their programme. This is available through the New Students website and it includes a broad range of advice and guidance, as well as detailed information about UCD Orientation events and schedule which is compulsory for all new students. Detailed and specialised information is provided to undergraduate students, graduate students, and international students.

UCD Global

UCD Global signposts on a range of support for international students, such as Student Advisers, the Student Health and Counselling Service, the Chaplaincy, and Disability Services offered through the Access and Lifelong Learning Centre. The UCD Global Experience Team provides information, guidance, and support on the international elements of the student experience. This could include support with complex immigration queries,

cross-cultural advice, assistance during a crisis, or settling into life in Ireland and integrating into the UCD student community. Students are encouraged to engage with other international students through the UCD Global Lounge and ongoing support is provided by UCD Global.

Peer Mentoring in UCD

Peer Mentors are senior students who volunteer to welcome incoming students and are supported by their Student Adviser or Student Progression Manager. Over 600 volunteers participate across all programmes. The UCD Peer Mentoring Programme aims to help new students make friends and settle into their course. Students are encouraged to get involved in social activities and develop specific study skills. Peer Mentors, with their knowledge and experience of academic and personal support available in UCD, assist new students in solving problems which can easily overwhelm them at the beginning of their journey. Peer Mentors enhance the overall quality of the first-year experience whilst also enhancing the core skills of the Peer Mentors as they develop their organisational, communication and leadership qualities. Peer Mentors are that reassuring voice that new students need so that they are eased into their new environment where they will continue to develop into resilient and self-assured UCD graduates.

Student Advisers

UCD has a comprehensive Student Adviser support structure, whereby all students have a Student Adviser attached to their programme or with responsibility for specific cohorts such as Mature Students and Postgraduate Research Students. Student Advisers are an easily identifiable and approachable source of support and information on personal, financial, and social matters. The Student Adviser team comprises trained student support professionals who offer comprehensive and embedded support in the buildings where students are located, making them an accessible and familiar source of assistance and advice. This support structure is unique in the Irish third level sector and concentrates on delivering person-centred support which is easily accessible and sign-posting students to other support services as necessary. This service provides early intervention to support students over the course of their UCD education. The service encourages the students to equip themselves with the tools to solve many of the issues they encounter within a supportive structure.

Chaplains & Prayer Rooms

The University chaplains provide pastoral care, emotional support and spiritual accompaniment as well as acting as student advisers to students from all denominations. Dedicated prayer rooms are also provided for students of different faiths.

Student Engagement, Conduct, Complaints and Appeals (SECCA)

SECCA delivers fair, impartial, and transparent procedures for responding to student complaints and appeals to a range of university decisions relating to student assessment, progression or standing and to allegations of student misconduct. Processes are accessible to all students through the following policies: Student Complaints Policy, Student Appeals Procedure, Assessment Appeals Policy, Student Code of Conduct and the Student Discipline Procedure. The SECCA team provides advice to students and staff in relation to their application. Learning from complaints and appeals processes supports the enhancement of the student experience. The SECCA team also supports the Student Partnership Forum, established to provide a platform for students and staff to work together towards the development of an annual plan of agreed priority projects or objective and act as a consultative forum for discussion on emergent issues or evolving University proposals impacting students.

Equality, Diversity and Inclusion Supports

Under the remit of the Dean of Students, and together with UCD Equality, Diversity and Inclusion (EDI), a range of initiatives are available such as the UCD ESHTE (Ending Sexual Harassment and Violence in Third Level Education), a staff/student group that has led to a proactive and coordinated approach to the consideration of sexual assault and harassment and most recently leading on actions in response to the Framework for Consent: Ending Sexual Violence and Harassment in Irish Higher Education Institutions. In addition SECCA and EDI

established a [Report and Support Tool](#) for students and staff to report incidents of bullying, harassment and sexual misconduct. This initiative has led to UCD representation on a number of national groups focused on ending sexual violence in third level education, including the project and steering group established to develop a sector version of a reporting tool. The University also has a published policy on EDI which is applicable to all members of the UCD Community.

EDI also oversees a [Dignity and Respect Support Service](#) which works proactively with employees and students who disclose issues of bullying, harassment or sexual misconduct, and those who are reported for such issues. The Dignity and Respect Support Advisers, who are experienced and trained to support, respond, and advise on all reports of a dignity and respect nature, provide a supportive, confidential environment in which to discuss the issues and will support students and employees in making decisions that are right for their situation.

Student Financial Supports
Students may experience financial problems during their time for various reasons and the University provides some financial support to students undergoing temporary difficulties and to those with ongoing low-income challenges. UCD Access and Lifelong Learning also provides information on [Financial Support](#) as well as a [Laptop Scheme](#) for students. The Think Again Scholarship, for women on low income aged 23 and above, who want to study part-time or full-time for a degree, provides funding for living costs, as well as a range of other vital supports such as career and personal development. UCD has a long history of striving for equity of access to education, with 34.6% of students coming through access routes.

Student Health Service
The Student Health Service offers a range of healthcare services to support our students in their journey through their programme of study and University life through the provision of on-campus medical, student counselling and mental health supports.

Alumni Buddy Programme
The UCD Alumni Buddy Programme links incoming international graduate students with local UCD Alumni. The programme provides friendly support for students, especially just after they arrive in Dublin.

Students' Union
All UCD students are members of the Students' Union (UCDSU) which supports all UCD students during their education by providing a voice and space for them to enhance their college experience as well as welfare support. The UCDSU consists of six sabbatical officers working full-time for the union (President, Entertainments Officer, Campaigns and Engagement Officer, Graduate Officer, Welfare Officer, and Education Officer) and nine elected College Student Officers.

The **Maths Support Centre (MSC)** is an informal drop-in centre available as a free service to all UCD students registered to a level 0, 1 or 2 module, irrespective of their programme of study. Students receive one-to-one or small-group maths tuition during drop-in service hours. Students can attend during these hours to use the MSC as a maths study space, where they can work at their own pace with a tutor on-hand if they have any questions. Outside of these hours, the MSC is open as a group study space for mathematics (and other students) during library opening hours. The MSC aims to enhance students' knowledge of mathematics and guide them to becoming more self-directed learners. Most importantly, the MSC is staffed by dedicated and experienced tutors who can offer individual support in Mathematics, Statistics, Applied and Computational Maths (ACM), or any other numerate subject such as Architecture, Economics, Engineering or Nursing.

The **Writing Centre** offers high-quality tuition in writing to all undergraduate and postgraduate students interested in improving their writing skills. It offers one-to-one tuition and a range of workshops/seminars. The Centre strives to ensure that students are helped to communicate, structure, and present their knowledge and ideas in a written

format, and develop their subject expertise and critical thinking skills. Students can drop-in without an appointment or they can book 50-minute or 30-minute sessions.

Following completion of a UCD programme of study and conferring, student interaction with the institution is through UCD Alumni that offers a varied programme of reunions, events, communications, and membership benefits. In particular, UCD engages with its alumni through the annual UCD Festival, which draws alumni back on to campus for a wide range of activities and links UCD with the surrounding community.

Supports for International Learners

For international students, there is a dedicated website supported by UCD Global for study at UCD for international students. UCD offers a range of supports for students, such as a network of Student Advisers, the Student Health and Counselling Service, the Chaplaincy, and disability services offered through the Access and Lifelong Learning Centre. The UCD Global Experience Team provides information, guidance, and support on the international elements of the student experience. This could include support with complex immigration queries, cross-cultural advice, assistance during a crisis, dealing with culture shock or settling into life in Ireland and integrating into the UCD student community. Students are encouraged to engage with other international students through the UCD Global Students Facebook group and UCD Global Lounge as well as the wide variety of student clubs and societies within the University. Students can also submit any query they may have via the UCD Global Student Connector. Further support and information is also provided such as Campus Support, Student Advice, Academic Support, Campus Life, UCD Global Lounge, Global Guides, Visas and Immigration, Working in Ireland and Orientation.

Supporting Student Engagement

In addition to the supports outlined in the previous section, the University has put in place a Student Experience Group (UMT-SEG) that reports to the University Management Team (UMT). This group leads the development and operationalisation of university activities, processes and procedures related to the student experience and university strategy.

In additional to on-campus provision outlined in a previous section, UCD offers a small number of online modules and programmes, delivered through Brightspace similar to onsite campus delivery. UCD academics and personal tutors make module content available to students, enabling them to access and download content from wherever they are. Some modules are delivered on demand, meaning that students can study at times that suit them. Many modules use continuous assessment providing flexibility and ongoing feedback which supports independent learning. Lecture material may be presented in a variety of formats including audio/visual lectures, interactive learning materials, podcasts, videos etc. UCD Teaching and Learning has developed extensive resources and support for staff to facilitate and enable blended and online teaching and learning.

The Ally accessibility tool has been integrated with Brightspace. It is a content accessibility tool that helps build a more inclusive learning environment and improve the student experience by helping students take clear control of course content with usability, accessibility, and quality in mind. Ally will assist both with the University's objective of University for All and the Universal Design principles for Teaching & Learning, providing the student population with alternative options to receive their learning materials.

UCD Teaching and Learning also provides expert supports and guidance on core UCD Educational Technologies which is focused on the pedagogical application of educational technologies, demonstrating how they can be effectively used to support learning in face-to-face, blended or online teaching and learning contexts. It also

provides resources for staff in relation to designing, developing and reviewing Assessment and Feedback approaches.

UCD Institutional Research oversees, coordinates and analyses a wide range of UCD surveys, including StudentSurvey.ie, Student Feedback on Modules, Graduate Outcomes, UCD Equality, Diversity and Inclusion student and staff surveys, International Student Barometer, Eurostudent and the Irish National Digital Experience (INDEx) survey.

4.0 QA of Research Activities and Programmes

This section is focused on UCD's research programmes; section 1.1 above addresses the University's research activities.

The Academic Regulations include regulations on a variety of research degrees, including Research Masters, PhD, MD, Doctor of Nursing (DN) and Doctor of Midwifery (DM), Doctor of Governance (DGov), Doctor of Veterinary Medical Specialisation (DVMS), Doctor of Educational Psychology (DEdPsych) and Doctor of Clinical Psychology (DPsychSc). These regulations, together with the Programme Development, Approval and Review Framework (PDARF) and the resources provided by UCD Graduate Studies, set out the procedures for the design, approval, delivery, assessment and monitoring of research programmes. There is a Graduate Studies Strategy & Action Plan 2021-2025, and the University is also cognizant of the QQI Statutory QA Guidelines for Providers of Research Degree Programmes.

The UCD Structured PhD programme is characterised by a significant original contribution to scholarship, based largely on a major research project which is also complemented by the development of a range of transferable and professional skills. Promotion of and support for the quality assurance and enhancement of the Structured PhD programme is provided through UCD Graduate Studies, which has published a number of resources online for students, including resources and good practice for supervising PhD candidates, via the UCD Research Student Hub. This includes resources for:

- Research Programmes
- Research Student Handbook
- Thesis Submission
- IUA PhD Graduate Skills Statement 2021
- Register for Taught Modules
- Research and Professional Development Plan (RPDP)
- Training and Development
- Promote Your Research
- Research Integrity Training
- Student Supports
- Working with your Supervisor
- Graduate Research Board

An Online Research Student Induction Day is delivered for all September-start and January-start research students. The purpose of the induction sessions is to provide information on the research degree in UCD i.e. the regulations, the expectations the students can have of the University, and supports available to the student; and to develop a PhD community.

Each student will have a Principal Supervisor, and co-supervisor if appropriate, assigned to them who will provide quality supervision, mentoring, guidance, and advice throughout their programme of study. In addition to Supervisor(s), Schools will appoint a Research Studies Panel for each research student early in their first year. The purpose of the Research Studies Panel is to support and enhance the supervisor-student relationship, to monitor student progress during the course of their doctoral studies and to provide advice and support both to the student and their supervisor(s).

The UCD Structured PhD programme, which is aligned to the National Framework for Doctoral Education, comprises two stages: Stage 1 is a period when the student defines their research plan, develops their research skills and initiates original research work for their doctorate. Stage 2 is primarily dedicated to continuing original doctoral research but may also include some advanced education and training. In order to progress from Stage 1

to Stage 2 of the doctoral programme students must undergo a Transfer Assessment to establish that they are making progress and have the competence and capacity to complete the proposed research. The information regarding this is outlined in the University's Policy on Progression in Doctoral Programmes.

Research and professional development planning is integral to the Structured PhD programme at UCD. The purpose of such planning is to ensure that a student's work is clearly focused on achieving their research and professional development goals. This will play a major part in informing the trajectory of their PhD research and in their training and development as a researcher. To this end, each student, supported by the Research Studies Panel must document their educational, training and personal and professional development needs which along with the proposed programmes of research and training generates a Research and Professional Development Plan (RPDP). Review of a student's RPDP is an essential part of the student's Stage Transfer Assessment.

For UCD PhD graduates, their skill set will naturally include the advanced research and analytical techniques required to undertake high level research in their field. Students are also expected to possess a range of transferable skills, relevant to the successful completion of their research project and to broader career development, and these are benchmarked against the Irish Universities Association (IUA) PhD Graduate Skills Statement. Graduate Studies have developed a portfolio of Transferable Skills workshops aligned with the IUA skills recommendations and have grouped these workshops into those which are relevant for Stage 1 and Stage 2 doctoral students. Workshops which assist students in navigating the structured elements of the PhD and also the key relationship with their supervisors are provided by UCD Graduate Studies. Workshops are developed internally with colleagues in the Writing Centre (Doctoral Week and WOW - writing on Wednesdays), UCD Library (Research Tool Kit), UCD Careers Network and Student Advisors. External experts in doctoral training are also incorporated into the annual programme (e.g. Thesis Boot Camp, Turbocharge your Writing, Imposter Syndrome).

PhD students are also required to gain 30 credits through core and optional modules in the course of their PhD programme. There is a large selection of modules available across the university, both discipline-specific modules to broaden and deepen a student's knowledge of their discipline and research skills modules to provide advanced training in relevant research methodologies. All modules are selected in consultation with the Principal Supervisor, and students are advised to talk to their School about any School-specific requirements. UCD Graduate Studies provides further information about, and useful directory of, Discipline Specific Modules for PhD students.

UCD Graduate Studies has developed a Research Supervisor Support and Development Programme which supports research supervisors who are new to supervision and those who are more experienced and wish to refresh their practice. The framework addresses the provision of ongoing professional development as well as the capture of experience and CPD activity in a Research Supervisor Register (in development) and recognition and reward (Dean of Graduate Studies Award for Excellence in Doctoral Supervision). Induction for new academics to UCD is supported through development of an online Fundamentals in Research Supervision at UCD programme (completed), while a Refresher Programme (in development) for more experienced academics will support those who would like to revisit international developments in supervisory practice, pedagogy and governance. Graduate Studies also supports research supervisors with a dedicated Supervisor Hub on the Graduate Studies website.

