University College Dublin

QQI CINNTE Institutional Review of UCD 2019

UCD Quality Improvement Plan
Considered by UCD Governing Authority, 25.06.2020

University College Dublin (UCD) welcomed the opportunity to engage with the QQI CINNTE external review team to evaluate the effectiveness of institutional arrangements for quality assurance and enhancement.

The Review confirmed that UCD has a robust and integrated quality assurance framework which supports effective and systematic quality assurance processes, commended UCD for its openness and transparency, by making available to the public, via its website, its framework for quality assurance and enhancement and its quality review reports and quality improvement plans.

This process has provided UCD with the opportunity to reflect on its current approach to quality review and enhancement. Through the process we have demonstrated confidence in sharing the challenges that we face both externally and internally but more importantly the consultative approach adopted during the quality review process:

- will inform the development of new consistent approaches in reviewing our current processes of quality review and enhancement.
- will facilitate an institution wide consultation process to enable us to address the areas identified by the review team that require further consideration such as the integration of our strategic institutional key performance indicators and benchmarks.
- will assist in developing an approach to quality enhancement that will be based on a shared understanding of what quality enhancement means for UCD as a leading research and teaching university.
- will enable our extensive data sources to underpin approaches to quality review and enhancement, to ensure consistency of student experience for our undergraduate and graduate students and facilitate the necessary interventions where it is appropriate to do so.
- will support Schools and Units in self-evaluation, reflection and implementation of the necessary quality improvements and enhancements.
- will ensure that external stakeholders continue to have appropriate opportunities to provide input into the various governance structures that underpin programme development and design.

In response to the Review, UCD has developed this implementation plan to address the review report recommendations for enhancement. It is aligned with relevant processes already initiated and our 2020-2024 Strategy, *Rising to the Future*. The review team commended UCD's 2015-2020 strategic plan and welcomed UCD's new strategic focus on challenges and recognised that the development of the new strategy involved an open, consultative process, including engagement with business and industry to inform future needs (paragraph 2.4 of the UCD Institutional Review Report).

Top Five Commendations*

In the Executive Summary of the UCD Institutional Review Report 2019 the review team identified their top five commendations and recommendations. Section 1 of this paper presents UCD's response to these top five recommendations, with the remainder of the recommendations addressed under Section 2. The top five commendations are provided for information and overarching context.

1. The review team commends UCD's effective, systematic QA processes, which ensure the rigorous evaluation of learning and teaching, and the effective use of externality in review methods. [**4.3**]

2. The review team commends UCD for its Performance for Growth process and the commitment to creating parity of esteem between learning and teaching, and research. [**4.30**]

3. The review team commends the opportunities available for students to engage with university processes and commends the induction that UCD provides to its Students' Union representatives sitting on the Governing Authority (GA), which enables student representatives to engage effectively as members of the GA. [**4.40**]

4. The review team commends UCD's commitment to delivering a high-quality student experience, as well as the existence of effective support structures, such as student advisors within colleges and the Residence Life office. [**4.46**]

5. The review team commends the university's commitment to global engagement, to considering the intercultural learning experience, to valuing diversity in the curriculum, and to recognising and rising to the challenges of internationalisation. [**4.134**]

* Paragraph references set out after each commendation align with the UCD Institutional Review Report 2019.

Section 1: UCD Response to the Top Five Recommendations

Recommendation 1 [4.9]

The review team recommends that UCD review its QA processes and consider consolidating processes to ensure that schools have the capacity, and are enabled, to effectively self-evaluate, reflect and implement quality improvements. [**Recommendation 4.9**]

Context

The review team endorsed UCD's periodic review of its programmes to support student learning objectives and external professional requirements. It identified regular quality improvements across the institution at all levels and examples of good practice. However, it noted that there was a variability of engagement with quality processes within units and some fatigue. Revision of qualitative and quantitative KPIs and agreed benchmarks would enhance current self-evaluation (recommendation 4.58 refers).

Actions	Timeline	Responsible
a. UCD will review its QA processes as part of its institution-wide consultation process (see p. 1) and seek to ensure greater alignment between its QA processes and leadership roles and responsibilities, enhancing recognition and ongoing embedding of quality at institutional and School level and supporting Schools and Units in self-evaluation, reflection and implementation of the necessary quality enhancements.	2020 to 2024	ACQEC (lead), UMT, Registrar, VPRII, College Principals, UCD HR, Director of Strategic Planning, and UCD Director of Quality
b. Academic Council Quality Enhancement Committee (ACQEC) will identify and consider opportunities to integrate and align quality processes with the strategic priorities of the UCD Strategy, *Rising to the Future 2020-2024*, UCD annual planning process, and alignment with university governance (see also recommendation 4.91).		

