



**University College Dublin**

**Quality Improvement Plan**

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UCD Applied Language Centre  
October 2020

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## 1. Introduction

The Applied Language Centre's quality review site visit took place on 11-14 November 2019. The Review Group Report, including a response from the Centre, was finalised in April 2020. The UCD Quality Office (UCDQO) briefed the Deputy Director and Operations Manager about the quality improvement process on 27 May 2020. The Review Group's recommendations were discussed. The focus was on addressing all recommendations, with discussion facilitated by the UCDQO on how the Centre might respond to the recommendations.

An initial meeting of the Quality Improvement Plan (QIP) committee took place on 17 June 2020. Dr Rachael Fionda, the Director of the Applied Language Centre was on sick leave and the Deputy Director was appointed as Interim Director during the QIP development and finalisation stages.

The QIP committee comprised:

Dr Anna Nunan, Chair, Deputy Director (Interim Director)  
Dorota Bruce, External Relations Officer  
Sean Gleeson, Partnership and Pathways Officer  
Dr Stergiani Kostopoulou, Senior Teaching Fellow  
Dr Maria Ramirez, Global Language Module (GLM) teacher  
Brian Rice, Operations Manager  
Dr Alex Runchman, Senior Teaching Fellow  
Eugene Ryan, Pre-Masters, Pre-sessional teacher

Responsibilities for sections were assigned, with further discussion of points of detail at meetings on June 29, July 6, July 20 and August 5, 2020.

The global Covid-19 pandemic resulted in some areas of the Applied Language Centre experiencing large changes, such as a decrease in student numbers (External English and Exams). This situation is currently under review by university management. Some responses to the RG recommendations, therefore, reflect a change in focus and in activities due to the changing situation, not relevant at the time of the review.

Following consideration and feedback from the RG Chair, the report was updated and finalised in October 2020.

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**Categories**

1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit
2. Recommendations concerning shortcomings in services, procedures and facilities which are outside the control of the unit
3. Recommendations concerning inadequate staffing, and/or facilities which require recurrent or capital funding

**Timescale**

- A. Recommendation already implemented
- B. Recommendations to be implemented within one year
- C. Recommendations to be implemented within five years
- D. Recommendations which will not be implemented

Report	RG Recommendation	Category (see list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (see list above)
<b>RECOMMENDATIONS FOR FUTURE IMPROVEMENT</b>				
1	As part of a review of the Centre in its totality, the Review Group recommends that the Centre reorganise its internal operational management structures, with the view to reducing the number of units and the apparent complexity of reporting arrangements and line management relationships. Specifically, the Centre leadership should reconfigure the Centre into two operations units, one that manages the internally accredited activities and one that manages the externally accredited/income generating	<b>1</b>	The Applied Language Centre will continue to streamline operations in line with the Review Group’s recommendation of having two operational units in order to optimize operations and identify potential development opportunities for the unit. Leadership title roles will be reviewed as suggested. The title of Officer will be replaced with the title of Manager with agreement from UCD HR and affected staff. The division between Internal and External Operations will be definitively	<b>B</b>

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	<p>activities. The titles of the revised units should reflect their operational functions and should underpin the Centre strategy and that of the <i>UCD Strategy 2020–2024</i>. Aligned to this, the Centre should consider the present use of multiple leadership titles, and in consultation with the VP for Global Engagement and the UCD HR Partner, work to agree a single leadership role title, with clarity as to function and consistent with analogous role titles across other support units in the University.</p>		<p>and clearly communicated both internally and externally to UCD. The complexity of reporting arrangements will be reviewed and amended to reflect a clearer division between Internal and External programmes. The ALC External unit will include the <i>General English Programme</i> and the <i>IELTS Exams Unit</i>. The ALC Internal unit will include UCD programmes: the <i>Global Language Modules Programme</i>, the <i>Pre-Masters and Pre-sessional Programmes</i> and the <i>MA in TESOL</i>.</p>	
2	<p>The Centre should develop and articulate a communication strategy that addresses internal communications and externally facing communications and stakeholder engagement. (See recommendations on communications in Chapter 2).</p>	1	<p>The ALC will review the communication strategy that is currently in development to incorporate its strategy for internal communications within the unit, and externally beyond UCD.</p>	B
3	<p>Scrutiny by a qualified subject external examiner in the language field should be a requirement for any module that contributes to the student’s final degree classification. Accordingly, the Centre should consider appointing subject external examiners for each language course.</p>	3	<p>The ALC’s assessment practices are at present aligned to broader UCD Guidelines for appointing External Examiners. Regarding the Global Language Modules, the ALC will appoint two subject external examiners, one for European and one for Asian languages.</p>	C
4	<p>To realise its self-articulated vision and the aspirations of a new strategic plan, the Centre should continue to engage with UCD Estates and the Bursar’s Office to ensure that the Centre’s infrastructure is consistent with current best international standards in language teaching centres, and is fit for purpose and future-proofed. The current proposed plan for minor works should be the basis for review and discussions on the Centre’s</p>	3	<p>The Director will continue to work with ALC colleagues, UCD Estates, and the Finance Manager on upgrading existing space. The development of enhanced language teachers’ facilities is a priority. Many language classes and exams take place in the Centre, therefore the development of student spaces requires careful consideration. The administrator’s open-plan office has recently been refurbished and is fit for purpose. Student spaces</p>	C