These resources illustrate the University's commitment to enhancing the quality of its research programmes and supporting students who undertake such programmes. They also reflect the changing needs of society insofar as graduate research students are now provided with a more expansive set of transferable skills to help prepare them for employment in a wide variety of fields. There are also a number of policies and codes of practice that are particularly focused on ensuring the quality of UCD's research programmes and the research student experience. These include:

- Policy on Theses in Graduate Research Programmes
- Policy on Progression in Doctoral Programmes

- Policy for Supervision of Research Degree Students
- Policy for Conflict Resolution for Supervisors and Research Degree Students

UCD Library provides a range of services to support researchers and research activity in key strategic areas including Open Access and Open Science; Publication Strategy and Dissemination; Research Data Management; GIS & Mapping and Citizen Science.

Training and capacity-building is delivered through the Library's annual *Build your Research Skills* programme of workshops which is open to all researchers, staff and students. The Library also runs a *Research Toolkit* course annually which is tailored especially for postgraduate and early career researchers, and aligns with a number of key competency areas in the 2021 IUA Doctoral Skills Statement, such as research data management and open scholarship.

Open Science and Open Access are key drivers of research impact, uptake and innovation, and help increase the transparency and reproducibility of research. As a member of IReL, UCD Library provides access to Open Access Publishing Agreements, which allow UCD researchers to publish their research openly at no cost to authors, enabling greater access to UCD research for those outside the academic community, including policy-makers, practitioners and the general public.

The Library also maintains and provides access to three trusted digital repositories – Research Repository UCD, the Irish Social Science Data Archive (ISSDA), and UCD Digital Library - to enable UCD researchers to share, archive and preserve their publications, data and other research outputs in line with best practice and international standards.

The Library is also an active member of key organisations including the Research Data Alliance, the Digital Preservation Coalition and the Digital Repository of Ireland, which ensures UCD and its researchers are connected with national and international research networks and best-practice knowledge and guidance.

UCD is ranked number one in Ireland for graduate employability and is unique in Ireland in having a dedicated and professionally qualified Career and Skills Consultant for graduate research students. The Career and Skills Consultant for Graduate Research Students works in partnership with UCD Graduate Studies to support students to explore and plan their career options beyond the PhD programme. This includes coaching and guidance sessions, group and individual career planning workshops and seminars, employer networking opportunities, and applications, CV and mock interview support.

The UCD Student Advisory Service acts as a point of contact, support and referral for all UCD students throughout their studies. Every academic programme in UCD has a dedicated Student Adviser who offers students time and space to explore issues of concern to them. UCD has a dedicated Student Adviser for graduate research students. Student Advisers work closely with academic and administrative staff as well as with the other student support staff to ensure a positive student experience. The Students' Union also has a dedicated Graduate Officer.

The UCD Writing Centre supports graduate research students to communicate their knowledge and ideas in a written format, training them how their writing should be structured, developed, presented, and phrased. This will aid the research student in preparing papers for publication in periodical journals and for the writing up of their research. The Writing Centre offers workshops on different topics as well as individual writing sessions.

Support for the next phase of researcher development, beyond completion and award of a UCD graduate research degree, is provided through the set of resources available via UCD Research Careers and Professional Development. UCD Research Careers and Professional Development provides Post-Doctoral Researchers with access to training and development opportunities across various areas. As part of this, the UCD Research Careers

Framework establishes a structured and supportive skills and early-career development model for Postdoctoral Researchers at UCD, as recommended in the sectoral Advisory Science Council policy document 'Towards a Framework for Research Careers'. The UCD Framework represents a joint initiative between UCD HR People & Organisation Development and UCD Careers Network, both working closely with UCD Research, which directly supports UCD in achieving its research goals. The team is committed to building innovative and practical supports to better embed the framework within the university and refine the delivery of its activities and systems in line with the arising needs of our Early Career Researcher community. Training and Development is available in the areas such as research and research management, personal and professional excellence, teaching, learning and mentoring, innovation and transferable skills.

All Post-Doctoral Fellows are encouraged to engage with the Research Skills and Professional Development process with their Principal Investigator. This process provides a road map that helps identify both professional development needs and career objectives supported through the provision of key resources.

In relation to Supervisor Training, UCD currently operates a supportive, organic approach to supervisor support and development which constitutes a number of local, discipline specific activities as well as a university wide Research Supervisor Support and Development Programme run by UCD Graduate Studies. All academics new to UCD are required to attend a Research Supervisor Induction Session.

The UCD Centre for Support and Training in Analysis and Research (CSTAR) operates as an independent not-for-profit centre based in UCD. CSTAR offers a consultancy and training service to individuals, institutions and companies carrying out health research in Ireland. The mission of CSTAR is to enhance the quality and increase the quantity of health research in Ireland.

Students feedback is captured through local school/programme committees, the periodic quality assurance process and through the graduate survey.

5.0 Staff Recruitment, Development and Support

UCD Human Resources Strategy

The UCD Human Resources Strategy 2022-2024 – The Revolution of Work, builds on successes and progression already achieved through its previous strategy, Growing Through People. The strategy envisages a supportive, developmental environment and culture based on four established strategic pillars, which set out the University's work programme for the Human Resources team to enable the implementation of UCD's people agenda in pursuit of its mission, vision, and strategic objectives. This strategy commits to the achievement of specific and measurable deliverables during 2020-2024, and it is designed to provide a supportive community in which every member of the University is enabled to achieve their full potential. It is aligned with best practice and focuses on all employees: leaders, people managers and individual colleagues. The four key pillars are:

1. Transforming Service Partnership
2. Building Organisational Capability
3. Enhancing our Performance Culture
4. Becoming an Employer and University of Choice

The HR Partners team has a pivotal role to support local leadership teams in Schools, Colleges and Professional Units to help deliver on the objectives set-out in the UCD Human Resources Strategy 2022-2024 – The Revolution of Work, and to align the strategy to local priorities.

The University has also published Human Resources policies and processes to support the achievement of both the University and Human Resources strategies.

Equality, Diversity and Inclusion

Diversity is highlighted in the University's strategic plan as one of the core values of UCD, and one of the plan's strategic objectives is the attraction and retention of an excellent and diverse cohort of students, faculty and staff. The University's Equality, Diversity and Inclusion (EDI) Strategy and Action Plan 2021–2024 is central to UCD's ability to delivery on this objective. In addition, the Public Sector Equality and Human Rights Duty, Athena Swan Gender Equality Action Group, the Dignity and Respect Review implementation and the HEI Framework for Promoting Consent and Preventing Sexual Violence all support the achievement of the University strategy and creation of an inclusive and respectful environment.

The Equality, Diversity and Inclusion (EDI) Strategy and Action Plan 2021–2024 has six key strategic objectives:

1. To support the University in its mission and vision to continue to be an equitable, diverse and inclusive community;
2. To enhance the student and employee experience to attract and support those from all backgrounds to excel at study and work, and to become the University of choice for all including those from under-represented groups;
3. To promote a culture of dignity, respect and wellbeing for all, and eliminate all forms of discrimination;
4. To develop a framework to capture robust and reliable equality and diversity data for students and employees across the University's 10 grounds in order to monitor progress in areas of under-representation;
5. To raise awareness amongst the University community by promoting greater understanding and engagement with EDI issues across the University;
6. To collaborate with external bodies on EDI related matters with a view to becoming the leading third

level institution in Ireland to advance equality, diversity, and inclusion.

Recruitment

The Resourcing Team is responsible for supporting the recruitment and selection of all faculty and staff at UCD. The University seeks to attract, retain, and develop an excellent and diverse cohort of faculty and staff that reflects the University's values of excellence, creativity, collegiality, engagement, integrity, and diversity.

UCD created the Central Pool Academic Appointments initiative which has helped to grow the University community and supports the goal of increasing the quality, quantity and impact of the institution's research, scholarship, and innovation. The UCD Ad Astra Fellows programme is part of this initiative and the resourcing team have developed creative recruitment strategies over the past four years which have produced a strong pool of diverse, high potential early-stage academics interested in joining UCD.

The Policy on Equality, Diversity and Inclusion informs the University's recruitment practices. Informed by the Athena Swan Gender Equality Action Plan 2020-2024 Job Descriptions have been updated, the use of the Gender Decoder Tool and Inclusive Recruitment Practices Guidelines have been promoted which has enhanced communications with applicants and new employees.

UCD is committed to the principle of appointment on merit and its wide range of policies set out a fair, rigorous and transparent process which is applied consistently, ensuring the best candidate for the job is selected. All decisions relating to recruitment and selection must be consistent with the criteria advertised for the post and the Resourcing Team works closely with Hiring Managers to ensure these standards are maintained. Standardised questions have been developed for interview boards to ensure consistency for applicants.

The Resourcing Team works closely with colleagues in Staff Development to provide training for university staff engaged in the recruitment process, presenting annually to groups such as new Heads of School and Researchers, and delivering Interview Skills Training throughout the year including online interview skills training which hiring managers can access as needed.

To ensure a positive and inclusive recruitment process Work at UCD website provides candidates with all the relevant information on the recruitment process along with an overview of staff benefits in one location. The website also provides information on living and working in Ireland to assist candidates moving from overseas. A dedicated onboarding page has been developed which brings all the key information together for new staff joining UCD as well as useful checklists for managers.

The role of Resourcing Consultant continues to provide a single point of contact for candidates and hiring managers and the team offers support and guidance on any aspect of the recruitment process. Further information is available at UCD Human Resources (Resourcing).

Staff Management

UCD has an extensive policy framework for assuring, and enhancing, the quality of its staff. This is provided for through policies and procedures for the recruitment, appointment and ongoing professional development of faculty and staff which is supported by its organisational and management structures and UCD Human Resources. UCD Human Resources has an extensive range of relevant documentation which is published on the online Employment @ UCD Policy Directory, and covers areas such as induction, promotion, career development and leadership, mentoring, recognition, training, access to personal supports and training for the University's wide cohort of faculty and staff.

The University is committed to creating an environment where diversity is celebrated and everyone is treated fairly regardless of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, or membership of the travelling community. It is fully committed to meeting and exceeding its obligations under current legislation. A University Management Team Equality, Diversity and Inclusion Group is in place, supported by an EDI Unit and dedicated website for Equality, Diversity and Inclusion. A University UCD Dignity and Respect Policy (and related framework) with additional supplementary procedures is in place to support staff and students.

Staff Development – Faculty and Research Staff

UCD has in place a range of supports for faculty development. To this end, the Faculty Promotions Policy has been developed, along with a complementary UCD Development Framework for Faculty, which is a tool used by faculty to reflect both personally and within the context of a development conversation on their strengths and opportunities for growth. This framework identifies several dimensions under each of the categories of Faculty achievement:

- **Research, Scholarship, and Innovation**
  - Qualifications
  - Publication, Outputs and Profile
  - Research Funding
  - Research Supervision and Management
  - Research Culture
  - Innovation and Impact
- **Teaching and Learning**
  - Facilitating Student Learning
  - Curriculum Design, Assessment and Development
  - Scholarship of Teaching and Learning
  - Enhancement of Practice: Personal and Professional Development
- **Leadership and Contribution**
  - Administration and Leadership
  - Recruitment and Outreach
  - Building Community
  - Building Support
  - Professional/Clinical Service
  - Public and Professional Engagement

Faculty can assess their current position on the framework across the various dimensions.

The Newly Appointed Assistant Professor (NAAP) Development Programme continues to support the newly appointed members of faculty in UCD. Since 2020 this Programme has been mainstreamed, offering dedicated development seminars, mentoring opportunities, and networking events to support for early career faculty, it also encompasses the Assistant Prof Ad Astra Fellow population. In addition to these development opportunities, the new Faculty Induction programme (introduced in 2020) continues to support new academic employees of UCD which gives an overview of the services and key personnel and provides opportunities to build networks with faculty and colleagues across UCD at an early stage.

UCD has implemented the Senior Academic Leadership Initiative (SALI), which is designed to help achieve equality of outcomes in the higher education sector and accelerate the achievement of gender balance at senior levels.

The University also provides the Leadership in Research Development Programme (THRIVE) which launched in 2021 and provides development for 15 Faculty members at Lecturer/Assistant Professor and Associate Professor level each year. The programme is built around personal engagement with the strategic aims of UCD's "Rising to

the Future 2020-2024" and "Shaping the Future" strategies.

UCD Teaching and Learning serves a critical function in the ongoing professional development of faculty, including through three accredited programmes in University Teaching and Learning. These NFQ Level 9 programmes equip faculty with the knowledge and skills to effectively plan, innovate, evaluate and research their teaching. The offerings are designed to be flexible, research-informed and practice-based:

- The Certificate of Continuing Professional Development, University Teaching & Learning, is a single 7.5 ECTS module programme taking place over one trimester. This programme is offered twice, and participants can choose their start time depending on their schedule and their choice of module.
- The Professional Certificate, University Teaching and Learning, which carries a credit volume of 15 ECTS is awarded to those candidates who successfully complete any two modules. This programme is also offered twice a year.
- The Professional Diploma, University Teaching and Learning, which carries a credit volume of 30 ECTS may be undertaken by participants who have completed the Professional Certificate.

The University celebrates the achievements of colleagues who make an outstanding contribution in the pursuit of teaching excellence and the enhancement of student learning through the biennial Teaching and Learning Awards. The scope of these awards is broad, covering all aspects of teaching and learning. There are two award schemes:

- Teaching Excellence Awards recognise individual faculty and staff in teaching roles for sustained commitment to teaching excellence and student learning.
- Awards for Exceptional Contribution to Learning recognise individual UCD employees who are engaged directly in teaching and/or facilitating student learning. Examples of employees that this award may apply to include tutors, teaching assistants and laboratory demonstrators, occasional lecturers, fieldwork instructors, teaching fellows, clinical tutors, language assistants/instructors, researchers, career and skills consultants, educational technologists, librarians, technical officers and entrepreneurial specialists.

Both schemes are tiered with awards at College and University level. The scheme allows the UCD community, including students, faculty and staff, to nominate colleagues engaged directly in teaching for an award. In Spring 2023, the 2021-22 awards process concluded with the announcement, by the Registrar, Deputy-President and Vice-President for Academic Affairs, of the University-level awardees. In the announcement it was noted that 3,040 nominations were submitted by students, faculty and staff between November 2021 and the end of August 2022. Nominees were invited to apply initially at college level. Following a competitive process there were 87 awardees at college level. Following another competitive process, 12 of those are further honoured with prestigious University level awards which is the highest honour bestowed by the University for teaching and learning. The achievements of each of the 2021-22 awardees are shared widely within and beyond the University.