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**]

Context

In making this recommendation, the review team stated, "it is clear that there is a drive for positive change and for enhancing quality at UCD", while also recognising the considerable pressure on faculty and staff (paragraph 4.33). In the context of inspiring positive change and enhancing quality, UCD is implementing a new strategic governance model/high level support infrastructure to oversee the prioritisation of strategic activity across the university and the holistic deployment of resources to deliver on key actions. This new model will ensure timely and appropriate consultation with key stakeholders.

Additionally, 'transformation' is a central theme in UCD's new strategic plan. As part of its implementation, outputs from the annual integrated planning cycle, Cubane Report findings and other key inputs will be analysed to ensure holistic oversight is maintained and that resource allocation is both targeted and fairly distributed. UCD will continue to work through the IUA to ensure adequate resourcing for Higher Education institutions in Ireland.

Actions	Timeline	Responsible
a. Review Head of School role and responsibilities. UCD Agile will work with Heads of School Group. b. Continue to utilise the Performance for Growth and academic workload models.	2020 to 2024	UCD HR (lead), UMT Extended Leadership Group, and UCD Agile

Recommendation 3 [4.34]

The review team recommends that UCD review the implementation of the Researcher Career Framework to ensure that that it is equally and equitably implemented across the university so that faculty on fixed-term contracts (e.g. postdoctoral fellows, faculty and staff appointed to international campuses) have the opportunity to undertake appropriate career development. [**Recommendation 4.34**]

Context
In relation to recommendations 4.34, 4.36 and 4.120, some context is required to clarify the scope of the UCD Research Careers Framework (RCF) and the roles that it covers.

The UCD RCF covers Post-Doctoral Fellows level 1 and 2 roles, providing induction, training and development opportunities across four core competency areas within the RCF. The commendation by the Review Group of this Framework is welcomed, and as the President has already indicated in the Institutional Response, "we will continue to enhance and develop the researcher career framework to support the academic and professional development of the postdoctoral community."

This cohort are not involved in teaching on international campuses and so in identifying actions to include in the QIP in respect of the three recommendations referred to above, we are differentiating between actions in support of the RCF experience for our postdoctoral community and those that refer to faculty roles engaged heavily in transnational roles, teaching on international campuses. The response to this recommendation focuses on our postdoctoral fellows – recommendation 4.36 addresses faculty on fixed-term contracts, while 4.120 relates to faculty and staff engaged in transnational education.

Action	Timeline	Responsible
We will review the RCF to ensure our postdoctoral community is well supported.	By Sept 2021	UCD HR (lead), UCD Careers Network and UMT Research, Innovation and Impact Group

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**]

Context

In making this recommendation, the review team stated that it was "impressed by the ready availability of data to inform decision-making at UCD" (paragraph 4.58). UCD welcomes the positive comments made by the review team in respect of the work that has already been done. There is also an opportunity to build on this work to refine and enhance the information to support better and more timely decision making across UCD and enable enhanced comparison with other relevant universities. To this end, UCD recognises that more work needs to be done in terms of:

- Further benchmarking UCD's performance against other comparator universities
- Reviewing externally available benchmarking data to identify opportunities to put this data to use at UCD
- Better identifying opportunities to combine or extrapolate already extant information to better inform decision makers at UCD
- Reviewing and enhancing the data available on the student experience to ensure a high-quality experience for all students at UCD
- Ensuring that those using information at UCD are better informed of the information available and how it can be accessed, extracted and presented to support decision making.

See also recommendation 3.10.