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	<p>infrastructure. The refurbishment and upgrading of student spaces and the relocation of administrators' open-plan office to facilitate this and the development of enhanced language teachers' facilities should be a priority.</p>		<p>could be in the 'Self-Access' area, currently used by teachers and the exams unit. However significant investment (materials and desktops) would be required to provide language study spaces for students. A 'Self-Access Centre' did not previously experience sufficient student footfall to warrant continuation.</p>	
5	<p>Linked to the previous recommendation, the Centre should take immediate steps to ensure an optimal student experience, one that supports UCD as Ireland's Global University. To that end, the Centre should address the registration status of international students to ensure that they are provided with full right of access to the complete range of University resources and social and recreational facilities, similar to all other UCD-registered students. In addressing this issue, UCD Registry should explore a mechanism to ensure that any altered status of the Centre's international students does not negatively impact on the University's current efforts to improve the teacher-student ratio. The Centre should also upgrade and enhance the physical space for students, and constitute a Student Forum, at which the Centre Director and staff meet with the students once per trimester.</p>	2	<p>The ALC Director and relevant unit heads have liaised with units across UCD to request access to university services for the students on the External English programme. The External English programme has been significantly reduced in scope due to the restrictions on international students amid the Covid-19 pandemic. If the number of students on this programme increases, a means of securing access to UCD resources for these students will be sought. Other international students at the ALC, who study on the UCD Pre-Masters and Pre-sessional programmes, have full access to UCD resources. We have a Student Forum for internal programmes and welcome the proposal for a Student Forum for external programmes. We will work to enhance the use of our space for students.</p>	B

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<b>PLANNING, ORGANISATION AND MANAGEMENT</b>				
2.27	The University should consider renaming the UCD Applied Language Centre as the 'UCD Global Languages Centre' or the 'UCD English and Global Languages Centre', and to that end, should engage with and support the Centre in a focused rebranding and marketing campaign to highlight the change or title.	3	Appropriate branding and publicity, both within and beyond the University, are essential to the Centre's success. It is recognized that the full extent of the Centre's varied roles may not be evident from its current name. The renaming of the Centre will be discussed with university management. Any future name should distinguish the Centre (and its role in promoting functional language use in primarily academic contexts) from both the UCD School of Languages, Culture and Linguistics and the recently established English Language Academy.	B
2.28	The Centre should develop and articulate a communication strategy that addresses internal communications and externally-facing communications and stakeholder engagement.	1	It is proposed that a committee be established to develop internal and external communication strategies. The internal communications strategy will be available to all staff and make clear the types of communication that should come directly from the Director and those that should be communicated via line managers. Key strategy and policy documents will be made available to all staff via a secure shared drive. Regular bulletins will be circulated to all staff. To improve externally-facing communications, development of the Centre's website – to include staff profiles – will be a particular priority. It should be	B

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			clear which staff members are responsible for communications with specific partners. Regular meetings, workshops, and information sessions will be arranged to establish clear and frequent communication with UCD Global, overseas partnerships and agents.	
2.29	The Centre Director should invite the UCD VP for Global Engagement to a town hall meeting of all the Centre staff at the earliest opportunity, to set out precisely how the University positions the Centre within the <i>UCD Strategy 2020–2024 Rising to the Future</i> . This should happen soon after the launch of the UCD Strategy, and ideally no later than January or February 2020, and should include clarification of the Centre’s relationship with the English Language Academy and the UCD School of Languages, Cultures and Linguistics.	1	Due to the restrictions caused by COVID-19 and the Centre Director’s sick leave, it has not been possible to address this yet. It is essential for all staff members to clearly understand how their work will contribute to the UCD Strategy 2020-2024 and the Centre’s relationship with other UCD Schools and initiatives. A town hall meeting will be scheduled for trimester 1, 2020-21. The serious impact of the Covid-19 pandemic, especially for the External units in the Centre, will also be addressed.	B
2.30	The Centre Director should submit an Annual Report to the Global Engagement Board of Studies, to be submitted on or before 31 August each year. The Annual Report should contain reports of the Centre’s activities for the reporting year, including details of Centre staffing and staff development, internal and external collaborations, student recruitment and retention, statistics on student attainment, student evaluations of their experiences, external examiner reports and recommendations, and so forth. The Annual Report should also include reference to the Centre’s plans for the following year.	1	It is agreed that this is essential as an evidence-based means of reporting on the Centre’s activities, detailing how successfully it has met its objectives and contributed to the UCD Strategy and identifying areas that need attention. Annual Plans will be submitted in accordance with UCD guidelines.	B