UCD Teaching and Learning also provides training and support for Tutor and Demonstrator Development at UCD including induction sessions, online tutor resource pack, and a 5 ECTS module on 'Introduction to University Teaching and Learning for Tutors, Demonstrators and Teaching Assistants'. Several schools deliver local Graduate Teaching Assistant modules to support the development of disciplinary teaching strategies.

UCD Research Skills & Career Development provides staff with access to training and development opportunities across four core competency areas. In addition to technical expertise, additional development is provided that include people and time management skills and communications skills, one-to-one coaching and/or mentoring, shadowing recognised 'experts' in a particular area, getting involved in or leading a new/different aspect of the research project, networking both internally and externally, gathering regular feedback from peers, Principal Investigators and others.

Additional UCD Research Skills & Career Development support for researchers includes resources relating to:

- Career Consultations – Engaging Individuals
- Career Seminars – bringing together a collective wisdom
- Introducing Researchers to Employers
- Labour Market Information
- Interview Strategy – Taking Control of the Process
- Book a meeting
- PI/Mentor Development
- Access your Online Career Development Profile
- Training and Development Opportunities
- Events Calendar
- Career Profiles

Staff Development – All Staff

A key mechanism through which UCD offers and promotes opportunities for the professional training and development of all members of staff is through UCD HR People and Organisation Development. This area provides development opportunities for both new and existing staff and faculty in their day to day activities, improving skills and expanding areas of expertise. The training course schedule for all employees offers over fifty half and full-day sessions designed to align with UCD core competencies. The offering features a blend of on-campus and online programmes and is updated annually.

UCD's Leadership and People Management Programme (RISE) supports the delivery of the UCD Strategy 'Rising to the Future' which commits to ensuring that the University's faculty and staff are enabled to achieve their full potential. The RISE programme design involved consultation with a wide range of stakeholders across the University. RISE aims to enhance the quality of leadership and management within the University through the development of skills, knowledge, and behaviours while recognising the continued need for leadership agility.

The University also continues to engage Advance HE in support of the Aurora Leadership Development Programme for women and those who identify as a woman. It aims to encourage those in academic and professional roles to think of themselves as leaders, to develop leadership skills and to help institutions like UCD optimise the leadership potential of women and those who identify as a woman supported by individual mentors.

Performance for Growth (P4G) is the UCD performance and development framework that provides the opportunity for all UCD employees to have at least one annual conversation with their line manager, Head of School or alternate reviewer, within which they can:

- Review achievements and challenges from the previous year
- Agree performance objectives for the year ahead
- Agree a development plan for the year ahead

6.0 Information and Data Management

Decision-making across the University is informed by data and UCD has developed a set of Key Performance Indicators (KPIs) embedded against each of the themes in its strategic plan and are directed towards the set of designated objectives.

Benchmarking is embedded in various quality assurance and enhancement activities throughout the University. UCD is regularly benchmarked as an institution and subject area level through its participation and inclusion in the various ranking agencies, for example the QS World University Ranking. To support UCD Strategy 2020-2024: Rising to the Future enabler of Creating a Sustainable Global Society, UCD makes annual submissions for the Times Higher Education Impact Rankings. This ranking assesses universities against the 17 UN Sustainable Development Goals (SDGs) and enables UCD to benchmark its activities against other comparable institutions in this important area. In 2023, UCD also made a submission to the QS World University Rankings for Sustainability. UCD benchmarks and monitors the implementation of its Strategic Plan against an agreed set of KPIs (UCD KPIs). In addition, the University's Periodic Quality Review process – which involves external, independent evaluation of all Schools and Professional units – and the Subject Extern Examiner system supports the University in enhancing the quality of its provision and services.

In relation to the provision of support for management of resources, UCD Institutional Research provides data support for University planning and management activities directed toward fulfilling the goals and objectives of the University. Institutional research is a support function within UCD which aims to inform decision making and planning at senior management level. The Director of Institutional Research reports to the Director of Strategic Planning and their activities also informs the work of the UCD Quality Office. The Director of Institutional Research, for example, provides statistical data and information for use in the Periodic Quality Review process which includes information on applications, student registrations, graduations, and retention rates along with school- level analysis from relevant student and staff surveys such as StudentSurvey.ie. This suite of reports is shared with self-assessment teams via a secure Google Drive and gives each school under review a consistent and reliable source of information to inform their self-assessment process. A suite of reports is also made available to Heads of School via InfoHub, to assist planning and quality assurance processes; these management-level reports include but are not limited to:

- Student Recruitment Reporting - reports relating to CAO Applications to UCD including application and conversion trends, entry points and current year information
- Student FTEs - information on FTEs for taught and research students
- Retention and Progression Rates – for reporting on student retention and progression through programmes
- Module Enhancement and Student Feedback Report - information to support the module enhancement process including registration and de-registration counts, grade distribution and student feedback
- Access and Lifelong Learning Students - information on students who enter through the various access pathways including students from low-income households, students reporting a disability, part-time students, mature students and those who entered with a QQI-FET award
- Research Information - information on school research projects, including financial status, staff and publications
- HR Staff Management Report - report providing details of staff associated with each unit

The UCD Research Analytics and Impact Team provides Heads of Schools, College Principals and their nominees with access to a Research Activity Dashboard. This online report provides a view of research activity at College, School and Institute level, showing information and metrics on research funding, staff and publications. The report is available through InfoHub. This report provides a view of research activity at School level, showing information and metrics on research funding, staff and publications, using a combination of the university business systems

and Bibliometrics data.

Research Funding
- Proposals and Awards: Volume, value, and % overhead for past 5 years
- Active Grants: Current volume, value, average duration
- Research Grants: Budget Vs actual expenditure

Research Publications
- Volume and Citation Impact for past 5 years

Research Staff
- Total Full Time Equivalent (FTE) staff (including Academic staff FTE, and Research staff FTE
- % Research Active Academic Staff

Innovation Metrics
- Consultancy contracts
- Inventions Disclosed
- Patents Filed and Granted
- Licences
- Spin-outs

The UCD Finance Office also provides resources and support for University, College, School and other unit planning and management processes, such as:

- Payroll Office
- Research Finance Office
- Staff Expenses
- Non-Staff & Student Expenses
- Accounts Payable
- Procurement & Purchasing Unit
- Finance Systems
- General Ledger
- Fixed Asset Register
- Strategic and Financial Planning, including annual 5-year Budget Preparation
- Quarterly Management Accounts
- Fee Income census
- Financial Review of new initiatives, including review of new programmes and commercial activities
- Financial Statements
- Policies & Procedures
- Taxation
- Forms
- Maintenance of Management Reporting Structures PostAuthorisation

For additional internal reporting and information management purposes, and accessed via UCD Connect, the InfoHub online reporting system delivers fast access to information in UCD's business systems e.g. student information, Human Resources reports and Finance reports. It provides high-level summaries. Key institutional data is considered as part of the Periodic Quality Review of schools and professional units.

Governing Boards have primary responsibility for monitoring the progress of students on the programmes for which they are responsible, and have access to extensive reporting tools within the InfoHub Report Catalogue available through UCD IT Services Analytics & Reporting. These provide important tools to collect, monitor and act on information on student progression, as well as other important student-related metrics. These include:

- Current Applications School Summary
- Application Trends
- Conversion Trends
- Reasons for choosing UCD - University Summary
- Reasons for choosing programme - University Summary
- School Class Lists
- Major Class Lists
- Programme Class Lists
- My Grading Class Lists
- School Grading Summary
- Student Support Statistics by Area
- Student Engagement by School
- Student Registrations - University Summary
- Student Demographics - University Summary
- Curriculum Trends
- Graduate Research Students School Summary
- Registered Students by International Indicators
- Clubs & Societies Membership Statistics
- Postdoc Tracking System

UCD receives the outputs from the annual StudentSurvey.ie, and these data are further analysed by UCD Institutional Research at institutional, College, School and programme level, ensuring there is direct feedback of students feeding into the quality assurance and enhancement of UCD's programmes and the student experience as a whole. Module feedback and Extern Examiners' reports are also reviewed annually by Governing Boards and the University.

Every year the UCD Careers Network conducts, on behalf of the University, a Graduate Outcomes Survey. Issued to graduates of all full-time and part-time courses at NFQ levels 8, 9 and 10, this survey captures whether UCD graduates are in employment, in further study or training, or seeking employment, nine months after graduation. The data collected is submitted to the HEA for use in publications, and it is also available internally to staff. This can be found on the UCD Careers Network intranet, via their interactive dashboards on Tableau. This data also helps to inform the ongoing implementation of the UCD Career Development & Employability Strategy 2015 – 2025.

Graduate Outcomes data can also be made available to UCD staff via reports should it be useful/relevant to their roles (for example College Principals, Deans, Heads of Schools, Heads of School Teaching and Learning, Vice Principals and Associate Deans of Teaching and Learning, Marketing/Recruitment Managers etc.).

Career Registration Data is collected annually from all students at the point of registration. Students answer three questions on: 1) Career Readiness; 2) Extent of work-related experience; and 3) Employment sectors of interest. Data is collected to inform the development of career and employability interventions and students receive an email in response to question 1 on career readiness with suggested next steps. Career Registration data is now embedded into the academic planning cycle and reports into the UMT Education Group. Career Registration data is also now available via the UCD Careers Network intranet.

QS Graduate Employability Ranking - UCD was ranked by QS as number one in Ireland for Graduate Employability from 2018 until the last iteration of this ranking by QS in 2022. QS discontinued this ranking and the constituent factors that made up the ranking have been rolled into the overall institutional world ranking. The Careers Network continues to collect data which contributes to other ranking mechanisms.

UCD IT Services also provides resources for Research IT - this range of services is designed to support and facilitate researchers in their use of IT as an enabler for their research activities. The range of services provided is tailored to support the needs of the research community and includes access to a High Performance Computing (HPC) environment ideal for researchers who need access to substantial computing resources, allowing them to greatly reduce the time required to perform large scale calculations. The UCD Sonic HPC cluster is a group of high powered servers networked together to tackle large computational tasks. The Sonic HPC nodes are networked together using InfiniBand and connected to a parallel storage system that allows files to be read from, and written to, at much greater speed than standalone storage. A software scheduler (SLURM) runs on top of all this hardware to ensure fairness among the users. The Sonic HPC cluster is a shared campus resource open to all researchers. Brightspace training modules make access to the Sonic cluster easier by allowing researchers to take a series of short training videos which will aid them in using the UCD Sonic HPC.

IT Services also supports Curriculum Management & Reporting which incorporates the systems that support UCD Registry and Schools and Colleges in their endeavour to maintain UCD's curriculum. These include Curriculum Archive, Curriculum Browser, Curriculum Management System, Module Access Management, the Programme Register, Student Feedback Survey Management and Timetable Management.

IT Services continues to work closely with the University's Senior Management Team to maximise the provision of relevant, timely data and information, thereby facilitating the rapid progression and successful impact of UCD's digital transformation programmes.

To safeguard individuals and to ensure the integrity and reliability of information services, UCD has a number of 'Use Policies'. These are designed to ensure that the University can offer the widest possible range of services to its community, while at the same time ensuring that such services are used in a compliant manner. The policies are not intended to limit use of the University's information services. The relevant issues are addressed in the UCD Information Technology Services Acceptable Use Policy. This policy provides all users with clear guidance on the acceptable, safe, and respectful use of the University's IT resources. A Device Protection Policy provides guidelines on the users' responsibility on ensuring that any device used to access University's IT resources is appropriately secured and protected. Mult-Factor Authentication (MFA) is also mandatory on all ICD IT accounts.

UCD Library has published the UCD Library – General Information Resources Policy. The aim of this policy is to direct and guide the provision of effective, high-quality collections and appropriate electronic access to information resources for the University College Dublin academic community. The policy is developed in the context of the University's mission and goals, as published in strategic planning and policy documents at University, College and School levels.

The University has a number of policies and procedures relating to information and data management, including:

- UCD Data Privacy Statement
- UCD Data Protection Policy
- UCD Data Request Policy
- UCD Data Subject Access Request Form
- UCD Cookie Policy

UCD Office of the DPO – the functions of this office include assisting and advising the University on matters concerning the application and implementation of the General Data Protection Regulation (GDPR), the Data Protection Act 2018, and the European Communities (Electronic Communications Networks and Services) (Privacy and Electronic Communications) Regulations 2011. In addition, this office serves as a contact point for requests from individuals regarding the processing of their personal data and the exercising of their rights. It is

also the interface between the Data Protection Commission (DPC) and UCD.

UCD Data Protection Road Map – A supporting framework 'UCD Data Privacy Strategy & Action Plan 2020-2024' is in place to ensure that everyone in the UCD community is aware of their rights and obligations under these legislations with mandatory training on data protection and security for all staff. UCD has appointed a Data Protection Officer (DPO), established an Office of the DPO and developed a university-wide internal network of 'GDPR Champions' to promote data privacy throughout the entire academic and administrative structure.

UCD Records Management and Freedom of Information – the functions of this unit are to ensure organisational compliance with the University's statutory obligations. Its role is also to advise the University in the management of university records, including the formulation of corporate standards and practices in records management in keeping with best practice. Provision of information, assistance, and training to staff is also a responsibility of the unit.

7.0 Public Information and Communication

Information and communication is delivered through various channels such as the University's website, email, face-to-face, recruitment and career fairs, publications and via media channels. UCD University Relations manages, *inter alia*, the external communications functions of the University through its engagement with stakeholder groups. The office manages the projection of the UCD brand, major university events, media relations, marketing to prospective students, the production and publication of university-level online and print communication.

Education and Training Programmes

For prospective students, there is a wide variety of guidance, information and other supporting documents relating to the student lifecycle, included on the Study At UCD website and in hard copy. For undergraduate applicants from Ireland and the EU, the 'MyUCD' portal provides extensive information on a range of topics, such as:

- Courses
- Applying to UCD (includes admissions criteria, policies and procedures)
- Visiting UCD
- UCD Prospectus
- Open Evenings & Career Fairs
- My UCD on Facebook
- Virtual Tour
- Scholarships
- UCD Schools Liaison & Outreach Programme
- Parents webpage
- Guidance Counsellor Resource Pages
- UCD Horizons (the modular and credit-based structure for taught degrees at UCD)
- CAO – Think Bigger UCD
- Campus Life
- Summer School
- UCD Open Day
- Peer to Peer Chat platform

This information is collated and managed by the UCD Registry units of Student Recruitment and Admissions. These units work with Schools, in co-ordination with the UCD Registry Curriculum Team to ensure all programme and module information is correct and up-to-date, including information about collaborative and transnational programmes.