Actions	Timeline	Responsible
Better identifying opportunities to combine or extrapolate already extant information to better inform decision makers at UCD a. Set-up working group (Reporting to UMT) to build on the previously completed benchmarking exercise to identify appropriate comparator universities b. Working Group to review available external benchmarking data sources to identify which might be used to inform UCD policy and decision making c. Working Group to review and prioritise opportunities for combining and extrapolating information already available at UCD	Review to be complete Qtr 2 2021	Registrar or nominee (lead) to Chair group
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 Qtr 2 2021	Registrar or nominee (lead) to Chair group

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	e. Plan to be developed by Qtr 4 2020	e. Registrar or nominee (lead) to Chair group
f. Design and implement agreed supports/resources arising from the recommendations of the Working Group.	f. Initial target date of 2022 (This will be dependent on the size and complexity of the supports/ resources arising from the review)	f. Director of Institutional Research (lead) and Director of Strategic Planning

Recommendation 5 [4.91]

The review team recommends that, as a globally-competitive, research-intensive institution, UCD review its quality processes with a view to securing a more effective balance between learning and teaching, and research and to demonstrating robust institution-level research quality (recognising the lack of ESG framework for research quality and the infancy of research quality expectations). [**Recommendation 4.91**]

Context

UCD welcomes the review team's comments on UCD's research culture and the strategic focus and imperative on research throughout the institution, and their commendation of our research performance support mechanisms, which function both to support the institution and the individual academic researchers (paragraph 4.86).

The review team confirmed UCD's position as a leading research university. Research is a core activity in UCD, and our research quality assurance processes demonstrate appropriate due regard for the *QQI Core Statutory Quality Assurance Guidelines* and QQI topic-specific QA Guidelines. In commending our research performance support mechanisms, the review team also acknowledged that UCD has a comprehensive approach to monitoring research and reviewing internationally benchmarked performance. We have begun to develop processes that will further demonstrate robust institution-level research quality and we will link this to our strategic priorities in the UCD Strategy *Rising to the Future 2020-2024* and to the analytical value of our data that will inform decision-making in this area.

In making its recommendation, the review team identified that, in our periodic quality reviews, research quality assessment did not always enjoy parity of esteem with the assessment of learning and teaching (paragraph 4.90). Recognising that the periodic quality review process is a multi-faceted review of the quality of a School's activity, research quality being an important aspect of this, and in line with recommendation 4.9 and the institution-wide consultation process, we will review our quality processes accordingly.

Actions	Timeline	Responsible
a. The VPRII will work with ACQEC to secure a more effective balance between learning and teaching, and research and demonstrating robust institution-level research quality, based on a shared understanding of what quality enhancement means for UCD as a leading research and teaching university.	2020/21 academic session	a. Vice-President for Research, Innovation and Impact (VPRII) (lead), UCD Director of Quality, ACQEC and Registrar
b. ACQEC and UCD Director of Quality will review the periodic quality review processes to align with the strategic priorities of the University to include research quality (recommendation 4.9 also refers).	Trimester 1, 2020 to trimester 3, 2021	b. ACQEC (lead), UCD Director of Quality, VPRII and Registrar

Section 2: UCD Response to the other Recommendations

Recommendation 3.5

The review team recommends that UCD publish the Institutional Self-Evaluation Report (ISER) and Institutional Profile (IP) to ensure that the institution benefits from the volume of work involved in creating these documents. [**Recommendation 3.5**]

Context

The wide-ranging internal and external consultation and engagement by UCD in preparing its ISER provided a comprehensive overview of UCD's approach to Quality Assurance and Quality Enhancement and was acknowledged by the review team in their report (paragraph 3.3). It recognised the challenges in data gathering, preparing the ISER and its appendices and the level of consultation within the process (paragraph 3.3). It also acknowledged the responsiveness of UCD in providing additional information and meeting requests of the review team (paragraph 3.9).

The UCD ISER Steering Group, Academic Council Quality Enhancement Committee, and IUA have previously considered a request from QQI to publish the ISER. A sectoral decision was made that the ISER would not be published and this remains the view of the University. Considerable amounts of QA related information (including the AIQR) is currently published and it is generally not practice within the sector to publish self-assessment reports. It is the output of the process that is published i.e. the review team report.

Action	Timeline	Responsible
This recommendation to publish the ISER will not be implemented. The IP has already been published.	n/a	n/a

Recommendation 3.10

The review team recommends that UCD adopt a more effective, analytical approach to self-evaluation to enable continued development and excellence. [**Recommendation 3.10**]

Context
The review team acknowledged the significant challenge of presenting an ISER that reflected the depth and breadth of the University's QA and QE activity, its AIQR and the challenges identified by the University (paragraphs 3.1, 3.3). The inclusion by UCD of case studies that reflected examples of its quality culture was also noted (paragraph 3.8). The review team noted that additional reflection and analysis by UCD in the ISER on the period since its last institutional review would have enhanced the report.