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2.31	The Centre should work proactively to increase the visibility of the Centre’s role and activities at three levels: internally within the Centre; externally to the wider University; and externally to local, national and international stakeholders and prospective students and global partners.	1	Implementing the recommendations for a clear communications strategy, as suggested in 2.28, will also help to promote the Centre more widely. It is proposed that information sessions relating to particular programmes be held for colleagues within the Centre and especially for relevant colleagues around the university. More activities open to the wider teaching community – such as the existing MA TESOL workshops – will be arranged. Steps are already being taken to increase the Centre’s visibility in UCD’s three existing partnership colleges in China (for example, through the development of the Professional Certificate in TESOL, which is specifically aimed at Chinese English teachers). The current international crisis presents an opportunity for the Centre to enhance its online profile, particularly, for example, through the development of ALC-endorsed learning resources (such as video tutorials), some of which could be hosted on the website to showcase what the Centre does.	B
2.32	The Centre Director should maintain a visible presence within the Centre, through regular scheduled team meetings and through meetings with individual staff. This should include regular meetings with all teaching staff and with students and the Centre Director could adopt an ‘open-door’ policy, so that Centre staff can address issues and concerns directly to the Director. The entire Centre team should support the Centre	1	All staff would benefit from more regular access to the Director. Each team will be invited to a regular meeting with the Director (monthly during trimesters). Line managers on specific programmes will meet the Director more regularly (once a fortnight) to report on any issues arising within their teams. The Centre Director will adopt an ‘open-door’ policy	B



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	leadership in working to address internal barriers to effective communication and to enhance quality in the Centre.		which will help with internal barriers to effective communication.	
2.33	All senior teaching fellows and language teaching staff should be visible on the Centre website, with a profile photo and short biography. All professional staff should be similarly profiled on the website with a brief role description.	1	The ALC will update its website with relevant profiles of its teaching and professional staff.	B
2.34	The Review Group considers that the challenges that the Centre continues to experience arise from a combination of unresolved legacy issues around staffing, uncertainty over role and identity vis-a-vis the wider University, and internal culture. The Centre culture is a product of individual and shared underlying beliefs, assumptions and values and ways of interacting, and these, in turn, give rise to the Centre's social and psychological milieu. Hence, effectively addressing unresolved longstanding challenges will require acknowledgement of the role that culture plays in the Centre's present circumstances and a whole-Centre commitment to resolving the internal difficulties. Effective vertical and horizontal communication and empowerment of all Centre staff to achieve their personal goals and the goals of the Centre are also critical in addressing the Centre's current internal difficulties.	1	The ALC will work on a strategy document and will take into special consideration the alignment of staff goals to the overall goals for the Centre. Staff will be consulted during the process of writing the new ALC strategy document. The Centre will seek the advice of UCD HR on the establishment of team building workshops to address the issue of longstanding challenges in Centre culture. Whole-Centre School committee meetings should also help resolve internal difficulties.	B
2.35	The organisation of the Centre into five distinct units gives rise to internal reporting and line management arrangements that appear complex. The leadership roles within the Centre give rise	2	Leadership title roles will be reviewed as suggested. The title of Officer will be replaced with the title of Manager with agreement from UCD HR and affected staff. The division	B

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	<p>to a range of titles; these include 'Director', 'Manager' and 'Officer' and 'Project Manager'. The Review Group recommends that the Centre undertake a review of its internal operational management, with the view to reducing the number of units and the apparent complexity of reporting arrangements and line management relationships. Specifically, the Centre leadership should reconfigure the Centre into two operations units, one that manages the internally accredited activities and one that manages the externally accredited/income generating activities. The titles of the units should reflect their functions. Additionally, the Centre should consider the present use of multiple leadership titles, and in consultation with the VP for Global Engagement and the UCD HR Partner, work to agree a single leadership role title, consistent with analogous role titles across other support units in the University, such as UCD Registry.</p>		<p>between Internal and External Operations will be more clearly outlined in the ALC organigram and on the ALC website. The complexity of reporting arrangements will be reviewed and amended to reflect a clearer division between Internal and External programmes and to ensure a teaching and administration lead for programmes and units as appropriate.</p>	