Information for prospective and incoming non-EU international students is provided by UCD Global, including information on:

- Why UCD?
- What Can I Study?
- Coming to Ireland Student Life
- Meet UCD

For graduate taught degree admissions, and other non-CAO applicants, from Ireland and the EU, UCD operates an online UCD Applications system with information for these prospective students detailed on the UCD Graduate Admissions website. There is also information about programmes available via online and distance learning through the UCD Online Learning website. Non-EU international applicants at graduate taught apply through a

dedicated website supported by UCD Global for study at UCD for international students. Information about on-campus accommodation is also available on the UCD Residences website.

Once admitted to UCD, there is extensive information available to students to assist them in their transition to university life and their programme. This is available through the New Students website and it includes a broad range of advice and guidance, as well as detailed information about the Orientation events and schedule which is compulsory for all new students. Detailed and specialised information is provided to undergraduate students, graduate students, and international students.

For current students, there is a dedicated UCD Current Students website. This includes information on registration, term dates, fees, exams and student services with a view to providing a 'one-stop-shop', holistic and student-centred set of resources. Included in this is the following:

- Course Search
- Exams
- Fees
- New Students (includes orientation information, key dates, the Welcome to UCD guide and video, new students' checklist, UCD Career Guide, Library information for new students)
- Registration
- Student Desk
- Student Services Directory
- UCD Term Dates

The Student Desk, College Offices, Programme Offices and School Offices provide public information and support for students and an integrated service for all admissions, registration, fee and assessment issues.

Additional policies and procedures and other guidelines which support the student learning journey include:

- Academic Regulations
- Taught Programme Transfer and Re-Admission Policy
- Policy on Recognition of Prior Learning
- Policy on Progression in Doctoral Programmes

Research and Related Services

Section 1.1 provides information on the University's research activities; and section 4 provides information on UCD's research programmes.

Quality Assurance Policies and Procedures

The University has in place a Quality Framework that enables it to assure the quality of its teaching and learning, research and other activities. Quality is embedded across the University, and this is reflected in its governance structures and oversight, policies and procedures. The aim of the UCD Quality Assurance and Quality Enhancement Policy is to enhance the effectiveness of its core activities of learning, teaching and research and their effective management. It addresses all areas of University activity taking cognizance of their contribution to, and alignment with the University strategic goals. The policy is aligned with the *European Standards and Guidelines* (2015) and related documents, and its implementation ensures the University's compliance with the *Universities Act, 1997*, *Qualifications and Quality Assurance Act* (2012), and the *QQI Core Statutory Quality Assurance Guidelines* (2016). A key feature of the quality process is a commitment to involving staff, students and other stakeholders in the process.

The various quality assurance and enhancement mechanisms used by the University include an organisational and academic governance structure that provides oversight on the University's Quality Framework. This includes:

- Regular peer review of academic and professional units
- Peer review of the University's Linked Providers
- Programme approval and curriculum review processes
- Approval, monitoring and review of collaborative taught programme provision
- Module evaluation
- Extern Examiner reports
- Procedures for faculty and staff appointments
- Oversight of Continuing Professional Development (CPD)
- Policies and procedures to support quality processes
- An Equality, Diversity and Inclusion policy
- Embedded student representation on University committees
- Systematic student representation in the quality processes
- Student participation in the Academic Council Quality Enhancement Committee (ACQEC)

The UCD Quality Office is responsible for managing the Periodic Quality Review process and contributing to University academic governance and the development of policies and procedures. Further information and guidance on the review process, its guidelines, procedures and review schedule is published on the UCD Quality Office website. A wide range of internal supports such as those from Human Resources, Equality Diversity and Inclusion, Library, Teaching and Learning, Research, and Institutional Research are also available to support schools and units undergoing review and these are published at UCD Supports & Resources for Quality Review.

Evaluation and Findings from Quality Assurance Evaluations

Evaluation of findings or recommendations are implemented at the level of the school/unit within agreed timelines. A sub-committee of ACQEC considers all Review Group Reports prior to their consideration by ACQEC, UMT and Governing Authority. A process for monitoring the implementation of recommendations is in place and embedded into the University's annual planning cycle. Each unit is required to complete a Quality Improvement Plan (QIP) to address the recommendations and must be approved by the relevant College Principal/Vice-President. Each QIP is considered by the University Management Team. Review Group Reports for Periodic Quality Review, as well as the Quality Improvement Plans, are published on the Reports and Publications of the UCD Quality Office website. A number of additional reports are produced annually for ACQEC.

8.0 Monitoring and Periodic Review

Self-Evaluation

Self-evaluation and monitoring of the University's activity is a key component of the Periodic Quality Review Process. Quality Enhancement/Quality Assurance at UCD is not a static but a dynamic process that enables a school/unit under review to reflect on its activity. Guidelines and procedures are in place to conduct reviews and are approved by ACQEC. Oversight on implementation and monitoring is at the levels of the unit, its relevant College, and the University through ACQEC, UMT and Governing Authority.

The University's strategic and holistic approach to Periodic Quality Review acknowledges the various aspects of a school/unit's operations and their mutual dependency. Separate guidelines have been developed for academic schools, professional units, Linked Providers, and transnational programme provision and these are available on the UCD Quality Office website. These guidelines cover areas such as:

- Strategy
- Organisation, management and staffing of the school/unit
- Management of resources and facilities
- Functions, activities and processes
- Quality of programmes and student learning experience
- Quality of postgraduate research education and research activity
- Management of quality and enhancement
- Support services
- External relations

Quality review involves consideration of a wide range of data information using the University's InfoHub data system, feedback from students, staff and other stakeholders, reports such as external examiners, accreditation reports, etc. It ensures that members of the school/unit come together to reflect upon what they are trying to achieve in all aspects of their work, and how these different areas of activity impact upon one another. All members of the school/unit, both faculty and staff, participate in the review and have an opportunity to contribute to the Self-Assessment Report and site visit. The primary focus of the review is on quality enhancement.

Periodic Review of Schools and Professional Units

Periodic Quality Review is a cyclical process which is carried out in academic schools, professional units, transnational programme provision, Linked Providers, and thematic areas. Periodically, thematic reviews will also be undertaken at a cross institutional level such as curriculum review, student services and research institutes. The overall aim of the review process is on-going enhancement of all activity within the school. The key stages are:

- The school/unit drafts their Self-Assessment Report (SAR).
- Site Visit - consideration of the SAR by a Review Group and meetings with stakeholders.
- Review Group prepares a Report incorporating recommendations for quality improvement.
- School prepares a Quality Improvement Plan (QIP) for on-going improvement.
- Follow-up by the University - to consider progress against the QIP.

Review Group Reports for Periodic Quality Review are typically finalised 8-10 weeks after the Review Group site

visit, and are published on the Reports and Publications section of the UCD Quality Office website following consideration by ACQEC, UMT and the UCD Governing Authority. The reports provide the findings of the Review Group and outline their commendations and recommendations. Following the review, the school/unit prepares a Quality Improvement Plan (QIP) to address the review group recommendations. The QIPs are considered by UMT and published on the UCD Quality Office website. The Review Group recommendations are also reported by the school/unit in the University's annual planning process. Progress on the implementation of the QIP is provided one year after the preparation of the QIP.

Criteria used for Recruitment of External Independent International Experts

External Reviewers/Evaluators

The University has approved the criteria for the appointment of external reviewers for quality review and these are published in the Handbook for Internal Periodic Quality Review (Academic School), the UCD Quality Review Guidelines (Support) and the Collaborative Partnerships Guidelines for Periodic Review.

Extern Examiners

For **Subject Extern Examiners**, the University has published (Subject Extern Examination Policy) the criteria for appointment of Subject Extern Examiners, which includes:

- They should have the appropriate academic expertise, experience and, where necessary, professional qualifications relating to the subjects to which they are appointed.
- They should have up-to-date knowledge of international best practice in the design, development, and assessment of relevant curricula.
- They should be adequately experienced to adjudicate on comparability of academic standards with peer Universities.
- They may not be a staff member or be involved in teaching or assessment in any capacity at the University. Care should be taken to ensure that no other possible conflict of interest may arise. Any potential conflicts of interest should be made known to the ACCE upon nomination or as may arise during the term of appointment.
- They should not be appointed from the same institution as their predecessor. Exceptions may, on occasion, be permitted in cases where no other option exists.
- Former members of UCD staff may not be appointed as Subject Extern Examiners for a period of at least five years after they have left the University. Once a Subject Extern Examiner has completed their duties, a three-year time interval is required before a Subject Extern Examiner can be reappointed as an Extern Examiner in the University in any capacity.

For **Special Extern Examiners**, who are involved in the examination of research degrees, the criteria is defined in the Academic Regulations as follows: *"The special extern examiner is a person who has been approved by the Academic Council or its relevant committee on the nomination of the Head of School to participate in the examination of a research degree as a recognised expert in the area of research of the relevant thesis."*

Furthermore, the UCD Policy for Theses in Research Degree Programmes provides an outline of the responsibilities of the Special Extern Examiner.

Engagement with External Quality Assurance

As a Designated Awarding Body, UCD is required under the *Qualifications and Quality Assurance Act, 2012* to undergo external review of the effectiveness of its institution-wide quality assurance procedures for the purposes of establishing, ascertaining, maintaining, and enhancing the quality of its provision of education, training, research and related services. These reviews are co-ordinated by Quality and Qualifications Ireland (QQI) on a cyclical basis (2017-2023). UCD underwent its review in 2019 with the review team report published in 2020. The University has prepared its institutional Quality Improvement Plan which was submitted to QQI in June 2020. A one-year progress report was submitted to QQI in June 2021. Following the conclusion of the formal institutional quality process ACQEC provides ongoing monitoring of the QIP implementation supported by the UCD Quality Office. An annual update on progress is provided to UMT and GA.

The University engages with QQI on an ongoing basis through the Annual Quality Report, Quality Dialogue Meetings, Irish Universities Association (IUA) committees, projects, and through contributions to the development or review of policies. It also engages with the professional, statutory, and regulatory bodies that accredit professional programmes.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	75
Awarding bodies	0
QA bodies	1

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	National Social Work Registration Board (CORU)
Programme titles and links to publications	Professional Masters in Social Work (Prof. MSW) Masters in Science Social Work (MSc Social Work) https://www.coru.ie/about-us/registration-boards/social-workers-registration-board/about-the-social- workers-registration-board/
Date of accreditation or last review	2023
Date of next review	2029

2. Type of arrangement (PRSB/awarding body/QA body)	PSRB
Name of body:	American Veterinary Medical Association (AVMA)
Programme titles and links to publications	School of Veterinary Medicine - Undergraduate; MVB Veterinary Medicine (5 yr); Graduate Entry Veterinary Medicine (4 yr); https://www.avma.org/
Date of accreditation or last review	2020
Date of next review	2027

3. Type of arrangement (PRSB/awarding body/QA body)	PSRB
Name of body:	Engineers Ireland
Programme titles and links to publications	https://www.engineersireland.ie/listings/resource/1053

Engineers Ireland Accredited Programmes June 2023

University College Dublin (UCD)

COLLEGE NAME	DESCRIPTION	INITIALS	DISCIPLINE	STANDARD	NOTE	ACCORD	EURACE	GRAD YEAR FROM	GRAD YEAR TO
University College Dublin	Bachelor of Engineering	BE	Agricultural Food Engineering	CEng		Washington		1982	2004
University College Dublin	Bachelor of Engineering	BE	Biosystems Engineering	CEng		Washington		1982	2004
University College Dublin	Bachelor of Engineering	BE	Chemical Engineering	CEng		Washington		1982	2004
University College Dublin	Bachelor of Engineering	BE	Civil Engineering	CEng		Washington		1982	2004
University College Dublin	Bachelor of Engineering	BE	Electrical Engineering	CEng		Washington		1982	2004
University College Dublin	Bachelor of Engineering	BE	Electronic Engineering	CEng		Washington		1982	2004
University College Dublin	Bachelor of Engineering	BE	Mechanical Engineering	CEng		Washington		1982	2004
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Agricultural Food Engineering	CEng		Washington	Y	2005	2010
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Biomedical Engineering	CEng with FL	FL	Washington	Y	2018	2023
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Biosystems Engineering	CEng		Washington	Y	2005	2010
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Chemical Engineering	CEng		Washington	Y	2005	2010
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Civil Engineering	CEng	FL	Washington	Y	2005	2012
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Civil Engineering	CEng with FL	FL	Washington	Y	2013	2023
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Electrical Engineering	CEng	FL	Washington	Y	2005	2012
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Electrical Engineering	CEng with FL	FL	Washington	Y	2013	2023
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Electronic Engineering	CEng	FL	Washington	Y	2005	2012
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Electronic Engineering	CEng with FL	FL	Washington	Y	2013	2023
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Mechanical Engineering	CEng	FL	Washington	Y	2005	2012
University College Dublin	Bachelor of Engineering (Honours)	BE(Hons)	Mechanical Engineering	CEng with FL	FL	Washington	Y	2013	2023
University College Dublin	Master of Engineering	ME	Biomedical Engineering	CEng	M	Washington	Y	2011	2023
University College Dublin	Master of Engineering	ME	Chemical and Bioprocess Engineering	CEng	M	Washington	Y	2019	2023
University College Dublin	Master of Engineering	ME	Civil and Environmental Engineering	CEng	M	Washington	Y	2012	2015
University College Dublin	Master of Engineering	ME	Civil Engineering	CEng	M	Washington	Y	2012	2015
University College Dublin	Master of Engineering	ME	Civil, Structural & Environmental Engineering	CEng	M	Washington	Y	2016	2023
University College Dublin	Master of Engineering	ME	Electrical Energy Engineering	CEng	M	Washington	Y	2012	2023
University College Dublin	Master of Engineering	ME	Electronic and Computer Engineering	CEng	M	Washington	Y	2012	2023
University College Dublin	Master of Engineering	ME	Energy Systems Engineering	CEng	M	Washington	Y	2011	2023
University College Dublin	Master of Engineering	ME	Engineering with Business	CEng	M	Washington	Y	2011	2023
University College Dublin	Master of Engineering	ME	Materials Science & Engineering	CEng	M	Washington	Y	2011	2023
University College Dublin	Master of Engineering	ME	Mechanical Engineering	CEng	M	Washington	Y	2011	2023
University College Dublin	Master of Engineering	ME	Structural Engineering	CEng	M	Washington	Y	2012	2015
University College Dublin	Master of Engineering	ME	Structural Engineering with Architecture	CEng	M	Washington	Y	1982	2023

Date of accreditation or last review	See table above
Date of next review	See table above

4.	**Type of arrangement** (PRSB/awarding body/QA body)	PSRB
Name of body:		Nursing and Midwifery Board of Ireland (NMBI)
Programme titles and links to publications		All programmes delivered in the UCD School of Nursing, Midwifery and Health Systems were awarded NMBI accreditation for five years from July 2023. The approval and site inspection can be found here: https://www.nmbi.ie/Education/Site-Inspection-Reports
Date of accreditation or last review		July 2023
Date of next review		July 2028

5.	**Type of arrangement** (PRSB/awarding body/QA body)	PSRB
Name of body:		Irish Medical Council
Programme titles and links to publications		Undergraduate Entry to Medicine (UEM); Graduate Entry to Medicine (GEM); https://www.medicalcouncil.ie/
Date of accreditation or last review		2020
Date of next review		2025

9.2   Collaborative Provision

Definitions:
QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'Linked Provider' as a provider that is not a Designated Awarding Body but enters into an arrangement with a Designated Awarding Body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the Designated Awarding Body.