Actions	Timeline	Responsible
In monitoring the implementation of this QIP the University will continue to develop and embed a more effective and analytical approach in its self-reflection processes through: a. Detailed monitoring and oversight of the QIP implementation by embedding a quality enhancement approach and analysis. b. Ongoing measurement and benchmarking of the University internationally as part of the UCD Strategy *Rising to the Future 2020-2024*. Recommendation 4.58 also refers. c. Review our current quality review processes to support Schools and Units through identifying new approaches to quality enhancement. This will be undertaken through ongoing consultation and collaboration across the University and with the relevant stakeholders, identifying models of best practice, and a review of current institutional data inputs. See also recommendations 4.9 and 4.58 – any review of quality processes will be conducted as part of the institution-wide consultation process and linked to the work of the Working Group proposed under 4.58.	Trimester 1, 2020 to trimester 3, 2021	UCD Director of Quality (lead), Registrar, Director of Strategic Planning, Director of Institutional Research and ACQEC

Recommendation 4.11

The review team recommends that UCD review its QA processes to ensure that these processes adequately assess the consistency of undergraduate and postgraduate student experience and that, where evidence of inconsistency is found, robust actions be taken to enhance consistency. [**Recommendation 4.11**]

Context

The review team commended UCD on its periodic programme review process and ensuring that they meet the needs and learning objectives of the student and of society (paragraph 4.7). Internal systems are in place to monitor the quality of teaching along with external examiners and external validation. The review team noted some inconsistency in application at the school level that impacted on the student experience in areas such as assessment practices, marking schemes, and supports for students. Recommendation 4.9 also refers, and the response to this recommendation will also take into account work proposed in response to recommendation 4.41.

Actions	Timeline	Responsible
UCD will work to ensure a consistency of approach and application on the student experience through a. Ongoing oversight and governance at institutional and local level to ensure that policies and practice reflect a consistent approach and are monitored. b. As part of developing the Education Strategy the University will continue to work with stakeholders to ensure better engagement with faculty, and clarity on teaching and learning policies and procedures. c. Strengthening existing student feedback mechanisms and closing the loop through working with the VP for Students, SU representatives, Institutional Research and Director of Quality	2020 to 2022	Registrar or nominee (lead) through UMT Student Experience Group and UMT Education Group

Recommendation 4.36

The review team recommends that a university-wide induction/orientation of fixed-term research faculty be implemented, and that a series of baseline commitments to fixed-term staff be set to improve the consistency of the fixed-term research staff experience. [**Recommendation 4.36**]

Context
Our response to recommendation 4.34 addresses the UCD Research Careers Framework (RCF) and postdoctoral fellows. Under recommendation 4.120 we address issues relating to faculty and staff engaged in transnational delivery on overseas campuses and in response to recommendation 4.36 we focus on faculty on fixed-term contracts.

Actions	Timeline	Responsible
a. Review the operation and effectiveness of the *Newly Appointed Asst Prof Orientation and Development Programme* (which commenced full rollout in Trimester 1 2019/20) to assess its efficacy in supporting the assimilation of new faculty at this level and the early establishment of understanding in relation to all of the career development supports available to them including, the Faculty Development Framework and P4G.	a. June – August 2020	a. UCD HR
b. In implementing the planned *New Faculty Induction* in 2020/21, special emphasis will be placed on the inclusion of those on fixed term contracts, noting the intent is to support all incoming faculty regardless of contractual status. (The postdoctoral community will continue to be supported by their own dedicated induction/orientation sessions*)*	b. 2020/21	b. UCD HR

Recommendation 4.41

The review team recommends that UCD review the partnership approach it aims to take in engaging with students, ensuring Students' Union representative structures are utilised, creativity and innovation in feedback is encouraged, and that training provided is adequate to enable students at all levels (from class representatives to sabbatical officers) to engage effectively. [**Recommendation 4.41**]

Context
UCD welcomes the review team's acknowledgement of our partnership approach and the high value we place on utilising the student voice through student representation at all levels of the University (paragraphs 4.37, 4.40, 4.41).Student representation is present throughout the University, and, while it is clear that the student voice on these committees is valued, the review team identified inconsistencies in the support structure, training, and, therefore, capacity for students to inform change through the student representative structure (paragraph 4.41).