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2.36	<p>The Review Group recommends that the reporting relationship between the Centre and the VP for Global Engagement be clarified and put on an explicit footing. The reporting arrangement should be such that makes explicit that the Centre Director has overall responsibility for the strategic development and management of the Centre. The Review Group considers that, in principle and in practice, there should be one single direct report from the Centre to the University governance board responsible for the Centre. Hence, the current arrangement, whereby the Centre Director reports directly to the VP for Global Engagement, should continue. With the support and contribution of the Senior Management Team, all written reports submitted to the Centre’s governing board should have the imprimatur of the Centre Director.</p>	2	<p>The Applied Language Centre (ALC) is one of five units within the Office of Global Engagement portfolio. The Director currently has overall responsibility for the management and strategic development of the Centre and reports directly to the Vice President for Global Engagement, which is facilitated by fortnightly one to one meetings. The Director is a member of the UCD’s extended leadership group affording opportunities to represent the ALC at a high level and shape the development and implementation of UCD strategy. These governance and reporting lines will be communicated to all ALC staff. All written reports submitted to the Centre’s governing board are expected to have and will have the imprimatur of the Centre Director.</p>	B
2.37	<p>The Senior Project Manager has had a direct reporting relationship with the Deputy VP for Global Engagement and has prepared a number of reports commissioned by the Deputy VP for Global Engagement. The Senior Project Manager has developed a particular interest and expertise in Asia and the Review Group considers that this role should be located within the UCD Office of Global Engagement. Re-locating the very experienced holder of this post would support the strategic and operational development of the University’s Asia remit.</p>	2	<p>The post of Deputy VP for Global Engagement was paused in September 2019. The Senior Project Manager currently reports to the VP for Global Engagement. Locating this strategic role within the UCD Office of Global Engagement would be very beneficial in realising UCD’s global engagement strategic goals.</p>	B

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2.38	<p>To address the recommended internal operational management arrangements and in working to achieve process enhancement more generally, the Centre leadership should enlist the support of UCD Agile. This would identify both short-term and long-term gains through process enhancement, innovation, and continuous improvement and would also assist in addressing those aspects of Centre culture that act to inhibit Centre effectiveness.</p>	1	<p>A meeting with UCD Agile will be scheduled in trimester 1, 2020-21, to work on process enhancement, innovation and remit mapping in order to improve the Centre’s effectiveness.</p>	B
2.39	<p>A number of committees exist to support centre activities and functions. The Review Group recommends that the Centre establish the following committees:</p> <ul style="list-style-type: none"> <li>● A Centre Executive Committee, comprising the SMT and representatives of key staff, including one senior teaching fellow and two to three language teachers;</li> <li>● A School Committee, at which all Centre staff attend,</li> <li>● A Teaching and Learning Committee,</li> <li>● A Marketing and Communications Committee</li> </ul> <p>A Quality Committee, which should, inter alia, maintain oversight of the Centre’s examinations function and related activities, and support the Centre leadership in developing the quality improvement plan (QIP).</p>	1	<p>In response to this recommendation the following committees will be created:</p> <ul style="list-style-type: none"> <li>● A Centre Executive Committee (ALC Covid-19 Working Group) has been established, currently including three full time senior language teaching fellows, meeting once a fortnight. Terms of reference have been established.</li> <li>● A School Committee will be established to meet with all staff twice during the academic year. This committee will meet in trimester 1, 2020-21.</li> <li>● A Teaching and Learning Committee will be established to include the current Module Enhancement team and language teachers who have recently agreed to teaching contracts.</li> </ul>	B

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			<ul style="list-style-type: none"> <li>● A Marketing and Communications Committee will be established for both the Internal and External programmes.</li> <li>● A QIP Committee has been established to support the Centre leadership in developing the QIP.</li> <li>● The composition of a Quality Committee to maintain oversight of the Centre’s examinations function and related activities will be considered.</li> </ul>	
2.40	<p>These committees should have explicit agreed terms of reference and should replace and/or subsume the functions of the following committees, as appropriate: The Communications Committee, the Languages Connect Committee, Global Language Module (GLM) Awareness Raising Committee. The Centre should also constitute a Student Forum, at which the Centre Director and staff meet with the students once per trimester. The Centre could consider having elected student representatives to attend other meetings at which the student voice should be included. Committees that are constituted as ad-hoc committees, such as the EALTA conference committee, should continue to operate, as and when needed.</p>	1	<p>Terms of reference will be agreed for all committees. The Languages Connect committee is a joint committee with the UCD School of Languages, Cultures and Linguistics (SLCL) and will continue as such. A student forum exists for internal programmes. Class rep meetings take place each trimester for GLM, Pre-Masters Programmes (PMP) and Pre-Sessional Programmes (PSP). A student forum for external programmes will be constituted at which the Centre Director, staff and students will meet once per trimester.</p>	B