Type of arrangement	Total number
Joint research degrees	4
Joint/double/multiple awards	25
Collaborative programmes	69
Franchise programmes	0
Linked Providers (DABs only)	2
NOTE: UCD is engaged in a broad and diverse range of collaborative arrangements, not all of which fall within the five categories above.	

1. Linked Provider	Linked Provider
Name of body (/bodies):	Institute of Banking (IoB)
Programme titles and links to publications	Specific details of all IoB programmes are available at https://iob.ie/programmes.
Date of last review	May 2019
Date of next review	2025-2026

2. Linked Provider	Linked Provider
Name of body (/bodies):	National College of Art and Design (NCAD)
Programme titles and links to publications	Specific details of all NCAD programmes are available at https://www.ncad.ie/students/programme-information/.
Date of last review	October 2021
Date of next review	2027-2028

3. Collaborative Programme	Collaborative Programme
Name of body (/bodies):	RCSI and UCD Medical College (RUMC)
Programme titles and links to publications	Specific details of all RUMC programmes are available at https://www.rcsiucd.edu.my/programmes/.

Date of last review	October 2014
Date of next review	2022-2023

4. **Collaborative Programme**	Joint/double/multiple award
Name of body (/bodies):	Beijing-Dublin International College (BDIC)
Programme titles and links to publications	Specific details of all BDIC programmes are available at https://www.ucd.ie/bdic/.
Date of last review	June 2020
Date of next review	2025-2026

5. **Collaborative Programme**	Joint/double/multiple award
Name of body (/bodies):	Chang'an-Dublin International College of Transportation (CDIC)
Programme titles and links to publications	Specific details of all CDIC programmes are available at https://www.ucd.ie/cdic/.
Date of last review	None to date - CDIC opened in September 2020
Date of next review	2023-2024

6. **Collaborative Programme**	Joint/double/multiple award
Name of body (/bodies):	Guangzhou-Dublin International College of Life Sciences & Technology (GDIC)
Programme titles and links to publications	Specific details of all CDIC programmes are available at https://www.ucd.ie/gdic/.
Date of last review	None to date - GDIC opened in September 2020
Date of next review	2024-2025

7. **Collaborative Programme**	Joint/double/multiple award
Name of body (/bodies):	University of Ulster
Programme titles and links to publications	Specific details of programmes are available at https://www.ucd.ie and https://www.ulster.ac.uk.
Date of last review	April 2023
Date of next review	2027-2028

8. **Collaborative Programme**	Joint/double/multiple award
Name of body (/bodies):	Trinity College Dublin
Programme titles and links to publications	Specific details of programmes are available at MSc Comparative Social Change
Date of last review	N/A
Date of next review	N/A

9.3   Articulation Agreements

Definition:
Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an **articulation agreement** may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advanced standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

Articulation agreements - Total number	7

1. Articulation agreement:	
Name of body (/bodies):	Xiamen University (China)
Programme titles and links to publications	1+3 (Business)
Date of agreement/arrangement or last review	18 July 2022
Date of next review	17 July 2027
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

2. Articulation agreement:	
Name of body (/bodies):	Xiamen University (China)
Programme titles and links to publications	Business
Date of agreement/arrangement or last review	18 July 2022
Date of next review	17 July 2027
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

3. Articulation agreement:	
Name of body (/bodies):	South China Agricultural University (China)
Programme titles and links to publications	2+2 (Business)
Date of agreement/arrangement or last review	17 April 2023
Date of next review	17 April 2028

Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

4. Articulation agreement:	
Name of body (/bodies):	South China Agricultural University (China)
Programme titles and links to publications	2+2 (Health & Agricultural Sciences)
Date of agreement/arrangement or last review	12 October 2022
Date of next review	11 October 2027
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

5. Articulation agreement:	
Name of body (/bodies):	Beijing University of Technology (China)
Programme titles and links to publications	1+2+1 (Interfaculty)
Date of agreement/arrangement or last review	22 September 2022
Date of next review	21 September 2027
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

6. Articulation agreement:	
Name of body (/bodies):	Beijing Foreign Studies University (China)
Programme titles and links to publications	1+3 (Business)
Date of agreement/arrangement or last review	25 April 2023
Date of next review	25 April 2028
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

7. Articulation agreement:	
Name of body (/bodies):	Abu Dhabi University (United Arab Emirates)
Programme titles and links to publications	Business

Date of agreement/arrangement or last review	15 November 2021
Date of next review	14 November 2026
Detail of the agreement	UCD reserves the right to keep the agreement confidential given commercial sensitivities.

University College Dublin (UCD) 2023		

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT
Reporting Period 2022-2023

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.5), **Part B** of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**.

Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR submission were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. Institutions are encouraged to reflect both on what worked well and what did not work well, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks, and feedback/judgement) and how they led to specific QA improvements and enhancement.

Part B provides evidence of quality improvement and enhancement and impact[2] of QA activities within the totality of an institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 deals with institutional analysis of IQA enhancements and impacts including activities undertaken in respect of academic integrity, and the enhancements and impacts resulting from same.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to illustrate IQA in action through case studies in relevant thematic areas.

Institutions are invited, if they wish to do so, to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:
- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear concluding paragraph with overview of key outcomes/learning.

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

---

[2] The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf.This is a very useful reference, though impact in the context of this report should be considered.

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Institutional Strategic Objectives

The University operates an integrated system for quality assurance and enhancement which contributes to the achievement of its strategy. Following the launch of the UCD Strategy 2020-2024, 'Rising to the Future' the University has set four key themes of Creating a Sustainable Global Society, Transforming through Digital Technology, Building a Health World, and Empower Humanity. These four themes will be embraced in four core objectives and the University has a set of key performance indicators and targets against which it tracks its progress. The four objectives are:

- Objective 1: Increase the quality, quantity and impact of our research, scholarship, and innovation.
- Objective 2: Provide an inclusive educational experience that defines international best practice and prepared our graduates to thrive in present and future societies.
- Objective 3: Continue to build our engagement locally, nationally and internationally.
- Objective 4: Attract, retain and develop an excellent and diverse cohort of students, faculty and staff.

The pursuit of these strategic themes and core objectives will be facilitated by six key enablers, which will provide the foundations for success. The six enablers are:

- Enabler 1. Recruit additional excellent faculty members.
- Enabler 2. Increase our student population, enhancing quality, and diversity.
- Enabler 3. Build world-class academic facilities and student amenities.
- Enabler 4. Implement advanced systems and services to support operations.
- Enabler 5. Develop faculty and staff.
- Enabler 6. Generate additional non-exchequer income.

Ongoing monitoring by the University on implementation of the strategic plan is undertaken through UMT, GA, the Extended Leadership Group supported by the Strategic Planning Unit and the Institutional Research Unit.

Key University Appointments

In April 2023, Prof. Anthony Brabazon was re-appointed as College Principal for the College of Business.

On 1 May 2023, Professor Orla Feely took up the role as President of University College Dublin. On the same date, Professor Helen Roche was appointed Vice-President for Research, Innovation and Impact on an interim basis, a role vacated by Professor Feely.

On 1 June 2023, Professor Tasman Crowe was appointed as UCD's first Vice-President for Sustainability to champion the sustainability agenda across the entire University, with particular responsibility for ensuring that the University culture, structures, environment, governance and support services, are enabled to deliver our sustainability objectives.

Following the introduction into law of the *Higher Education Authority Act* (2022), the UCD Governing Authority, at its meeting of 15 December 2022, established a Review Group to review the Governing Authority appointment process, which included approval of revised procedures and new regulations for the nomination, election, selection

and appointment of members to the Governing Authority, which would be applied to the next (seventh) Governing Authority.

Campus Development

There are a number of campus development projects currently underway, including:

- The Centre for Future Learning
- Science Phase 3
- Sports and Student Amenity Precinct
- Newman and James Joyce Library Projects
- UCD Residence Masterplan
- Lyons Farm

Further information on all capital development projects is available at UCD Campus Development.

1.2 Update on Planned QA Objectives identified in Previous AQR

UCD Institutional Review

Implementation of the recommendations from the 2019 Institutional Review of UCD has continued with ongoing monitoring and reporting of progress by ACQEC, with annual reports to UMT and GA.

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Authority	15 September 2022, 13 October 2022, 15 December 2022, 26 January 2023, 23 March 2023, 11 May 2023, 22 June 2023
Academic Council	24 November 2022, 27 April 2023
Academic Council Quality Enhancement Committee	11 October 2022, 12 December 2022, 1 February 2023, 26 April 2023
University Programmes Board	11 October 2022, 22 November 2022, 16 February 2023, 6 April 2023, 3 May 2023
University Management Team	6 September 2022, 21 September 2022, 4 October 2022, 18 October 2022, 1 November 2022, 15 November 2022, 29 November 2022, 13 December 2022, 17 January 2023, 31 January 2023, 14 February 2023, 28 February 2023, 14 March 2023, 28 March 2023, 11 April 2023, 25 April 2023, 9 May 2023, 23 May 2023, 6 June 2023, 20 June 2023

The full schedule of University governance meetings is available at [Governance and Management Committees](#).

1.3.2 QA Leadership and Management Structural Developments

In the reporting period (1 September 2022 – 31 August 2023) the following leadership and management developments occurred:

- A new UCD President was appointed

- An interim Vice-President for Research, Innovation and Impact was appointed

- A new Vice-President for Sustainability was appointed

- A new College Principal was appointed in the UCD College of Arts and Humanities

- The College Principal for the UCD College of Business was re-appointed

- New Heads of School took up their roles in the following Schools:

  o UCD School of Art History and Cultural Policy
  o UCD School of Archaeology
  o UCD School of Electrical and Electronic Engineering

1.4   Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
School of Mechanical & Materials Engineering	10-14 October 2022	UCD Quality Office – Reports & Publications
School of English, Drama & Film	17-21 October 2022	As above
School of Veterinary Medicine	14-18 November 2022	As above
School of Civil Engineering	20-24 March 2023	As above
UCD Student Services & Facilities	27-30 March 2023	As above
School of Medicine	17-21 April 2023	As above
School of Mathematics and Statistics	24-28 April 2023	As above
UCD IT Services	8-12 May 2023	As above

1.4.2 Expert Review Teams/Panels[3] involved in IQA

(i) Expert Review Team/Panel Size and Related Processes

Guide

Details in respect of review/evaluation processes that concluded during the reporting period should be set out below.

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/ Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	35	6	2		26	1	
of those:							
On-site processes							
Desk reviews	26[1]				26[1]		
Virtual processes							
Average panel size for each process type*		3.9	3.9			5	
[1] Considered by Academic Council and its sub-committees and/or University Management Team – Global Engagement Group (UMT-GEG) * Excluding secretary if not a full panel member							

---

[3] QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

(ii) Composition of Expert Review Teams/Panels involved in IQA

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	*Female*	*Other, or unspecified*			*UK, incl. NI*	*Other European*	*Outside of Europe*	*Similar*	*Different*
Chair	9	5	4		7	1	1				1
Secretary* ***NOTE***: *UCD does not utilise a Secretary role, but does use a Deputy Chair, information for which is included in the numbers here*	8	3	5		8						
Academic/Discipline Specific	19	8	11		1		15	3		19	
Student Representative	0										
QA	0										
Teaching & Learning	0										
External Industry / Third Mission	0										
NOTE: The above data does not include reviews postponed to the next reporting period.											

2.0 IQA System – Enhancement and Impacts

Governance and Management of Quality

World University Rankings
In 2023, four subjects at University College Dublin were ranked amongst the best in the world, achieving a top-50 listing in the latest QS World University Rankings by Subject. The four subjects to receive the impressive top-50 ranking are:

- Library & Information Management, 23rd and highest ranked subject in Ireland.
- English Language & Literature, 39th.
- Veterinary Science, 39th.
- Petroleum Engineering, 40th.

Alongside four subjects ranked in the Top 50, UCD had nine other subjects ranked in the QS top-100 and, in total, 36 subjects among the Top 200.

Top 100 rankings
Arts & Humanities

- Archaeology
- English Language & Literature
- History
- Performing Arts
- Philosophy

Social Sciences & Management

- Law
- Library & Information Management
- Sports-related Subjects
- Politics & International Studies

Life Sciences & Medicine

- Agriculture & Forestry
- Nursing
- Veterinary Science

Engineering & Technology

- Petroleum Engineering

In the 2023 edition of the world's most-consulted university rankings, UCD continues to be named among the best universities globally across 42 out of 54 subjects, and it remains Ireland's strongest institution in the league table. Six subjects at the University saw their positions improve from last year, with Library & Information Management its highest performing subject at 23rd, while 27 subjects remained unchanged from 2022. The QS classification of Arts & Humanities remains UCD's strongest broad subject area - ranked at 104th for 2023.Performing Arts, Social Policy & Administration and Philosophy at UCD are now ranked number 1 in Ireland, alongside 17 other subjects.

Key Leadership Changes
There were significant changes in leadership in the University within the reporting period, including the appointment of a new President; a new Vice-President for Sustainability; an interim Vice-President for Research, Innovation and Impact; one new College Principal; re-appointment of another College Principal and three new Heads of School.