The opportunity to enhance student representation at all levels has been previously identified and some preliminary work has been undertaken to document and detail student representative roles. For example, Academic Council Executive Committee has considered a proposal to better support student members of Academic Council committees to fully participate in decision-making processes, and UMT Student Experience Group (UMT SEG) recently supported an SU proposal to consider similar measures. We will continue to reflect on and improve these structures and related supports through working with the Students' Union on the following actions.

Actions	Timeline	Responsible
Student Representative Structure Evaluate and make the necessary changes to build on and enhance student representative structures, ensuring its capacity to facilitate strong, effective and consistent representation of our diverse student body.		
a. Undertake a comprehensive audit of the current student representative structure and student representative roles at school, programme and University level.	a. Aug. 2020	a. SECCA
b. Develop an effective Student Representative Structure based on the above review and define the required operational and governance arrangements needed to support the structure.	b. Trimester 1	b. UMT SEG
c. Develop a mechanism to continuously evaluate the effectiveness of the Student Representative Structure.	c. Trimester 1	c. UMT SEG
d. Strengthen the University's commitment to a partnership approach with the Students Union by developing statements to be including in the revised Student Charter.	d. Trimester 1 (to feed into ACCSCC Review of Student Charter)	d. SECCA/ UCDSU (joint lead)

Supporting Student Representatives Supports for student representatives should be strengthened to ensure student representatives are well positioned to participate effectively. e. Conduct a review of induction and training activities for all cohorts of student representative to identify opportunities to enhance approaches. f. Develop an effective handover strategy to ensure that incoming student representatives are informed of the work of their predecessors, ensuring that they are well prepared to contribute at the earliest opportunity.	e. Trimester 2 f. Trimester 2	e. SECCA f. UCDSU
Feedback g. To strengthen student engagement with feedback mechanisms and work with the SU and other student leadership cohorts to identify effective ways of capturing and communicating the meaningful impacts of student feedback.	g. Ongoing	g. UMT Student Experience Group, UMT Education Group (joint lead)

Recommendation 4.78

The review team recommends that UCD review the operational risk management process to reduce inconsistency and increase the robustness of risk management across the university. [**Recommendation 4.78**]

Context

In paragraph 4.77, the review team commends UCD for "its clear articulation of the institutional approach to risk management, as well as its effective governance and oversight of institutional risk through the GA."

UCD welcomes the positive comments made by the review team in respect of the institutional approach to risk management. UCD also recognises that further work needs to be done in terms of embedding a culture of risk management more widely across the organisation and enhancing familiarity with UCD's risk management approach. To this end, UCD recognises that more work needs to be done in terms of:

- Identification of where in the organisation energies need to be focussed in order to ensure that a risk management culture is widely developed and practised
- Development of appropriate training and supports to assist faculty and staff in developing a culture of risk management and competence in conducting the relevant processes.

UCD has recently agreed a new Risk Management framework. This provides an opportune moment to ensure that risk management is further embedded across the University.

Actions	Timeline	Responsible
a. Develop a plan to address the recommendation identified in the CINNTE Report	a. Plan to be complete by Qtr 3 2020	Director of Strategic Planning
b. Develop an appropriate package of supports and training materials to facilitate a programme of education promoting better understanding of risk management and its attendant processes	b. Implementation ready for rollout by Qtr 2 2021	
c. Develop a clear schedule for the implementation of this programme	c. Rollout Qtr 3 2021	

Recommendations 4.96 and 4.97

The review team recommends that UCD introduce a requirement for all PhD supervisors, including existing and experienced supervisors, to undertake training to establish the baseline commitments to PGR students and significantly raise expectations of supervisors. [**Recommendation 4.96**]

The review team recommends that UCD review its approach to postgraduate induction to ensure consistent quality with the undergraduate induction, given UCD's strategic priority to grow the graduate community. [**Recommendation 4.97**]

Context

The review team noted the proposed graduate studies governance changes to enhance the graduate experience (paragraph 4.96). They also acknowledged the institution's GradsCONNECT induction for graduates (paragraph 4.97), noting that the primary driver should be the quality of the student experience and should include a holistic approach that would include a broad range of measures that would eliminate the inconsistency of approaches adopted by individual supervisors (paragraph 4.96).

The Research Supervisor Support and Development Programme (RSSDp) has been running for ten years. Targeted at both new and experienced research supervisors from all disciplinary areas, the programme is run annually on a collaborative basis with Trinity College Dublin and the Royal College of Surgeons. Its focus is to enable mixed disciplinary discussions around the pedagogy of research supervision and academic regulations.