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<b>FUNCTIONS, ACTIVITIES AND PROCESSES</b>				
3.18	With reference to the new UCD Strategy, the University should be explicit in its position on the role and function of the ALC and should communicate to all stakeholders how it positions the Centre within the wider UCD global engagement and language teaching infrastructure. With reference to global engagement and teaching, the UCD strategy and the ALC strategy should closely align, with the latter reflecting and supporting the former.	1	Consistent with the current global engagement strategy and annual delivery plans, the role of the ALC and expected deliverables in the 2020-2024 strategy will be published and communicated. The ALC will, through its new strategy, highlight its continued importance in enabling and fostering global engagement. The ALC strategy will be aligned to the wider UCD strategy. The Centre’s global engagement and teaching activities will be publicised within the UCD community and beyond (e.g. via e-zine for UCD staff, Global week, etc.) where appropriate.	B
3.19	As a unit that delivers an internationally recognised postgraduate qualification, the University needs to urgently address the ongoing issues of student registration status and student access rights and teaching staff contracts and access rights.	3	Access rights for students and teachers have improved over the past five years, with more access to library and IT services available than previously, however full integration of external students may not be feasible due to the differing status of internal and external programmes. The proposed clear delineation of external commercial English programmes versus the internal modules and programmes aligned to UCD’s academic processes will help clarify student status.	D
3.20	The various units of the University that provide language teaching should avoid competing with each other in meeting	1	While crossover is inevitable in language offerings at large universities, the remit of the ALC is language classes for non-	B

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	student recruitment targets, and each should have an explicit remit in language teaching. This should include an annual published portfolio of offerings for each unit.		specialist language learners, while UCD School of Languages, Cultures and Linguistics (SLCL offers language tuition to specialist language learners. The modules on offer at the ALC and SLCL are accessible on UCD SISWeb and on the ALC and SLCL websites. The Centre will continue to liaise with SLCL to make the remit of both units clearer to students and staff.	
3.21	The Centre should consider the viability of bringing students up to C1/C2 level in at least some of the languages taught.	1	The Centre offers C1 level classes for English and French and is considering offering these levels in German and Spanish, pending student demand.	B
3.22	The Centre should work to develop closer integration with the UCD School of Languages, Cultures and Linguistics to enable the development of those languages not specifically taught at UCD SLCL.	1	The ALC has worked with the UCD SLCL to offer languages not taught at SLCL, such as Polish and Russian, and will work further on developing these languages.	B
3.23	Through elective opportunities, the academic programmes across UCD should provide a structured pathway for incremental progression in a language for those students wishing to study a language in addition to their programme major. The development of Polish could potentially be used to explore further forms of collaboration, such as elective language minors.	1	The Centre will work on strengthening existing links with Schools and programmes across UCD. Structured electives have been established for GLM. Links will be further developed to encourage students from different faculties to pursue structured electives at the ALC. The collaboration on Polish will be used, where possible, to explore further collaboration.	C
3.24	The Centre should continue to develop close working relationships with all academic units, particularly those that send large numbers of students to the GLM modules.	1	The Centre will prioritise the development of relationships with academic units, such as, the Schools of Business, Engineering, Medicine and Science, that send a large number of students to GLM modules.	C

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3.25	The Centre should consider appointing subject external examiners for each language course. Scrutiny by a qualified subject external examiner in the language field should be a requirement for any module that contributes to the student's final degree classification.	1	At present ALC's assessment practices are aligned to broader UCD Guidelines for appointing External Examiners. The Centre will seek the appointment of an External Examiner for Pathway Programmes and will appoint two subject external examiners for GLM, one for European and one for Asian languages. Exam papers will continue to be proofed by two native speaker language teachers.	B
3.26	The Centre Director should review and maintain ongoing monitoring of language teachers' workloads to ensure that workloads are consistent with best practice and to ensure that teachers are provided with time to prepare materials, assess learning and evaluate their teaching.	1	The Centre Director and senior management will ensure that the teachers' workload is monitored on a regular basis to ensure a balance that is aligned with best practice.	B
3.27	The Centre should review teacher-student and teacher-professional staff ratios and compare them with those of other referent language centres to ensure adherence to best international standards in language teaching. In this same regard, the University could review reports on teacher-staff ratios and language teacher pay published by other international public and private sector language centres.	1	Teacher-student and teacher-professional staff ratios will be reviewed by senior management and compared with other language centres through reports available through the AULC (Association of University Language Centres). Similarly, language teachers' pay published by international university language centres will be reviewed and compared to the Centre's practices.	C
3.28	The Centre should continue to encourage and promote evidence-informed teaching and support the scholarship of pedagogy and related research across all ALC language programmes.	1	The Centre will aim to develop a focus on scholarship across the ALC language programmes by encouraging teachers', Senior Teaching Fellows' and students' engagement in such practices and providing specific opportunities such as the following:	B