Programmes of Education and Training

UCD is committed to linking the subject knowledge and expertise of faculty to the training and development needs of partners in industry, public service, and in community organisations with customised educational offerings. Continuing Professional Development (CPD) provides a pathway to disseminate the research and scholarship of the University to a range of audiences, enabling UCD to maximise its impact on society and augmenting our student experience and researcher engagement. The Policy on the Academic Governance of non-ECTS (European Credit Transfer System) CPD Provision, which came into effect in the 2022-2023 academic session, assists the University in planning and supporting CPD provision as part of its overall educational portfolio. The Policy establishes a definition of CPD and a standard and principles for the academic governance of CPD provision that is not delivered through ECTS credit-bearing modules and programmes and is not placed on the National Framework of Qualifications (NFQ). During the reporting period, 26 new programmes were approved by the University Programmes Board (UPB) including 1 Diploma, 1 University Certificate, 1 Higher Diploma, 2 Professional Certificates, 7 Professional Diplomas, 8 Graduate Certificates/Graduate Diplomas, 3 Masters of Arts, 1 Masters of Science, 1 Professional Masters, and 1 Masters of Research.

Staff Recruitment, Management and Development

UCD is committed to the creation of a work environment where every employee can feel supported no matter what issues they may be facing in life and where mental health and wellbeing is promoted. UCD recognises that life can be demanding, and it always strives to support employees' wellbeing. In September 2022 a new eLearning course Supporting the Mental Health and Wellbeing of Employees was developed by the UCD Mental Health and Wellbeing Steering Group to help people managers and colleagues have conversations on mental health and to signpost supports. The course aims to help end stigma around mental health, to encourage those with mental health difficulties to come forward and to give confidence to people managers in supporting people through signposting to relevant services and help.

UCD Equality, Diversity and Inclusion launched its Gender Identity, Expression and Diversity Training for staff in November 2022. This training explores the theory behind gender identity, gender expression and biological sex. It looks in detail at how stereotypes and biases inform experiences of gender, and how to work to break through processes of assumptions to create more inclusive spaces for gender diversity in the Higher Education space.

In 2022-23 over 800 Postdoctoral Researchers engaged in over 66 career and professional development events. UCD also celebrated National Postdoc Appreciation Week in September 2022, hosting a series of events, both online and in-person for over 100 Postdocs and UCD continues to create an environment where Postdocs have multiple opportunities to come together and meet their peers, as well as the wider UCD community. Postdocs are also invited to the People and Organisation Development 'Connect' events to network and share their lived experiences in UCD.

In March 2023, the 2023-24 Performance for Growth (P4G) cycle went live. All staff were encouraged to arrange P4G meetings, with all P4G meetings expected to be concluded by 30 June. This important initiative continues to support employees to once again take time to reflect on the past 12 months and plan for the year ahead. P4G is an opportunity to connect in conversation with managers, to purposefully focus on contributions made, achievements and the support needed to develop and thrive. Training sessions for Reviewers and Reviewees were available during April and May, and staff are encouraged to visit the P4G webpage to access a range of support materials and resources.

In July 2023, UCD Access and Lifelong Learning announced the University for All Professional Staff Partnership Programme, which is funded by the HEA's PATH 4 Universal Design Fund. This pilot programme is designed to support and accelerate the implementation of Universal Design through student supports and services. Building on the work of the Faculty Partnership Programme which has seen the widespread adoption of Universal Design for Learning training and practices by UCD faculty and teaching staff, this new programme will build the Universal

Design capacity of the University's professional staff colleagues to ensure that student supports and services are accessible for all students. This pilot focuses on colleagues who are in roles that attract, retain, develop and support the diverse student population in UCD. The cornerstone of this programme will be the new Digital Badge for Universal Design Beyond the Classroom.

Teaching, Learning and Assessment

In November 2022, UCD Teaching and Learning published its Six Approaches to Technology Enhanced Feedback. This resource highlights six feedback strategies on students' assessment. It encompasses feedback given from staff to students and where students self-monitor, review and critically evaluate their own and/or their peers' work, it sets out different technologies to support these strategies. These six categories reflect the changes in the UCD Academic Regulations and associated changes in the module descriptor, with reference to functionalities available within UCD's Virtual Learning Environment (VLE), Brightspace. These six strategies are:

1. Feedback given to an individual student, post assessment
2. Feedback given to a group of students (whole class), post assessment
3. Feedback given to an individual student, on an activity or draft prior to summative assessment
4. Online automated feedback
5. Self-assessment
6. Peer review

In December 2022, UCD was awarded funding from the National Forum/Higher Education Authority through the SATLE (Strategic Alignment of Teaching and Learning Enhancement) initiative. The purpose of the funding is to drive teaching and learning innovation and enhancement across the higher education sector on specific themes. UCD Teaching and Learning prepared an internal funding call seeking proposals from teams of faculty, staff and students that address one or more of the following themes:

1. Academic integrity and ethical practice
2. Online learning and assessment
3. Education for Sustainable Development

Successful projects would be funded for a period of up to 21 months (i.e. April 2023 – December 2024) to allow sufficient time for project planning, development, implementation and evaluation. In May 2023, it was announced that over €677,000 was allocated to 22 UCD SATLE Projects.

Applications opened in February 2023 for the Faculty Partnership Programme to support and accelerate the implementation of Universal Design for Learning (UDL) throughout the University. This initiative is managed by UCD Access and Lifelong Learning, in collaboration with UCD Teaching and Learning and UCD Equality, Diversity and Inclusion. The programme offers participants an opportunity to undertake Universal Design for Learning (UDL) training, to qualify as a UDL Facilitator, to act as a role model to persuade and influence others within their own Schools and Colleges as to the merits of inclusion for all students. Project proposals in the following areas were encouraged:

- Measuring student impact of Universal Design practices
- Empowering students through partnership
- Auditing existing UDL practices
- Inclusive Assessment at school/programme level (linking with UCD Teaching and Learning)
- Measuring impact of proposed lecture recording policy

Supports and Resources for Learners

In January 2023, UCD Library removed the application of fines accrued because of the late return of books. The change in policy included an amnesty on all outstanding fines owed by students. Library management implemented this policy change in support of the University for ALL and to remove barriers to students when accessing library facilities and services where possible.

Commencing in February 2023, the UCD Library also began to implement a Digital Literacy initiative that will empower UCD staff and students to enhance key digital competencies which are central to academic, professional, and personal success and wellbeing. The initiative aims to support theme 2 of the UCD 2020-2024 Strategy, Transforming through Digital Technology, and deliver pillar 4 of the library's own strategic plan, Fostering Critical Digital Literacies. UCD Library has created a suite of resources to help develop students' digital literacy skills, including:

- Monitoring Your Online Identity: An online tutorial focused on how to manage an individual's digital footprint.
- Understanding Your Academic Online Identity: A tutorial to help students think about effective and positive ways to carry out their academic activity online in a respectful and ethical manner.
- Taking Care of Your Digital Wellbeing: A tutorial exploring ways to ensure students' use of digital technologies contributes to their overall well-being.
- Contract Cheating 101: A tutorial introducing the risks and consequences of using essay mills to produce assignments.

These resources were all created as open educational resources with Creative Commons licenses, so that they can be shared with colleagues outside UCD.

In February 2023, UCD Library and the UCD Earth Institute also launched a new Citizen Science Community of Practice, in collaboration with a range of stakeholders and partners across campus. The goal of this community of practice is to provide a forum for UCD staff, researchers and students to engage with Citizen Science in their research and teaching through a network of practitioners. Key to this is fostering a culture of collaboration, knowledge-sharing and openness.

The Veterinary Medicine Library was closed from September to November 2022 to facilitate a refurbishment project that both increased the quantity of study spaces available as well as improve the quality of facilities. The project included two additional new Group Study Rooms and 20% increase in study spaces.

The University for All Symposium took place on 3 May 2023 in UCD's O'Brien Centre for Science. To mark the 10-year anniversary of the UCD Widening Participation Committee, this year's Symposium examined how the access and inclusion landscape has evolved over the last decade and explored what the future of inclusive education might look like. It was also an opportunity to celebrate UCD's successes in this area to date. The Acting Registrar, Deputy-President and Vice-President for Academic Affairs opened the proceedings and reminded attendees that the student body of UCD had changed and diversified and would continue to do so. In ensuring that all students' needs are met, it was vital that access and inclusion be mainstreamed and baked in, not bolted on, to what the University does.

Information and Data Management (including analysis and impact of information gathered via StudentSurvey.ie)

In January 2023, the UCD Acting President launched the UCD Gender Pay Gap Report 2022. This was the first time that UCD published a report of this kind, in line the Gender Pay Gap Information Act 2021. This report contains 2022 data and identifies reasons for gaps and a range of actions to address these. One of UCD's strategic

objectives is to attract and retain excellent and diverse faculty and staff. Achieving gender equality across all aspects of employment, including equal pay, is an important element of ensuring diversity amongst employees. UCD has a strong and well-established commitment to advancing gender equality, and it has taken many steps to achieve gender equality and equality more broadly as demonstrated in the University's Gender Equality Action Plan 2020-2024 and EDI Strategy 2021-2024.

The report notes that there has been a downward trend in the gender pay gap from 13.45% mean in 2018 to 10.77% and 15.12% median to 10.14% during the same period for core employees (i.e. excluding hourly paid workers). The current overall gender pay gap for UCD (including hourly paid workers) is 7.71% Mean and 7.66% Median. An analysis of the data both including and excluding hourly paid workers is provided throughout the report as the inclusion of hourly paid workers can result in data fluctuations and may present a less accurate picture of the University's overall gender pay gap. A significant contributor to the current gender pay gap is the lower number of women than men in senior academic roles. Since 2018, the gender balance of men and women in Professor grades has improved from 70% M/30 F% to 60% M/40% F. There has also been a modest increase in the proportion of women in Full Professor roles, from 24% to 28%. Further increasing the representation of women in these roles will help to ensure that UCD has a more balanced distribution of gender at roles of all levels. A gender pay gap has also been identified amongst the Professional and Support staff cohort of 9.27%. This area has a greater proportion of women than men, though it is noted that there is a greater proportion of men occupying senior positions. Athena SWAN (an externally accredited application process recognising efforts to achieve gender equality in academia) has expanded to Professional Units and this process will allow for a detailed review of any gender inequalities amongst this cohort and the development of a dedicated gender equality action plan to address gaps.

Public Information and Communication

UCD Public Engagement
UCD Public Engagement provides extensive resources for all UCD staff to guide and encourage them to engage with the outside world. This includes:

- UCD Research: Outcomes and Impacts
- UCD Research: Public Engagement and Engaged Research
- UCD Research: Engage Your Research guide
- SFI Guidance and best practice in public engagement
- The National Coordinating Centre for Public Engagement (NCCPE) in the UK
- Campus Engage
- Responsible Research and Innovation toolkit

Other Parties Involved in Education and Training

Professional, Statutory and Regulatory Bodies (PSRBs)
The University continues to engage with 75 Professional, Statutory and Regulatory Bodies that professionally accredit UCD programmes, schools, and institutes. A directory of such bodies and the programmes/schools/institutes that they accredit is published at UCD Quality Office – Professional Accreditation. The University continues to work with these bodies and considers their reports in the context of the Periodic Quality Review process.

Self-Evaluation, Monitoring and Review

Institutional Review
UCD continues to make progress in relation to the recommendations which arose from the Quality and Qualifications Ireland (QQI) CINNTE quality review of UCD which took place in October 2019. Ongoing, annual reporting is provided to the Governing Authority against the [UCD Institutional Quality Improvement Plan (IQIP) (July 2020)](). See also Section 3.1, QA and QE supporting the Achievement of Strategic Objectives, for further details on progress on the IQIP.

School Review
In the reporting period 1 September 2022 – 31 August 2023, in-person site visits by Review Groups for the quality review of schools re-commenced, following the end of COVID-19 related restrictions. This included the following:

- School of Mechanical & Materials Engineering (10-14 October 2022)
- School of English, Drama & Film (17-21 October 2022)
- School of Veterinary Medicine (14-18 November 2022)
- School of Civil Engineering (20-24 March 2023)
- School of Medicine (17-21 April 2023)
- School of Mathematics and Statistics (24-28 April 2023)

The approach to the quality review of schools covers areas such as Organisation, Management and Staffing of the School; Quality of Programmes and Student Learning Experience; Quality of Postgraduate Research Education and Research Activity; Management of Quality and Enhancement; Support Services; and External Relations.

Professional Unit Review
As above, in the reporting period 1 September 2022 – 31 August 2023, in-person site visits by Review Groups for the quality review of professional units re-commenced, following the end of COVID-19 related restrictions. This included the following:

- Student Services & Facilities (27-30 March 2023)
- UCD IT Services (8-12 May 2023)

The approach to the quality review of professional units covers areas such as Planning, Organisation and Management; Functions, Activities and Processes; Management of Resources; and User Perspectives.

Linked Provider Review
UCD currently acts as the Designated Awarding Body (DAB) for two Linked Providers – the Institute of Banking (IoB) and the National College of Arts and Design (NCAD). UCD conducted an institutional quality review of the IoB in September 2018, and of the NCAD in October 2021. The NCAD Institutional Quality Improvement Plan was finalised in December 2022 and it is published on the UCD Quality Office website at [NCAD QIP]().

Extern Examiners & Assessment
The fundamental role of the extern examiner is to assure academic standards and the quality of teaching, learning and assessment. The extern examiner confirms that the academic standards of courses, modules and the awards to which they lead are consistent with the academic outcomes specified by the University and are comparable to those achieved in the subject area in equivalent universities internationally.

In relation to Subject Extern Examiners, Schools send them information on the subject(s) and associated modules under examination, including any relevant materials such as Module Descriptors and the Programme Outcomes of

Programmes in which subjects or modules are involved. All Subject Extern Examiners are required to submit an annual report online using the InfoHub Extern Examiner system. The content of each report is reviewed by the Registrar/Deputy President of the University and feeds into future planning, quality reviews and curriculum planning.

Special Extern Examiners are appointed by the University to examine a thesis for a PhD, Research Masters, MD, or other Doctoral degree. A Special Extern Examiner participates in an examination committee for a research degree with an Internal Examiner and a Chair from UCD, examines a research thesis, and plays a leading role in a viva voce examination (for all PhD degrees and Doctoral Degrees except MD).

Programme Boards
UCD Programmes are governed and managed by Programme Deans, Programme Boards and Programme Offices. Programme Deans, who Chair the relevant Programme Board, oversee the operation of Programme Offices, which play a crucial role in the co-ordination of academic and support staff in relation to the management of UCD programmes. Programme Boards are responsible for overseeing and enhancing academic quality and the student learning experience for the programmes they are responsible for, as outlined in their Terms of Reference. Programme Offices are dedicated to supporting students throughout their programme of study, and UCD Student Advisers are also attached to every programme area. Programme Boards also undertake ongoing annual review of modules based on student feedback and feedback from Subject Extern Examiners

At University-level, Programme Boards report to the University Programmes Board (UPB) and the Programme Deans liaise with the Registrar, Deputy-President and Vice-President for Academic Affairs.

