



**University College Dublin**

## **Quality Improvement Plan**

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UCD School of Agriculture & Food Science

Version Final – December 2021

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# Table of Contents

- 1 Introduction .....3**
- 2 School Response: Executive Summary .....4**
- 3 Recommendations for Improvements – Follow-Up Action Taken and/or Planned .5**
  - Organisation & Management ..... 5
  - Staff and Facilities ..... 6
  - Teaching, Learning and Assessment..... 8
  - Curriculum Development and Review .....10
  - Research Activity .....10
  - Management of Quality and Enhancement.....12
  - Support Services ..... 12
  - Collaborative Educational Provision ..... 13
  - External Relations ..... 14
- 4 Prioritised Resource Requirements .....15**
  - Priority 1 ..... 15
  - Priority 2 ..... 16
  - Priority 3 ..... 16

# 1 Introduction

The Quality Improvement Plan (QIP) details each of the recommendations of the Review Group and the School's response under the categories and options set out by the Quality Improvement Template Document.

This QIP was developed in response to the recommendations of the Quality Review of the UCD School of Agriculture and Food Science, undertaken in March 2021. The Review Group Report was received in mid-July 2021. The QIP was developed by members of the Self-Assessment Coordinating Committee in consultation with all staff of the School.

The members of the Self-Assessment Coordinating Committee were:

- Mr Gerry Looby (Chair)
- Professor Alexander Evans (former Head of School)
- Professor Aine Ni Dhubhain
- Professor Frank Monahan (Head of School)
- Professor Tommy Boland
- Dr Edel Kelly
- Dr Deirdre O'Connor
- Dr Aifric O'Sullivan
- Dr John Browne
- Ms Irene Rose
- Ms Moya Ryan

The draft QIP was discussed at the School Executive meeting on 26/10/2021 and this final version incorporating their feedback was produced.

## 2 School Response: Executive Summary

The UCD School of Agriculture & Food Science welcomes the opportunity to respond to each of the recommendations made by the Review Group. The recommendations are constructive, endorsing those in the Self-Assessment Report, and will be used to support the next iteration of the School's strategic plan.

The School is pleased that the Review Group recognised several activities and practices within the School that have long been part of the School's core culture and values and that have been explicitly supported in the current and previous strategic plans. These include

- the impressive 'Team Spirit' across the School,
- the supportive working environment among administrative, technical, faculty and research staff,
- the awarding of the Athena SWAN Bronze Award and the action plan to achieve gender equality,
- the quality of the teaching staff and the emphasis on research led teaching,
- the research performance of staff,
- the ambition of the school to be a top global school of agriculture and food science,
- the alignment of the School's strategy with that of the University,
- the strong connection with alumni,
- the role played by students and students societies in the life of the School.

This Quality Improvement Plan addresses the recommendations in the Quality Review Report, and indeed several actions are already underway. These include

- reviewing the number and composition of School committees,
- the establishment of a mentorship programme as part of our EDI work programme,
- the creation of a budget to support the recruitment of additional administrative and technical staff over the next five years,
- the launch of the Agri-Matters podcast to help communicate the impact of our research and raise the profile of the research staff involved,
- the implementation of a programme to encourage more students to avail of exchange/Erasmus opportunities.

These changes will significantly benefit the School and its outputs over the next few years.

### 3 Recommendations for Improvements – Follow-Up Action Taken and/or Planned

#### 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. Recommendation to be implemented within one year
- C. Recommendation to be implemented within five years
- D. Recommendation, which will not be implemented

Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)
<b>Organisation &amp; Management</b>				
2.13	The RG recommends that the School review and document the Section-level structures and processes in order both to ensure that these are clearly communicated to staff and to facilitate coherent organisational practices across sections.	1	<b>Action Planned:</b> A review of the Section-level structures will be undertaken as part of the School's strategic planning process which will begin in early 2022. As part of the review the newly agreed Section-level structures and processes will be clearly documented and communicated to all staff in the School.	B
2.14	The RG recommends that the School ensure that post-doctoral staff in all Sections have opportunities to meet to foster a sense of community and enhance potential for collaboration. Both informal networking and formal support structures for these staff should be considered. The RG recommends that more responsibility for this be undertaken by PIs, Section Heads, and the School Executive to ensure that engagement is facilitated.	1	<b>Action Planned:</b> A post-doctoral forum will be created to provide an opportunity for post-doctoral staff across the School to meet and foster a sense of community and enhance the potential for collaboration across the group. The terms of reference and remit of the forum will be established in conjunction with the Head of School and the Associate Dean for Research, Innovation & Impact. The Chair of the forum will be a member of and report to the RII committee.  <b>Action Planned:</b> A review of the current arrangements for the inclusion of post-doctoral staff in School activities will be undertaken with the post-doctoral forum to understand if they provide the types of opportunities required for formal and informal networking.	B
2.15	The SAR notes that the School has a large number of functional committees (22) and that committee work can take up a lot of time for faculty and staff. The RG	1	<b>Action Taken:</b> A review of the functional committees with the School was undertaken by the incoming Head of School. The function, scope and make-up of each committee was reviewed. The outcome of the	

Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)
	recommends that the School review these committees to determine whether there is potential to rationalise and reduce the administrative burden.		review is that there is no reduction in the number of functional committees. It was felt that given the scale, scope and diversity of the School's programmes and operations the existing committees are required to allow the School to effectively manage its operations and deliver its teaching and research programmes. The makeup of each committee was reviewed to ensure that there is an even distribution of staff from across the School or area of responsibility. The committees are also balanced in as far as possible in terms of both gender and grade. This ensures that committee membership is spread widely across the School, which allows staff to gain experience in positions of responsibility. Committee membership gives staff and students an opportunity to be involved in the functioning of the school and thereby gives a sense ownership of the School's activities.	A
2.16	The RG recommends that, in its planned review of the workload model, the School should consider capturing the teaching input of post-doctoral and other research staff, which is not currently visible. In addition, the RG recommends that the review also consider the introduction of mechanisms to guide the distribution of workload across the School and within the different faculty levels where the load is not evenly distributed.	1	<p><b>Action Planned:</b> The Workload Model Review Committee will examine how to best incorporate the teaching input of post-doctoral and research staff into the workload model.</p> <p><b>Action Planned:</b> The Strategy Development Manager will work with the Head of School and the Heads of Section to fully document how the workload model is used to guide the distribution of workload across the School and within the different faculty levels.</p>	B
<b>Staff and Facilities</b>				
3.9	Mandatory mentorships for all new staff, including technical, is recommended. Mentoring for existing technical staff, if they so desire, should also be implemented. This has real benefits for better integration into the School and University, improved job satisfaction, clearer understanding of career advancement and more.	1	<b>Action Taken:</b> The School has established an academic staff mentorship programme as one of its Athena Swan Bronze actions; this will be expanded to cover all staff including technical staff	A, B
3.10	To match increased student numbers, academic staff and research activities, the RG recommends the hiring of additional administrative and technical staff, including Chief Technical Officers, who can take line management responsibilities for technical staff.	3	<b>Action Taken:</b> The School carefully manages its staff resources and incorporates staff planning into its strategic planning exercises. There is a detailed plan in place to add additional technical and administrative staff as the financial resources allow and to maintain the current ratio of support staff to academic staff as the number of academic staff increases. This plan is reviewed on an annual basis and adjusted according to the availability of resources and the growth in academic staff and student numbers.	A, B, C

Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)
3.11	The equipment and facilities at Lyons Farm, Rosemont and in food processing are essential to support research and teaching in the School. There is a great and urgent need for the University to invest in this infrastructure. The RG recommends the University work with the College of Health & Agricultural Sciences, the School of Veterinary Medicine, and the School of Agriculture & Food Sciences to develop a financial plan and budget for such work.	2,3	<p><b>Action Planned:</b> The UCD Strategic Campus Development Plan 2016-2021-2026 sets out the broad direction of future physical development of the Belfield Campus in terms of the facilities required to support the University's vision of being a global top 100 university. Specific reference in this plan is made to the UCD Agriculture &amp; Food Science Centre, UCD Lyons Farm and the development of the UCD Health &amp; Agricultural Science Precinct with timeframes for refurbishment and new build running to 2028. The School will work with the University to ensure that the new facilities meet the requirements of the School and provide any input and support required to bring the Development Plan to fruition.</p> <p><b>Action Taken:</b> The School developed an ambitious plan for the redevelopment of facilities on the UCD Lyons Farm in 2018 and is working with PIs based at the Lyons Farm and the UCD Foundation to identify potential donors who will help fund the developments required to deliver on the plan on a phased basis. The School has also engaged with the University to match any funds raised from external donors to bring the project to completion.</p> <p><b>Action Planned:</b> A detailed set of requirements for the Rosemount facilities and the Food Processing facilities will be produced and costed. Once these have been agreed plans for the funding of these facilities from external donors will be developed in conjunction with key PIs and the UCD Foundation and fundraising can begin. The University will be requested to match any funding raised from external sources to bring these projects to completion.</p> <p>Action Taken: A new role of 'Director of External Relations' was created within the School in 2021 which will also support all these efforts.</p>	A, B, C
3.12	The School's staff have demonstrated enthusiasm for undertaking professional development and the RG recommend that they continue to be offered the opportunity to undertake training in leadership and management skills such as project management or time management. These skills can also facilitate management of the grant application and operation processes.	1	<p><b>Action Taken:</b> The two key programmes in place to support staff development are</p> <ol style="list-style-type: none"> <li>1. The Career Development Scheme, a School funded scheme established in 2015 which provides direct funding for staff to undertake personal development to advance their careers in the areas of teaching, research (it does not support the direct costs of research), management, administration, networking, and collaboration. The Scheme is open to academic, administrative, technical and research staff in the School.</li> </ol>	A, B

Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)
			<p>2. Performance for Growth (P4G) is the UCD framework that provides the opportunity for all employees to have at least one annual conversation with their line manager, Head of School or Alternate Reviewer, within which: Achievements and Challenges of the previous year are reflected on, and feedback is provided; Goals and objectives for the coming year are agreed; A Development Plan is discussed and agreed; Career aspirations are explored and supported where possible.</p> <p><b>Action Planned:</b> All staff will be encouraged to avail of these programmes to further their personal development and support their work in the School. The availability of specific programmes and courses will be highlighted periodically to staff through the new bimonthly School ezine which is circulated to all staff in the School.</p>	
<b>Teaching, Learning and Assessment</b>				
4.10	The RG recommends that the School provide comprehensive guidance for staff and students concerning the requirements for Postgraduate Researchers (PGRs) and Early Career Researchers (ECRs) to undertake teaching and marking at undergraduate and postgraduate level and clarify what specific opportunities there will be for training for PGRs and ECRs wishing to pursue these teaching-related activities.	1	<p><b>Action Planned:</b> It should be noted that while there are no requirements for PGRs and ECRs to undertake teaching and marking at undergraduate and postgraduate level the University provides formal opportunities for PGRs and ECRs to develop their teaching and learning skills. The School will highlight these opportunities and encourage PGRs and ECRs to avail of these opportunities if they are interested in teaching-related activities.</p> <p><b>Action Planned:</b> The School, through its four Sections, will encourage new PGRs and ECRs to avail of any opportunities for teaching that become available when they join the School and establish a system of centrally recording the numbers of PGRs and ECRs who wish to undertake teaching, which can be utilised by programme coordinators when additional teaching resources are required. The availability of this list would also allow PGRs and ECRs to be invited to teaching events organised within the School</p>	B
4.11	To address issues noted in the SAR with the availability of teaching spaces of appropriate size and layout, the University should commit to additional investment in its teaching spaces and equipment to enable innovations in third level teaching pedagogy and technology to be fully realised. In the interim, the School should continue to work with the University's timetabling team to ensure that	2 & 3	<p><b>Action Planned:</b> UCD is upgrading its teaching and learning facilities across campus including the building of a purpose-built teaching and learning building. The School will avail of these new facilities when they become available.</p> <p><b>Action Planned:</b> The School will endeavour to improve its own teaching facilities and will continue to work with the University's</p>	B, C



Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)
	modules are allocated to classrooms that meet their requirements.		timetabling team to ensure that modules are allocated to classrooms that meet their requirements.	
4.12	The RG recommends that the School should engage fully with the University's online student feedback system, firstly by continuing to encourage students to make use of the opportunity to provide feedback in order to maximise response rates and secondly, by outlining how the School will implement changes based on student feedback.	1	<b>Action Planned:</b> The School will endeavour to increase participation rates in the online feedback system, by promoting the online feedback system and providing students with an opportunity to complete them in class time. Where relevant, changes resulting from previous feedback will be highlighted as a means of encouraging student participation.  <b>Action Planned:</b> Feedback from this system, along with feedback from External Examiners and from the staff-student liaison committee will be used to continue to identify issues that need to be addressed. Common issues across modules/programmes will be dealt with in T and L events organised by the School. Specific issues will be raised with members of staff and support provided to address these (see also 4.13).	B
4.13	The RG recommends that the School clarify the system of oversight of the feedback received from students and how it addresses and seeks to improve student learning experiences in modules with poor ratings.	1	<b>Action Planned:</b> UCD Teaching, and Learning have defined a Student Feedback Survey Process. In summary the results of the survey are available via InfoHub to both the Module Coordinator (MC) and the Head of School (the latter only receives the scores for the quantitative questions). MCs use feedback for subsequent module to enhance learning. Where scores for a module fall consistently below 3, the HOS will meet with the MC to discuss how to address the feedback and provide support. The feedback process will also be highlighted to students as a further means of encouraging participation (in addition to the measures in 4.12).	B
4.14	The School's plan for teaching in the post-COVID teaching environment should look to maximise the value of having an Educational Technologist, with continuing focus on the advances already made in the use of education technology in the School and building upon the benefits arising from the increased level of engagement by staff with the educational technologist during the COVID pandemic.	1	<b>Action Planned:</b> The T and L committee will work closely with the School's Educational Technologist and UCD Centre for Teaching and Learning to advance the use of Educational Technologies in the School.  <b>Action Planned:</b> We aim to develop new postgraduate programmes and executive education programmes that will require significant input from the School's Educational Technologist.	B, C
4.15	The School should ensure that its Teaching and Learning objectives are fully realised post-COVID-19 and maximise the learning from online teaching and assessment that took	1	<b>Action Planned:</b> The T and L committee will capture reflections from staff on the aspects of online teaching and assessment that worked well or proved problematic during lockdown and utilise this information	B

Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)
	place during lockdown In order to make best use of technology within programmes of the School, as set out in the School Plan.		to guide the future use of technology for teaching within our programmes.	
<b>Curriculum Development and Review</b>				
5.8	The RG recommends that the School undertake a full strategic review of their offering of taught postgraduate degrees to ensure that the School is fully capitalising on the potential for cross-disciplinary programme offerings.	1	<b>Action Planned:</b> A review of these opportunities will be undertaken coordinated by the T and L committee and as part of the planning for the next School Plan (2022 – 2025).	B
<b>Research Activity</b>				
6.10	The RG acknowledges the challenges identified in the SAR in maintaining a supportive environment for research and particularly in investment in research infrastructure (such as Lyons Farm, Rosemount, and the Food Processing Facility) and technical staff. As noted in section 3 above, such investments need to be made as soon as possible in order for the School to realise its ambitions.	2/3	<b>Action taken:</b> The School produced a development plan for UCD Lyons Farm in 2018 and fundraising to support the delivery of the plan is ongoing. Furthermore, a new role of 'Director of External Relations' within the School was created in 2021, which will also support these efforts.  <b>Action planned:</b> The UCD Strategic Campus Development Plan 2016-2021-2026 established the broad direction of future physical development of the Belfield Campus in terms of the facilities required to support the University's vision of being a global top 100 university. Specific reference in this plan is made to the UCD Agriculture & Food Science Centre, UCD Lyons Farm and the development of the UCD Health & Agricultural Science Precinct with timeframes for refurbishment and new build running to 2028.	C, D
6.11	The RG recommends that the School consider setting up more elaborate strategic partnerships with key players such as Teagasc to develop innovative research platforms. Closer collaboration with the School of Biosystems and Food Engineering is also recommended, as these competences are usually integrated into comparable institutions worldwide.	1	<b>Action Planned:</b> The School will continue to strengthen existing relationships with Teagasc at an individual, centre, and organisational level. This will form part of the remit of the Director of External Relations with input from colleagues across the School.  <b>Action Planned:</b> The School will continue to foster the current relationship with the School of Biosystems & Food Engineering, which includes having academic staff who have shared appointments in both Schools.	B, C
6.12	Given its unique focus on research in the areas of animal-based and pasture-based agriculture and its key assets (UCD School of Veterinary Medicine, Teagasc), the RG	1	<b>Action Taken:</b> UCD Lyons Farm is a member of the Global Farm Platform, an international organisation focussed on sustainable pasture-based livestock production involving the global leaders in this	A, B



Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)
	Section 3 above) may be a good step forward, and the School should also consider setting up a mechanism for offering substantive support in addition to the excellent administrative support.		<b>Action Planned:</b> The School's RII committee will actively promote the supports it can provide in the writing of EU grants, both financial (travel and consultancy fees) and administrative and will review the supports that are currently provided as part of the new School research strategy to ensure that they are both comprehensive and substantive enough to support PIs to take a leadership or coordinating role in attracting EU grants.	
6.16	The School and its Sections are recommended to organise a more active sabbatical leave policy, in line with UCD's Research Sabbatical Leave policy, emphasizing that sabbatical leave can be organized in various ways (e.g., there is no requirement for travel abroad).	1	<b>Action Planned:</b> In consultation with the College HR partner the School will seek to develop a policy/promotion document that aligns with the UCD Leave policy, but which highlights the many ways that leave can be organized from the perspective of the Schools academic staff. The experiences of colleagues in other Schools with more formalised sabbatical leave policies will be considered.	B
<b>Management of Quality and Enhancement</b>				
7.5	The SAR notes that an informal mentorship programme has operated within the School with senior members of staff with experience of successful grant capture, offering mentoring to early career colleagues. With the introduction of a formal mentoring programme (see section 3 above) within the School, the RG recommends that research mentoring should be a central pillar of that process to ensure that all early career staff are encouraged to focus on the development of their research programmes.	1	<b>Actions Taken and Planned:</b> See 6.15 above	A, B
7.6	Several recommendations are made in section 6 above in relation to research activities in the School. The RG strongly recommends that any changes introduced to enhance the quality and impact of research should not be at the expense of the quality of teaching and learning in the School and should not diminish the strong professional orientation of the taught programmes, which are highly valued by the School's external stakeholders.	1	<b>Action Planned:</b> This will be reiterated in the upcoming School plan (2022-2025)	B
<b>Support Services</b>				
8.8	The RG recommends the School look to build upon the work already being done to improve student engagement	1	<b>Action Taken:</b> A review of all degree programmes in the School was completed in 2016 as part of the University's Curriculum Review and	A, B

Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)
	with the Writing Centre and the Maths Support Centre, to improve graduate oral and written communication skills and statistical and data skills. These are skill areas that external stakeholders regard as critical to success in their industries and they emphasised the importance of continuing to produce graduates who are proficient in these skill areas.		<p>Enhancement Project and a School Curriculum Review and Enhancement Plan was produced in 2017/18. One of the key areas of focus within this plan was the development of Transferrable Skills including writing, numeracy, and presentation skills. Consequently, a greater emphasis was placed on the development of these skills within the core curriculum. Students are now provided with opportunities to develop these skills as part of each module and are assessed and provided with feedback on the quality and accuracy of their numeracy, writing and presentation skills.</p> <p><b>Action Planned:</b> The School will continue to promote the UCD Writing Centre and the UCD Maths Support Centre to all students in the School and highlight the importance of these core transferrable skills as students' progress through their programmes of study. In addition, the School will seek to further promote supports offered by UCD IT Services and the UCD Access &amp; Lifelong Learning and expand opportunities for these support units to contribute directly to the teaching and learning outcomes of modules and programmes delivered by the School.</p> <p><b>Action Planned:</b> The School is also planning to introduce a module on Professional Skills as part of the PWE programme which will focus on introducing undergraduates to concepts of self-awareness, self-efficacy, managing others and managing work, including content to help them to understand the future career options available to them and support them in identifying gaps in their competencies that they can work on in advance of entering the employment market.</p>	
<b>Collaborative Educational Provision</b>				
9.6	The RG recommends that the School closely monitor and nurture the recent upsurge in student interest in exchange /Erasmus activities. While this may be a reaction to COVID-19 lockdowns, it is also an opportunity to build capacity in the area for future years.	1	<p><b>Action Taken:</b> The School is working to capitalise on the recent increase in interest in exchange/Erasmus programmes through a variety of promotion activities and information sessions for 1<sup>st</sup> year and 2<sup>nd</sup> year students.</p> <p>The School is engaging with current and past exchange students to develop a network that will support ongoing recruitment to exchange/Erasmus programmes as well as support students in the early stages of programmes through information exchange.</p> <p><b>Action Planned:</b> The School is developing a strategy to build capacity in exchange/Erasmus programmes for future years through increasing</p>	A, B

Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)
			the number of exchange places and actively supporting student applications, preparation, and experience (during their exchange).	
<b>External Relations</b>				
10.8	The RG recommends that the School put in place a group to oversee the strategic development and maintenance of agreements with external stakeholders. The groups should include members of the School and external stakeholders.	1	<p><b>Action Taken:</b> The School has appointed a Director of External Relations who will have responsibility for developing relationships with external stakeholders.</p> <p><b>Action Planned:</b> The Director of External Relations will develop the School's External Relations Strategy in consultation the Head of School, the School Executive, the School Strategy &amp; Development Manager, and the School Marketing Manager. They will lead the implementation of the School's External Relations Strategy and its associated action plan and work with the Head of School to establish and operationalize an External Stakeholder Advisory Group.</p>	A, B
10.9	The RG recommends that the School maintain its focus on encouraging staff to further engage with new forms of public engagement via electronic social media platforms, which should include the provision of training for staff and graduate students where needed.	1	<p><b>Action Planned:</b> See 6.14 above on how the Research, Innovation &amp; Impact Committee plan to address the communications of the impact of the School's research. In addition to this the School will put in place a plan to provide training for staff and graduate students in the use of social media platforms for public engagement.</p>	B

## 4 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:

### Priority 1

Recommendations 3.11 and 6.10 both refer to the requirement for investment in the School's facilities i.e. The Agriculture and Food Science Centre, UCD Lyons Farm, UCD Rosemount Environmental Research Centre, and the Food Processing Facilities.

Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)	Estimated Cost
3.11	The equipment and facilities at Lyons Farm, Rosemont and in food processing are essential to support research and teaching in the School. There is a great and urgent need for the University to invest in this infrastructure. The RG recommends the University work with the College of Health and Agricultural Sciences, the School of Veterinary Medicine and the School of Agriculture and Food Sciences to develop a financial plan and budget for such work.	2	<p><b>Action Planned:</b> The UCD Strategic Campus Development Plan 2016-2021-2026 sets out the broad direction of future physical development of the Belfield Campus in terms of the facilities required to support the University's vision of being a global top 100 university. Specific reference in this plan is made to the UCD Agriculture &amp; Food Science Centre, UCD Lyons Farm and the development of the UCD Health &amp; Agricultural Science Precinct with timeframes for refurbishment and new build running to 2028.</p> <p><b>Action Taken:</b> The School developed an ambitious plan for the redevelopment of facilities on the UCD Lyons Farm in 2018 and is working with the UCD Foundation to raise the funds required to deliver on the plan in a phased basis.</p> <p><b>Action Planned:</b> A detailed set of requirements for the Rosemount facilities and the Food Processing facilities will be produced and costed. Once this is agreed a plan for the funding of these facilities will be developed in conjunction with the UCD Foundation and fundraising can begin.</p> <p>A new role of 'Director of External Relations' was created within the School in 2021 which will also support all these efforts.</p>	B, C	<p>Refurbishment of existing Agriculture &amp; Food Science Centre €40M</p> <p>New Agriculture &amp; Food Science Centre €80M</p> <p>Lyons Farm Redevelopment €25M</p> <p>Rosemount €5M</p> <p>Food Processing Facilities €6M</p>
6.10	The RG acknowledges the challenges identified in the SAR in maintaining a supportive environment for research and particularly in investment in research	2/3	<p><b>Action taken:</b> The School produced a development plan for UCD Lyons Farm in 2018 and fundraising to support the delivery of the plan is ongoing. Furthermore, a new role of 'Director of External</p>	C, D	

	infrastructure (such as Lyons Farm, Rosemount, and the Food Processing Facility) and technical staff. As noted in section 3 above, such investments need to be made as soon as possible for the School to realise its ambitions.		<p>Relations' within the School was created in 2021, which will also support these efforts.</p> <p><b>Action planned:</b> The UCD Strategic Campus Development Plan 2016-2021-2026 established the broad direction of future physical development of the Belfield Campus in terms of the facilities required to support the University's vision of being a global top 100 university. Specific reference in this plan is made to the UCD Agriculture &amp; Food Science Centre, UCD Lyons Farm and the development of the UCD Health &amp; Agricultural Science Precinct with timeframes for refurbishment and new build running to 2028.</p>		See Cost Estimates Above
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## Priority 2

Recommendations 4.11 refers to the requirement for investment in the School's teaching facilities.

Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)	Estimated Cost
4.11	To address issues noted in the SAR with the availability of teaching spaces of appropriate size and layout, the University should commit to additional investment in its teaching spaces and equipment to enable innovations in third level teaching pedagogy and technology to be fully realised. In the interim, the School should continue to work with the University's timetabling team to ensure that modules are allocated to classrooms that meet their requirements.	2 & 3	<p><b>Action Taken:</b> UCD is upgrading its facilities across campus including the building of a purpose-built teaching and learning building.</p> <p><b>Action Planned:</b> The School will endeavour to improve our teaching facilities and will continue to work with the University's timetabling team to ensure that modules are allocated to classrooms that meet their requirements.</p>	B, C	€50K - €100K spent annually on upgrading existing facilities

## Priority 3

Recommendations 3.10 refers to the requirement to increase support staff numbers .



Report Paragraph No.	RG Recommendation	Category (See list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (See list above)	Estimated Cost
3.10	To match increased student numbers, academic staff and research activities, the RG recommends the hiring of additional administrative and technical staff, including Chief Technical Officers, who can take line management responsibilities for technical staff.	3	<b>Action Taken:</b> The School carefully manages its staff resources and incorporates staff planning into its strategic planning exercises. There is a detailed plan in place to add additional technical and administrative staff as the financial resources allow and to maintain the current ratio of support staff to academic staff as the number of academic staff increases. This plan is reviewed on an annual basis and adjusted according to the availability of resources and the growth in academic staff and student numbers.	A, B, C	Over the next 5 years the School has budgeted to spend €253,065 and €381,344 on additional administrative and technical staff respectively.