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			<ul style="list-style-type: none"> <li>• a clearly structured series of CPD sessions specifically designed to address pedagogical needs which are i) specific to the different language programmes and ii) common across units.</li> <li>• encourage staff to complete the UCD Teaching and Learning Professional Certificate/Diploma</li> <li>• enable teaching staff to collaboratively create a bank of learning/teaching/assessment resources (especially for Technology-Enhanced Learning)</li> <li>• encourage staff members to attend and present at relevant conferences</li> </ul>	
3.29	The University should ensure that the Centre’s current China remit, including teacher development courses and overseas teaching at BDIC and Chang’an, are sufficiently resourced. The resource should be located within the UCD Office of Global Engagement.	1	A new Senior Teaching Fellow will be appointed as a priority who will work on teacher training, programme development and standardisation across language programmes as required by UCD partnerships with Chinese universities. A new unit has been established within the Office of Global Engagement, to support the delivery and academic oversight of UCD’s programmes in the 3 International Joint Colleges in China. The unit is led by the International Dean for China and UCD has committed to resourcing this unit consistent with the structures in place in UCD Programme Offices.	B
3.30	Recruitment and selection practices for language teachers and other administrative staff should be conducted in strict adherence to UCD HR policies and procedures. Boards of	1	The Centre will continue to adhere to all UCD HR policies and procedures in dealing with appointments. A language teacher from the field of the interviewees will be included on interview	A

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	assessors should include one board member external to the Centre, and where feasible, a language teacher in the field of the interviewees. Boards of assessors should not include staff on temporary contracts.		boards where feasible. All ALC staff are temporary and staff will act in accordance with UCD HR policies in interviewing potential staff.	
3.31	The Centre should consider how to better integrate international students into the UCD community; this could include, for example, free-speaking practice opportunities (organised language tandem); film viewing evenings; coffee hours with ethnic cuisine, weekly surgery hours for staff, language and country-specific mentors, and so forth. Review best-practice evidence in the literature in how best to promote language student integration into the university community and review the work and experience of other universities hosting a language centre in this same regard.	1	The Centre will develop an appropriate and concrete strategy for promoting students' integration into the university community. The Centre will further liaise with UCD Global and UCD clubs and societies who currently organise and publish an extensive calendar of events for international students (including film viewings, language cafés, national holiday celebrations etc.) to enhance the student experience in UCD. Peer mentors and academics from receiving Schools and previous students will be invited to give talks to prospective students, to talk about their academic areas and the student experience.	B
<b>MANAGEMENT OF RESOURCES</b>				
4.30	The University Bursar should review the Centre's current budget model and, where consistent with the UCD budget model, consider re-calibrating the annual budget income and expenditure targets to reflect the current reality of fee income and expenditure, as well as future projections of Centre activity.	1	A meeting will be sought with UCD Finance to discuss the Centre's current budget model. The University currently operates a budget plan that incentivises fee income. Re-calibrating targets would involve the development of a sustainable Five-Year Plan for the unit.	B

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4.31	The Centre should appoint an educational technologist.	3	An educational technologist would be a welcome addition to the Centre, but the ALC is currently in deficit. Recent work with the SLCL educational technologist on a Polish module has helped to generate ideas for the further use of TEL in GLM. The SLCL educational technologist will be invited to offer workshops at the ALC.	C
4.32	The Centre should review its present offerings with reference to the income and the full economic cost of each programme. This analysis should be with reference to both the sustainability of each offering and the UCD global strategy. While some programmes may be operating at a loss, this does not mean that they should be withdrawn, and cross programme subsidisation is not undesirable in the context of the wider UCD global strategy.	1	A review of current offerings with reference to income and cost will be conducted. GLM, PMP and PSP currently expect sustainable numbers of students in 2020-24 (with a temporary decline in student numbers in September 2020 due to the Covid-19 pandemic). These programmes are consistent with the UCD global strategy. Areas currently experiencing a decrease in student numbers (External English and Exams), due to the Covid-19 pandemic, are under review by university management.	B
4.33	The University should review the disparity in salaries and conditions of employment between language teachers and professional staff.	2	Salaries and conditions for both professional staff and language teachers are advertised on the UCD vacancies website (when posts are available). Salaries and conditions for language teachers have been under review by ALC management, UCD HR, union representatives and teachers since 2017. An agreement was reached in September 2020 on fractional contracts for GLM language teachers. A review of rates of pay for hourly paid language teachers will be sought by the Centre Director and HR partner.	C