Graduate research governance and operations will be centralised in UCD from the 2020/21 academic session, allowing for a university-wide approach to the induction of new entry graduate research students. Equivalent events will be held for October-, January- and May-start students to ensure each student receives the same information and support.

Actions	Timeline	Responsible
To address recommendation 4.96 the following actions will be delivered starting in 2020. a. Examine and secure sustainability of the Research Supervisor Support and Development Programme (RSSDp) and engage more external partners in collaboration to significantly raise expectations of supervisors b. Certification of RSSDp to promote engagement c. Roll out mandatory training for new research supervisors.	Start October 2020 to end 2024	Dean of Graduate Studies (lead), Graduate Studies Office

To address recommendation 4.97 the following actions will commence in 2020/21.	October 2020	
d. Orientation and Induction for Graduate Research Students (4.140 also refers)		d. Dean of Graduate Studies (lead), Graduate Studies, Graduate Research Student Adviser & Career & Skills Consultant (Graduate Researchers), UCD Careers Network
e. Establish the University Graduate Research Board to oversee graduate research governance and operations		e. Dean of Graduate Studies (lead)

Recommendation 4.100

ESG 2015 and QQI's Core Statutory Quality Assurance Guidelines incorporate expectations in respect of the engagement of external stakeholders during programme design and development and the review team recommends that UCD strengthen AC and committees by engaging external experts and stakeholders as members. [**Recommendation 4.100**]

Context
Engagement with external collaborators is a priority for UCD and the review team identified this as congruent with the University's stated intention to incorporate international benchmarking more systematically in its quality monitoring processes (paragraph 4.100). The review team identified the need to build externality into the activity of Academic Council and its sub-committees in contributing to academic oversight of academic affairs and quality processes.

Action	Timeline	Responsible
The University will continue to develop and review its relationships with its external stakeholders across all its activity. Building on our Education Strategy, Academic Council will seek to explore different approaches on further engaging with our external collaborators in programme design and delivery.	2020/21	Registrar (lead), Academic Council

Recommendation 4.112

The review team recommends that UCD continue its efforts to improve consistency in the assessment process. [**Recommendation 4.112**]

Context

UCD welcomed the acknowledgement of the review team that our approach to learning outcomes is comprehensive, that our new academic regulations offer a consistent and comprehensive approach to setting and assessing academic standards (paragraph 4.103). We are especially pleased that the review team commended our commitment to defining educational excellence (paragraph 4.109). We will continue our efforts through

- Developing teaching and learning practices that are aligned and which will be supported by our new education strategy
- Ensuring that our approach to assessment will be consistent while giving students the opportunity to engage with different assessment experiences.
- Focusing on new Technology Enhanced approaches to teaching, learning and assessment.
- Introducing a new student feedback system that will enhance the student learning experience.

Actions	Timeline	Responsible
a. Supporting teaching and learning practices through new Education Strategy *Education and Student Success 2020-25* with a focus on four themes: student centred educational experience, using technology enhanced learning, student engagement, diversity and wellbeing and pedagogy for inclusivity and student success.	a. 2020 to 2025 (in line with the new Education Strategy)	a. Registrar and Deputy President (lead) and UMT Education Group
b. Implementation of Assessment Implementation Framework.	b. 2020 to 2025 (in line with the new Education Strategy)	b. Dean of Undergraduate Studies (lead), UCD Teaching and Learning, University Teaching and Learning Committee.
c. Technology Enhanced Learning, learning from Covid-19 experiences.	c. 2020 to 2025 (in line with the new Education Strategy)	c. Dean of Undergraduate Studies (lead), UMT Education Group, UCD Teaching and Learning, UCD IT Services
d. Introduction of a new Student Feedback System.	d. 2020 to 2025 (in line with the new Education Strategy)	d. UMT Education Group

Recommendation 4.117

The review team endorses this approach [cf. annual report to the UCD Quality Office for major collaborative arrangements that deliver UCD taught programmes] and recommends that UCD consider opportunities to embed greater systematic benchmarking of the performance of transnational partnerships into the annual reporting process to ensure the maintenance and enhancement of quality and the protection of UCD's reputation. [**Recommendation 4.117**]

Context

In addition to endorsing the annual reporting approach through ACQEC, the review team recognised that UCD's approach to transnational QA is robust and that transnational taught partnerships are subject to the same QA arrangements as taught programmes delivered in UCD's home campus in Dublin (paragraph 4.116). The review team also identified innovative learning practice in its overseas provision which had scope to inform UCD's overall practice (paragraph 4.119).