Athena Swan Gender Equality Action Group
The University continues to implement the Athena Swan Gender Equality Action Plan 2020-2024 as it moves into its fourth year of implementation. An interim report was submitted to UMT and GA to provide an update on progress around implementation and impact of activities undertaken. The University is preparing to apply for an Institutional level Silver Award under Athena Swan and this will be submitted in April 2024.

UCD has one silver, 17 Athena SWAN Bronze School Awards and one Athena SWAN Bronze College level Award covering six Schools. 24 UCD Schools are covered by Athena SWAN awards and implementing Gender Equality Action Plans. In the 2022-2023 reporting period, three schools are undergoing renewal of their Bronze Awards and one school is preparing to submit a Bronze Award application.

Third-Mission Activities, Societal and Community Engagement

Each year, UCD in the Community publishes the UCD Community Engagement Report. This report highlights and showcases the wide variety of community engagement that is happening across UCD, from community-engaged research and innovation and community-engaged teaching and learning, to volunteering. Community engagement directly contributes to the UCD Strategy 2020-2024, in particular with Core Objective Three - 'Continue to build our engagement locally, nationally and internationally' and Strategic Theme Four - 'Empowering Humanity. 'UCD in the Community is identified in the Strategic Plan as a means of "empowering the UCD community as socially aware, global citizens". At a national level, engagement with wider society is named as a core role of higher education in the 'National Strategy for Higher Education to 2030'(Department of Education and Skills, 2011), and 'Towards a Performance evaluation framework: Profiling Irish higher education'(Higher Education Authority, 2013). This emphasis on engagement, highlights the increasing importance of higher education institutions engaging with, and responding to, the needs of the community. Highlights of the latest report include:

- Gaeltacht UCD, UCD Global Centre for Irish Language and Culture
- Healthy UCD

- Helping Kids! Lab
- Helping parents support youth mental health

In September 2022, a new IAAF standard 400m 8-lane athletics track was officially opened at UCD. This facility is in addition to the Sports and Student Amenity Precinct which includes: a multipurpose sports hall that will accommodate basketball; an indoor tennis centre; a UEFA standard soccer dome; the refurbishment of the old sports centre with a focus on an additional gym and fitness studios; the refurbishment of synthetic pitches for field sports; new rehearsal and performance spaces for student societies in the performing arts; a café and shop; and a pharmacy.

2.1 Initiatives within the Institution related to Academic Integrity

There continues to be a strong focus by the University on Artificial Intelligence and ChatGPT. The latest developments include:

- UCD Teaching and Learning have developed resources to support faculty in relation to these areas Quick Guide on Generative Artificial Intelligence in Learning and Assessment.
- Review of the University's originality checker (Urkund) to include the need for tools to identify AI generated text and material, and a process is currently underway to select a new originality checker tool.
- Re-affirmation of the University's existing Plagiarism policies and procedures.

The UCD Library provides extensive guidelines and support, including Academic Integrity - Referencing, Citation & Avoiding Plagiarism. The UCD Library has also developed an introductory Academic Integrity Course (available through Brightspace) with support from the National Forum for the Enhancement of Teaching and Learning. This course introduces learners to the core principles of academic integrity in writing, citing and referencing. Understanding these principles will increase confidence in academic writing and will help avoid accidentally plagiarising. The course has three sections, an interactive tutorial, a quiz and a certificate.

Other units in the University are similarly engaged in providing useful guidance and support; for example, UCD Teaching and Learning provides further information about Technology Enhanced Learning, UCD IT Services has provided a summary of UCD's AI-powered digital services and UCD Research has provided information on AI and Machine Learning.

To address the issue of academic integrity over the longer term:

- The University established a Working Group on Academic Integrity and Ethical Practice in 2022 with representatives from faculty and students from across the University. This Working Group was tasked with identifying a number of areas to be addressed which includes plagiarism and the impact of AI, ChatGPT 4, Bard and other tools.
- A consultation with School Teaching and Learning Committees was undertaken and a further consultation with students about academic integrity and ethical practice is planned for Trimester 1 2023-2024. The objective of this is to raise awareness among the student population and develop a solid policy approach over the longer term in relation to these issues.
- In addition, the University has also funded several teaching projects specifically focussed on academic integrity through SATLE funding received during 2022.

3.0   QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1   QA and QE supporting the Achievement of Strategic Objectives

Progress on implementation of the UCD Strategy 2020-2024: Rising to the Future has continued. The University was reviewed in 2019-2020 and prepared an Institutional Quality Improvement Plan (IQIP) in response to the Institutional Review Panel Report which was approved by Governing Authority in June 2020. Annual reports on progress made in implementing the recommendations are submitted to the Governing Authority.

The following outlines the progress made within the current reporting period in relation to the prioritised recommendations of the Review Team. Oversight on implementation is the responsibility of a Steering Committee chaired by the Registrar, Deputy-President and Vice-President for Academic Affairs.

2023 Update on Institutional Action Plan

UCD Operational Plan for the Top Five Recommendations
Recommendation 2 [4.33]

The review team recommends that UCD reflect on the reasonableness of expectations placed on faculty in key leadership roles such as heads of school. UCD must ensure that schools and professional service units are adequately resourced to ensure that faculty can deliver a high-quality learning and research experience. [**Recommendation 4.33**]

Actions	Timeline	Update- April 2023
a. Review Head of School role and responsibilities. UCD Agile will work with Heads of School Group.	2020 to 2024 Proposed start date: mid/late 2021	Ongoing. This project is co-sponsored by the Registrar as Chief Academic Officer and the Chief People Officer. The Acting Registrar will chair the Working Group and work can commence in the current calendar year with HR support.

Recommendation 4 [4.58]

The review team recommends that the university capitalise on the extent of quantitative data and external benchmarking available to derive greater analytical value from this data to inform decision-making. [**Recommendation 4.58**]

Actions	Timeline	Update – April 2023
Better identifying opportunities to combine or extrapolate already extant information to better inform decision makers at UCD. c. Working Group to review and prioritise opportunities for combining and extrapolating information already available at UCD	Review to be complete quarter 2, 2021.	Complete. Comparator Universities have been identified and work is continuing to evaluate the quality of data available in these institutions relative to UCD.
Reviewing and enhancing the data available on the student experience to ensure a high-quality experience for all students at UCD d. Working Group to review development and usage of information on the student experience at UCD and opportunities for its enhancement. (Student representation will be included on the Working Group.)	Review to be complete quarter 4, 2021.	Complete. A project manager is now in place and work has commenced to strengthen and develop the quality and usefulness of student data. The availability of student survey data continues to improve and further enhancements are planned over the next year.
Information-users at UCD are better informed of the information available and how it can be accessed, extracted, and presented to support decision making e. Development of further training materials to better inform and support decision makers f. Design and implement agreed supports/resources arising from the recommendations of the Working Group.	e. Plan to be developed by December 2020 f. Initial target date of 2022	Training has been designed and rollout has commenced. Further enhancements of the training programme are planned or the next period. e. Complete. f. Ongoing, schedule to be updated.

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned Site Visit	Date of last review
UCD School of Information & Communication Studies *(postponed from 2022-23)*	2-6 October 2023	2015-2016
UCD Global *(postponed from 2022-23)*	9-13 October 2023	2015-2016
UCD-Teagasc Collaborative Programmes	27-28 November 2023	2016-2017
RCSI & UCD Malaysia Campus (RUMC) *(postponed from 2022-23)*	5-7 December 2023	2013-2014
UCD School of Architecture, Planning & Environmental Policy	4-8 March 2024	2015-2016
UCD Sutherland School of Law	8-12 April 2024	2015-2016
Chang'an Dublin International College (CDIC)	TBC	N/A
UCD Research, Innovation & Impact	29 April-3 May 2024	2016-2017
Kaplan (Business Programmes), Singapore	TBC	2016-2017
UCD School of Computer Science *(postponed from 2023-24)*	4-8 November 2024	2015-2016
UCD School of Classics *(postponed from 2023-24)*	11-14 November 2024	

3.2.2 Reviews planned beyond Next Reporting Period

See Quality Review Schedule on the UCD Quality Office website.

4.0 Additional Themes and Case Studies

CASE STUDY 1

Title: UCD James Joyce Library Level 3 Refurbishment Project

Theme: **Student Supports and Campus Development**

Keywords (2-3 words): Support, Learning

Short Abstract:
Level 3 of the James Joyce Library was opened in September 2023 following a major refurbishment project. This renovated floor offers a totally transformed experience for students, with 535 study spaces in a range of different modes. These include silent study zones, areas for group work, spaces tailored to support students with sensory needs, and online meeting rooms, all in a contemporary and uplifting environment. Plans are now underway for a larger Capital Development Programme following the highly positive response to Level 3. This programme will deliver increased quantity and quality of student study space; enhance student experience; support and enable research; enhance access and use of the cultural heritage collections by creating a new Cultural Heritage Centre on Level 1; create a more welcoming and inclusive entrance to the Library; and support the transition to a low-carbon, sustainable estate.

Project Summary:
In September 2023, UCD Library opened the newly refurbished Level 3 in the James Joyce Library. The newly renovated floor includes 535 modern student study spaces, the first sensory study facilities in an Irish academic Library, zoom rooms, silent study rooms and an exhibition space. The project, overseen by the University Management Team (UMT) Library Strategy Group (LSG), was a collaboration between UCD Library, UCD Estate Services and the UCD Students' Union. Reddy Architecture + Urbanism were the architects for this award-winning project. The project was designed to be student-centred, with extensive student consultation informing the fit-out based on six different study modalities with a range of comfortable seating and formal and informal study spaces across a floorplate of over 2,500m2. Level 3 was closed to students from January to August 2023 while construction was underway, but the Library remained open throughout and worked closely with UCD Estate Services and the Students' Union to minimise disruption for students, including a pause in construction work during the busy exam period in May. The project also delivered two meeting rooms and three Zoom rooms which are bookable by students and staff on Level 2, as well as needed office space for Library staff. This project was made possible by professional curation work carried out across the Library collections, which improved the quality, currency and relevance of the modern and teaching collections, and which released space in the James Joyce Library to enable the refurbishment of Level 3. Sustainability was considered throughout, and the old furniture was re-used through multiple community engagement projects, and this work was recognised with a University Values in Action award in 2024.

The refurbishment of Level 3 of the James Joyce Library is the first part of a larger Capital Development Programme to refurbish and reimagine the James Joyce Library, which is largely unchanged since it was first opened 50 years ago. This Capital Development programme will deliver significantly enhanced student experience, a new cultural heritage centre, a more welcoming entrance, and improved sustainability and accessibility, and is again a partnership between the Library, UCD Estate Services and the UCD Students' Union. Plans are currently being developed to increase both the quality and quantity of study spaces in the library to support the 21st century needs of the growing student population, and to bring together UCD's three

world-class cultural heritage repositories, UCD Special Collections, UCD Archives and the National Folklore Collection and create a new Cultural Heritage Centre which will provide appropriate and secure accommodation for these unique collections while making them accessible to all members of UCD and the wider community. Multiple enabling projects including wifi enhancements, the construction of new secure storage space, collection curation and stock moves, are ongoing.

Image 1: Level 3 before Renovation

Image 2: Level 3 after Renovation

Impact/Outcomes:
The refurbished Level 3 provides:

- 535 high-quality student spaces
- A variety of comfortable seating and formal and informal study spaces
- Two silent study rooms
- A sensory study room and sensory transition room
- Multiple adjustable height desks
- Two Zoom rooms
- An exhibition display wall
- Facilities for charging
- Enhanced welfare facilities
- Enhanced lighting and access to natural light.

Further information is available at: https://www.ucd.ie/library/contact/projects/jjl2project/.

CASE STUDY 2

Title: Rua the UCD Registry Chatbot

Theme: Use of Data Analytics in QA and QE

Keywords (2-3 words): Support, Technology, AI

Short Abstract:
UCD Registry, aligned with its own objectives as well as those of UCD's strategy, continually seeks to innovate through the adoption of cutting-edge IT solutions. Recognising Artificial Intelligence (AI) as a pivotal technology, a chatbot was identified as a pragmatic tool to provide round-the-clock support to students. Taking into account the Student Desk's dedication to offering top-tier service to students, and as part of the front-facing Customer & Curriculum Operations Unit, they were the most appropriate Registry team to take the lead on this project.

Project Summary:
The Student Desk were looking for the following outcomes from a chatbot:

- A service that is available 24/7, world-wide;
- Ability to answer routine, simple questions thus freeing up the team to answer complex questions;
- An easy to build, modify and enhance chatbot with a great user experience which allows students, and others, to engage with the service.
-

Following a tender process in early 2023, Registry secured a chatbot service from an external vendor, Gecko. Building upon insights gained from a previous bot implementation, we sought a chatbot which had a simplified build process and enhanced flexibility for ongoing modifications. Gecko was already a UCD supplier providing chatbot services to UCD Global, which in turn ensured a familiarity among students with the product. Remarkably, the chatbot was developed and deployed within the timeframe of less than a week.

Initially, a chatbot is equipped with a repository of commonly asked questions and corresponding answers. Typically, three different ways for customers to ask a question are provided, facilitating accurate responses. Through continuous user interactions, the chatbot undergoes regular training to improve recognition of queries. At first a low 'confidence score' is assigned to the chatbot, reflecting the limited confidence in its ability to answer questions accurately. However, over weeks and months of training by staff with customer queries, the confidence level increases gradually until it reaches a reasonably high level, indicating proficiency in providing accurate responses based on available information. Nonetheless, due to the dynamic nature of information at UCD, achieving 100% confidence is unattainable but the aim is for a number in the mid-90s.

Rua (red in Irish) was chosen as a name for the chatbot and an icon was created for a fox using AI image generation software.