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Report	RG Recommendation	Category (see list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (see list above)
4.34	<p>The Centre should develop a structured programme of continuing professional development for all staff to meet their self-identified needs. For example, the Centre could collaborate with UCD Teaching and Learning and/or the UCD School of Education, to develop a bespoke continuing professional development programme for language teachers to update them on topics such as innovative pedagogies, blended learning and the use of TEL to support teaching, learning and assessment. This would enable greater integration of language teachers into the University, once teacher contracts have been agreed.</p>	1	<p>The Centre will work on formalising a programme of CPD for all staff. HR offer staff development programmes on a regular basis. Teaching staff can avail of UCD Teaching and Learning and UCD Innovation Academy Professional Certificate programmes. Two teachers have completed modules on the Teaching and Learning programme and one on the Innovation Academy programme to date. CPD sessions on TEL for language teachers will be scheduled for September 2020. Teachers are regularly invited to attend conferences in the Dublin area (e.g. EALTA 2019, EAP in Ireland (in UCD in 2020), AULC 2020 (Maynooth) and the IRAAL 2020).</p>	B
4.35	<p>To ensure that the ALC infrastructure is consistent with best international standards for student facilities and best-practice standards in language teaching, the Centre should continue to engage with UCD Estates and the Bursar's Office to ensure that the Centre infrastructure is fit for purpose. The current proposed plan for minor works should be the basis for review and discussions on the Centre infrastructure. The refurbishment and upgrading of student spaces and the relocation of administrators' open-plan office to facilitate this and the development of enhanced language teachers' facilities should be given priority.</p>	3	<p>The Director will continue to engage with UCD Estates and the Bursar's Office to help ensure that the Centre's infrastructure is fit for purpose. The development of enhanced language teachers' facilities is a priority. As many language classes and exams take place in the Centre, the development of student spaces requires careful consideration. The administrator's open-plan office has recently been refurbished and is fit for purpose. Student spaces could be located in the 'Self-Access' area, currently used by teachers and the exams unit. However significant investment (materials and desktops) would be required to provide language study spaces for students. A previous 'Self-Access Centre' did not experience sufficient student footfall to warrant continuation. Teacher work spaces</p>	C

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			are currently located in Self-Access due to Covid-19 social distancing guidelines for staff.	
4.36	The Centre should continue to engage with UCD Estates to review suitable teaching space beyond the Daedalus building and be open to the advantages of having its own rooms included in the inventory of teaching space available for timetabling across the University.	2	Programme managers will continue to engage with UCD Room Allocations to review classrooms available for GLM, PMP and PSP classes outside of the Daedalus building. Some classrooms are not suitable for language teaching (lacking IT, size, etc.) and alternative classrooms are routinely requested. The proposed inclusion of ALC rooms in the inventory of teaching space would make the booking of rooms for some areas (External English and Exams) very difficult and is therefore not advantageous for those units.	B
4.37	While the Centre website contains information about the Centre's key functions and activities, it should include profiles of all its teaching and professional staff. As part of the recommended rebranding and internal restructuring of the Centre, as set out in Chapter 2, it will be necessary to redesign the Centre website.	1	All teaching and professional staff will be invited to submit photos and biographical details to be uploaded on the ALC website. The homepage will be redesigned to reflect the restructuring of the Centre into Internal and External areas.	B
4.38	The Centre should conduct cost analyses of per-metre income and the cost of space used for the various types of course and examinations housed at the ALC so as to have significant data when making decisions of which programmes to grow.	1	The Operations Manager and Finance Manager will conduct a cost analysis of per-metre income and the cost of space used for the various types of course in the Centre.	B
4.39	The Centre should continue to pursue the plans to develop a facility to conduct online assessments.	3	A facility to conduct computer-based assessment has been suggested for Room 11, Daedalus Building. The cost of the facility is under review by Centre management.	B

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<b>USER PERSPECTIVE</b>				
5.25	The Centre leadership should continue to work with the University authorities, through UCD HR, to bring a resolution to the long-standing issue of the language teachers' contracts of employment.	1	The Centre leadership will consult with UCD HR, union representatives and teachers to bring the issue of language teachers' contracts of employment to a resolution.	B
5.26	The Centre leadership should continue to work with the University authorities, through UCD Registry and the Bursar's Office, to address the registration status of international students, with the aim of granting them full access to University services and supports. In addressing this issue, UCD Registry should explore a mechanism to ensure that any altered status of the international students at the Centre does not negatively affect the University's teacher-student ratio.	2	The ALC will work together with UCD Registry to address the registration status of its English language students on the External programme at the ALC. The number of students in each term will be reported to the ALC Director by the head of the Academic English unit about 4 weeks before the start of the term.	C
<b>ANALYSIS OF STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES</b>				
6.13	The Review Group urges the entire Centre community to consider the Review Group's recommendations and to see them as a basis for renewal and to recognise that much that can be done to address the challenges is in the Centre's own power to resolve.	1	The Centre is giving careful consideration to the recommendations of the report. The RG recommendations have been distributed to all members of the Centre community for review. Internal communications will be improved and	B