In relation to collaborative taught programmes delivered overseas, UCD will seek to identify opportunities to share experience and expectations of individual transnational education (TNE) partnerships across TNE provision. Many of these practices are currently informal and the University will explore opportunities to develop structures and enhance current knowledge sharing practice. The University will review our current reporting processes with a more specific focus on benchmarking transnational partnerships and identifying innovative teaching and learning approaches in partner universities that could be adopted in the UCD context.

Actions	Timeline	Responsible
a. Explore and develop the learning from TNE innovative teaching and learning practices through the new UCD Education Strategy *Education and Student Success 2020-25*	From the start of the 2020/21 academic year	a. UMT Education Group
b. Ensure greater alignment between the annual reporting process and the university's Global Engagement Strategy		b. UCD Director of Quality & UMT GEG secretariat (joint lead)
c. Seek UMT GEG advice on opportunities to embed more systematic benchmarking of transnational partnerships into the annual reporting process		c. UCD Director of Quality & UMT GEG secretariat (joint lead)

Recommendation 4.120

The review team recommends that UCD review the support structures for faculty and staff engaged in transnational education and, particularly, ensure that the Researcher Career Framework is equally and equitably implemented across the university to ensure that faculty on fixed-term contracts engaged in transnational education delivery have the opportunity to undertake appropriate career development. [**4.120**]

Context

Recommendation 4.34 relates to the UCD Research Careers Framework (RCF) and our postdoctoral community, and 4.36 addresses the recommendation relating to faculty on fixed-terms contracts. In this recommendation, 4.120, we are looking at faculty and staff involved in transnational provision. It is important to note that roles covered by the UCD RCF are not involved in transnational education and the action acknowledges this. The action in response to 4.34 also refers in respect of equitable implementation of the RCF, which is repeated in this recommendation.

Action	Timeline	Responsible
a. The cohort involved in transnational education delivery will be identified by Schools/Institutes and an assessment of their needs in terms of carrying out this work, as well as developing their careers will be carried out leading to a suitable development programme.	By March 2021	UCD HR (lead), Heads of School
b. P4G will be leveraged to ensure that appropriate career and development discussions take place for this cohort with associated development plans being put in place.		

Recommendation 4.140

To ensure continued alignment with Code of Practice for Provision of Programmes of Education and Training to International Learners principle 3.4 (Supports and Services for International Learners), the review team recommends that UCD consider the consistency and clarity of pastoral and academic support available to all international student cohorts. [**Recommendation 4.140**]

Context

As we grow our presence as a truly global University, we recognise the increasing number of international students joining us at both undergraduate and graduate level and have developed our services to be cognisant of and responsive to the particular needs that these students may have (this is recognised by the review team in paragraphs 4.134, 4.135 where they commend UCD on its commitment and provision of supports for international learners). UCD has mainstreamed support of International students. Student Advisers, located in programmes, recognised the unique needs of Graduate Research students and appointed a Student Adviser with specific responsibility for this cohort of students. Recommendation 4.96 also refers (it relates to all graduate students).

A Global Experience Manager was appointed to coordinate the Global Experience team which plays a key role in assisting international students to navigate the transition to UCD and integrating with their peers and the wider university community. We will continue to enhance our supports to all international student cohorts through the following actions.

Actions	Timeline	Responsible
a. Publish and disseminate the Trusted Person project Student Support Map	a. Ongoing, August 2020	a. Dean of Students (lead) & Head of Student Advisers
b. Appoint a Research Graduate Student Adviser and develop the role to provide equity and clarity of pastoral support	b. November 2019 to December 2020	b. Head of Student Advisers
c. Enhancement of the orientation and induction programme for all graduate students (Recommendation 4.97 also refers)	c. Oct 2020 and into 2021	c. Dean of Graduate Studies (lead), Graduate Studies, Graduate Research Student Adviser & Career & Skills Consultant (Graduate Researchers), UCD Careers Network

d. Implement the relevant recommendations outlined in the recently undertaken review of supports and service provision for international students	d. Review Feb to Sept 2019, implementation Oct 2019 to Dec 2020	d. UCD Global
e. Appointment to newly created post of Student Immigration Support Officer	e. May 2020	e. UCD Global