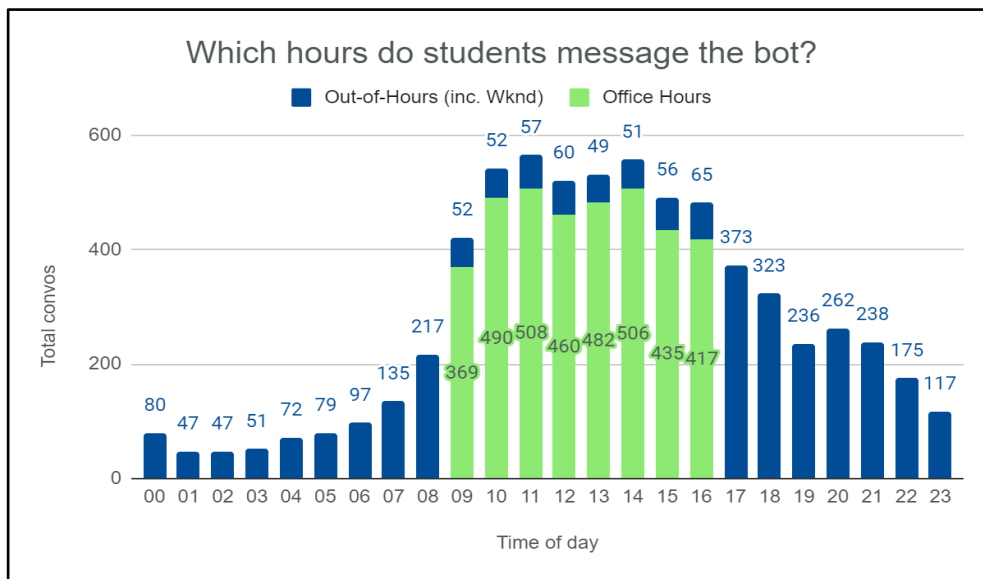**Figure 1. Rua the fox**

Outcomes:

Figure 2. A sample of hours students message the chatbot

Introduction of the chatbot has significantly bolstered the team's capacity to provide support to students beyond the conventional operating hours of the Student Desk. From its deployment on 3 April 2023, until 31 December 2023, a total of 6,658 conversations were facilitated. Among these interactions, those occurring outside of traditional office hours totalled 44.92%, while conversations during standard office hours accounted for 55.08%. Additionally, weekend engagements represented 19.30% of the total volume, underscoring the chatbot's efficacy in extending support accessibility to students during critical periods, including weekends and non-office hours.
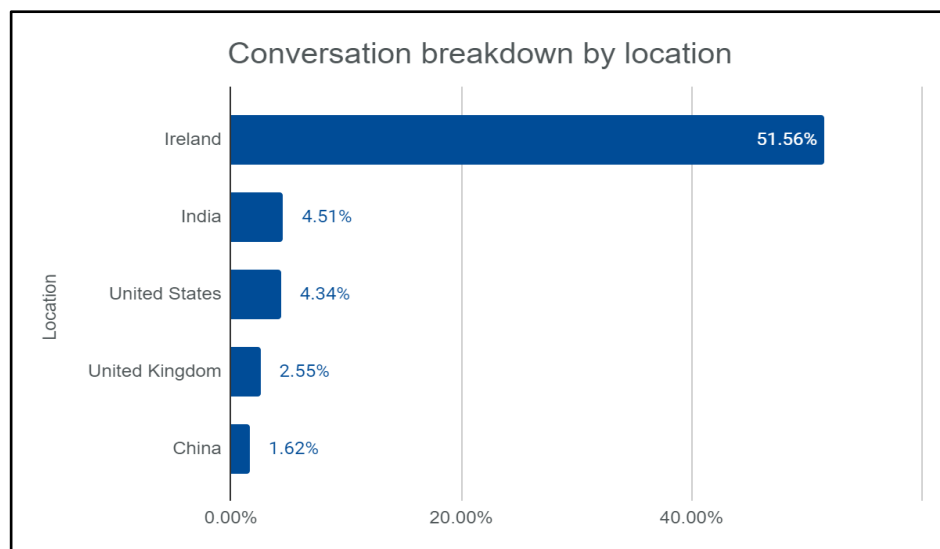

Figure 3. Conversation breakdown by location

Since its implementation on 3 April 2023, until the end of the year on 31 December 2023 the chatbot facilitated conversations with users from over 115 countries, demonstrating its global utilisation and reach in addressing diverse student needs. Of 6,658 conversations: 3,433 occurred with users in Ireland; 300 in India; 289 in the US; 170 in the UK; 108 in China; 64 in Singapore; and 58 in Canada. This distribution underscores the chatbot's efficacy in managing various time zones and supporting students worldwide, thus enhancing our Unit's international support framework.
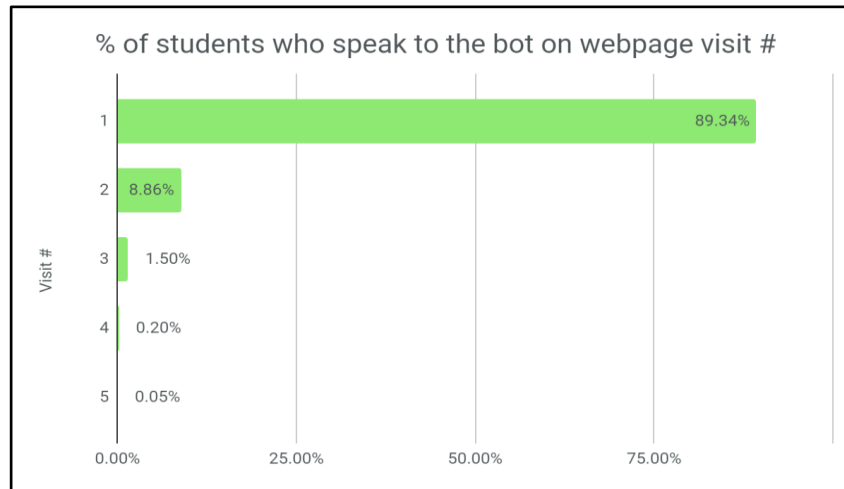
Figure 4. Percentage of students who use the chatbot on webpage visit

Figure 4 shows that between 3 April 2023 and 31 December 2023, 89.4% of customers engage with the chatbot during their first visit to the contact page. The high engagement rate suggests that customers find the chatbot interface accessible and useful for obtaining information or assistance. A large number of customers seem to prefer interacting with a chatbot rather than navigating through traditional contact forms. Customers' immediate engagement with the chatbot on their first visit signals trust in its ability to provide helpful responses, indicating confidence in its effectiveness. This preference over traditional contact methods suggests customers perceive the chatbot as faster and more convenient for obtaining information or support.

What students have said about Rua:

"The Chatbot is really easy to use and answered all of my questions!"
"The chat bot is really intuitive to use, it is super quick and has lots of helpful pages linked in each response."
"The chatbot gave me very accurate and useful information, and I liked how it didn't seem to stray from the point of my questions."
"I used your bot on Saturday when I was at home in London which was handy."
"The chatbot was very useful for finding out dates and deadlines for certain things such as fee deadlines and exam/term dates."

What staff have said about Rua:

"The chatbot streamlines our support process, making it more efficient and accessible for students."
"Our chatbot has become an indispensable tool, enhancing our ability to assist students round the clock."
"With the chatbot, we've witnessed a noticeable improvement in student satisfaction and engagement."
"The chatbot enables us to extend our support services globally, breaking down barriers for students worldwide."
"Our chatbot empowers students to find solutions to their queries quickly and easily, enhancing their overall experience."

Conclusion:
Implementation of a chatbot has enhanced student support at the Student Desk. Harnessing technology has enabled us to provide round-the-clock assistance, improving efficiency and accessibility with minimal intervention from the Student Desk team. Rua's impact is evident in the substantial volume of global conversations conducted outside office hours, catering to diverse time zones. High user engagement, particularly during initial website visits, highlights Rua's user-friendly interface and effectiveness. Testimonials affirm Rua's role in streamlining support processes and enhancing student satisfaction. In essence, Rua exemplifies UCD Registry's commitment to inclusive support, transcending boundaries for students. As we adapt to evolving needs, Rua represents the transformative potential of advanced IT solutions in higher education.

CASE STUDY 3

Title: Institutional Analysis of the Third Cycle of Academic School Quality Review Reports, 2016-22 at University College Dublin

Theme: Data Analytics as a driver to Enhance Institutional Activity

Keywords (2-3 words): Quality Enhancement, Data Analytics, Change Management, Best Practice

Short Abstract:
This project was conducted by the UCD Quality Office in conjunction with UCD Institutional Research. It undertook a review of the UCD academic school review group reports over the third cycle of academic school quality reviews. It examines the findings by review groups from 35 academic schools raised during the period 2016-22 and identifies at a cross-institutional level the key themes emerging from these quality reviews. It identifies areas of good practice, issues of common concern and how they might be addressed at a college or institutional level.

Introduction:
UCD has a well-established system of internal quality review across its activity, one that is continuous, reflective, inclusive and enhancement focused, and demonstrates its statutory responsibilities for assuring the quality and standards of its awards as a designated awarding body. The third seven-year cycle of academic school reviews concluded in 2022 and this project is the first step towards creating a shared institutional understanding of the areas of common trends and concerns, identifying opportunities for enhancement through shared learning, identifying models/areas of good practice beyond the academic school model of review to the level of the University. Using NVivo, a review and analysis of over 2,600 commendations and recommendations from academic school quality review reports was undertaken. Each review report is aligned to the chapter/section headings of each school's self-assessment report and the commendation and recommendations were initially captured under these headings. As there was some overlap across the chapters and to identify high level findings with proposed areas for consideration by the University, the findings were categorised under seven key thematic areas of Strategy and Planning, Organisational Structure, Staff, Students, Research, Support Services, and Curriculum. A report on this key thematic analysis was presented to the UCD Governing Authority in June 2023.

Challenges:
In considering the data over the seven-year period it should be noted that this was the first 7-year cycle review in which this whole institutional analysis has been undertaken; that each school review is a snapshot in time, completed over a four-day period by a different review group where their language, focus and findings may vary, and their findings may fall under more than one thematic area, the size of a school and breadth of its activity. Other challenges in undertaking this analysis included the updating of UCD's Guidelines for Quality Review during this period to reflect changes in legislation, strategy, policies etc; COVID-19 required on-campus site visits to move fully online in autumn 2020 and 2021, and a hybrid approach in 2022. These required additional coding work to ensure consistency of approach.

Impact:
Over the total number of findings (2658), 58% were recommendations and 42% were commendations. This breakdown was broadly reflected across the six colleges. The average number of recommendations annually across the institutional over the seven-year period is 41, commendations 30. Since 2019 the average number of commendations and recommendations have been reducing.

% of findings against each theme[1]
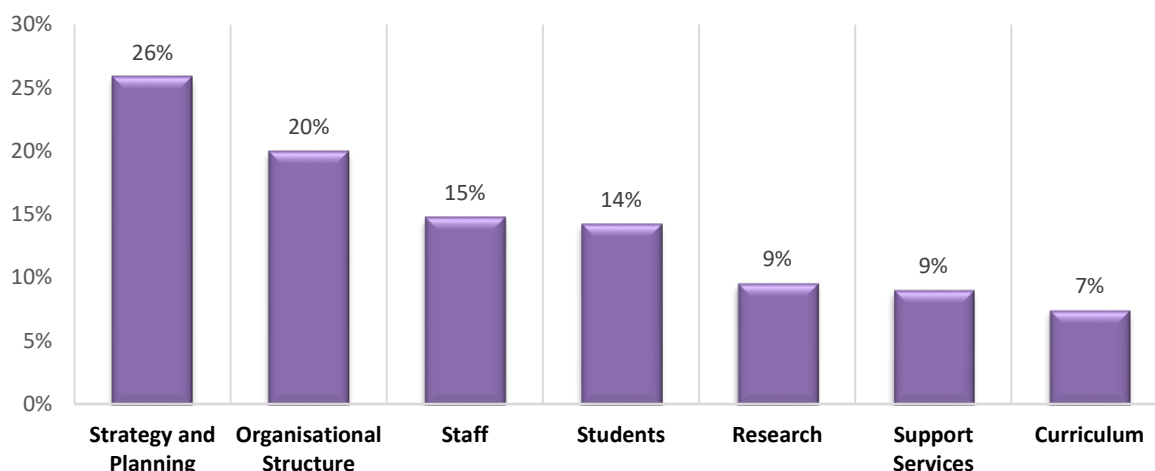
¹ UCD Key Thematic Analysis of the 3rd Cycle of Quality Assurance Review Group Reports, 2016-22

The findings were grouped under seven key themes. Four key thematic areas were identified with approximately 75% of the findings and highlighted below. These included both commendations and recommendations over a number of sub-categories.

- **Strategy and Planning (26% of the total findings):**
  This area looked at the school's strategy and planning process, and its strategy in relation to curriculum planning, programme design, finance, internationalisation, recruitment and staffing, research and relationships, partnerships with industry and other partners.

- **Organisational Structure (20% of the total findings):**
  This area looked at the structure, management and organisation of the school which included its leadership, management, committee structures, facilities and resources, culture and environment, communication, accreditation, outreach, reputation.

- **Staff (15% of the total findings):**
  This area looked at staffing and human resources across faculty and staff, their development, promotion and progression, workloads, induction, orientation, mentoring, and equality, diversity and inclusion.

- **Students (14% of the total findings):**
  This area looked at the student population and student experience. It included students' perception of widening participation and access for students, teaching, labs, internships and career progression, guidance and support for students, graduates and reputation, student satisfaction.

Outcomes/Learning:
- There is clear evidence of an ongoing quality enhancement culture within the University and its activities, supporting the University's Strategic Plan, its subject rankings, and reflects the University's values of excellence, creativity, integrity, collegiality, engagement and diversity. Ongoing implementation of review group reports and outputs are the responsibility of schools within their quality improvement plans and embedded within the annual planning cycle. Oversight and monitoring by the University, through its academic and management structures, is critical to this approach. The next stage to this project is to

examine the data at individual College level, but also to look at the key support areas and their engagement with academic schools.

- Areas for future enhancement include the need to enhance supports for schools in the area of strategic planning and ongoing monitoring. This is reflected across the majority of colleges and has informed the fourth cycle of reviews for academic schools. A review of the Guidelines for academic schools was identified as part of this process. This has now been completed and implemented for the fourth cycle of reviews and is available on the UCD Quality Office website.
- It is clear that colleges and schools face similar challenges of resources, quality of facilities, space and equipment that requires ongoing refurbishment of facilities, the provision of additional space, and investment in teaching space with growth in student numbers and widening participation resourcing.
- Enhanced engagement by schools externally and with students is clearly evidenced in their engagement with review groups, reflecting the ongoing commitment of staff and the University to our learners, from their initial engagement with the University through their learning experience and as graduates. Opportunities for enhancement included communication with students, engagement with the student voice, student representation on committees, and reflection by schools on curriculum feedback and closing the feedback loop. A pilot project is currently underway looking at a new student feedback system.
- Other areas for future enhancement include the school workload which was also identified in UCD's Cinnte institutional review; induction and mentoring for faculty and staff and the need for more formal structures to support this at the level of the school.