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			workshops on team building will be scheduled, where appropriate.	
6.14	While the proposal to rename the Centre, as outlined in Chapter 2, should not be seen as a panacea for all the Centre’s difficulties, it can, nonetheless, represent an important opportunity for revitalisation and can demonstrate a renewed commitment to the Centre’s core mission and values and those of the University. Hence, the Review Group recommends that the Centre engage with the University in pursuing this proposal, which will require a marketing campaign in consort with UCD Office of Global Engagement.	3	The Applied Language Centre will consider the extent to which a name change could revitalise the organisation, and whether the Centre might be more marketable if rebranded. Rebranding might serve to align the Centre’s activities more closely with Global Engagement strategies and could also be beneficial to the profile of the Centre. All relevant stakeholders should be canvassed on such a move.	C
6.15	The Review Group recommends that the entire Centre community come together in a spirit of collegiality and unity to overcome the legacy issues that have resulted in internal difficulties for the Centre and its staff. The issues that have acted as barriers to effective communication should be a starting point. For example, the Centre should develop an internal communication strategy as part of its quality improvement plan.	1	While some of the issues outlined are unlikely to be remedied through improved communication, such a change could only be beneficial. A revised communication strategy is currently in development.	B

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6.16	The issue of staff contracts will remain a threat to staff morale and Centre effectiveness if not resolved in the short to medium term. Hence, the Review Group recommends that the Centre, in collaboration with UCD HR and the Bursar's Office and the relevant staff representative association(s) work to bring the matter to a resolution to the satisfaction of all parties.	1	ALC Management and relevant stakeholders including UCD HR are currently actively engaged in offering teacher contracts, where appropriate, to those staff members who remain hourly paid. Contracts of reasonable and competitive terms and conditions are on offer. Initial analysis shows that these contracts would ensure that each teacher would receive a 6% increase over what they could expect to receive while being paid on an hourly basis. The first of these contracts have been accepted by teachers. The ALC also has concerns about the prevalent use of temporary contracts which undermine the staff's sense of job security.	B
6.17	To overcome the threat of reputational damage that is represented by international students' restricted access to University services and supports, the Review Group recommends that international language students be afforded the same access rights and privileges as those of all other University students to promote equity and inclusivity.	2	Restricted access to University services and supports applies to students enrolled on the Centre's External English programme only. The issue of restricted access has been discussed with Registry representatives who have pointed out that UCD supports and services are paid for in part through tuition fee distribution. A solution, such as a contribution for access to these services for External English students, will be considered by ALC management and the Finance Manager.	C
6.18	With the reduction in the number of Stage 1 students taking a GLM module as an elective, the Centre should actively engage with other Schools in promoting its language offerings. These efforts should be based on an explicit short-to-medium term marketing plan for student recruitment from within the	1	Languages Connect is recognised as a significant opportunity by both the University and the ALC. The ALC is represented on the University working group which looks into ways of embedding language modules in undergraduate programmes. The coordination of timetables is a major challenge. Analysis of	C



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	<p>University. Languages Connect is a positive development in languages in Ireland and presents a significant opportunity for the Centre to be a key player in realising a national strategy.</p>		<p>the first year of operation for the new academic regulations has shown that GLM had a decrease in student numbers in trimester 1, but an increase in trimester 2.</p> <p>This most likely reflects the promotion of GLM modules through event presence and social media campaigns. It was positive that overall numbers reflected a very small change compared to 2018/2019 (-0.4% y/o/y decrease).</p> <p>However, the imbalance in student numbers across both semesters is challenging in terms of teacher availability, rooms, etc. The ongoing promotion of GLM modules through event presence and social media campaigns helped to maintain student numbers across the academic year. The ALC will continue to raise the profile of the GLM modules.</p>	

### **3. Prioritised Resource Requirements**

This section should only contain a list, prioritised by the Quality Improvement Committee, of recommendations outlined in the Review Group Report, which require additional resources. The planned action to address each recommendation with an estimate of the cost involved should also be included:

1. 3.28 – Development of structured CPD opportunities – invited speakers – Approx. €1,000
2. 4.34 – Development of TEL for language teachers – teacher designated laptops – Approx. €10,000
3. 4.35 – Development of enhanced teacher workspaces – Approx. €15,000