University College Dublin

REVIEW GROUP REPORT

Periodic Quality Review

UCD School of Education

March 2020

Accepted by the UCD Governing Authority at its meeting of 26 January 2023

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Key Findings of the Review Group

The Review Group has identified a number of key findings in relation to areas of good practice operating within the School and areas which the Review Group would highlight as requiring future improvement. The main section of this Report sets out all observations, commendations and recommendations of the Review Group in more detail. An aggregated list of all commendations and recommendations is set out in Appendix 1.

<u>Examples of Good Practice</u>

The Review Group identified a number of commendations, in particular:

- The extremely positive feedback from students is testament to the hard work, care and professionalism of faculty in relation to their teaching responsibilities. The School's excellent research profile is also evidence of a highly motivated team.

- The RG commends the Schools innovative and unique Supplementary Teacher Support (STS) programme for Professional Masters in Education (PME) students. This support programme is on offer throughout the two-year PME programme and provides small-group and one-to-one support, in the modality suited to individual students' needs and increasing the likelihood of participants completing their programme.

- The RG commends the School on the dramatic growth and diversity in research income over the past five years. Through collaborative partnerships, the School has transformed its position within the College and University which serves as a powerful incentive for new faculty and staff to join the School.

- The award of the `Children's School Lives' longitudinal study to the School, following international peer review, represents a step-change in the School's profile and visibility. The outcomes from the study will have a national impact on the new primary curriculum and on the Government's implementation of its 'First Five' strategy to support babies, young children and their families.

- The RG would like to commend the level of engagement shown by all faculty and staff during the quality review and site visit. Equally, the level of collegiality shown by the School in its engagement with University wide services was extremely positive and evident to the RG.

Recommendations for Future Improvement

The full list of recommendations is set out in Appendix 1; however, the Review Group would suggest that the following be prioritised:

- The RG recommends that the School, as a matter of priority, consult with the College Principal and the University to develop a staffing plan to match the pace of expansion of the School's activities, including its teaching and research workload. Such planning would also focus on the distribution of faculty across grades and include Full Professor.

- Following on from the School's Values Workshop, the RG recommends the School Executive take immediate action to engage with, and listen to, the different perspectives within the School and identify key initiatives/actions that will ensure cohesion and inclusion of these perspectives in implementing the vision for the School.

- Given the pace of change within the School's portfolios, the RG recommends the School, in consultation with faculty, review the existing workload model to ensure equitable and transparent provision for the allocation of faculty time, taking account of administrative load, teaching demands, including preparation of new courses for the first time, protected research time and professional engagement activities.

- With the increase in programme offerings and faculty and staff recruitment putting pressure on space and facilities, the RG recommends that the School, in consultation with the College Principal and University, urgently undertake a space audit on the future requirements for teaching space and facilities.

- The RG recommends a strategy for online/blended learning be developed within the scope of the School's Teaching & Learning/Professional Programme Board, to support a more flexible delivery of new and existing programmes. This should include consideration of the current and projected educational technologist complement and faculty workload.

- The RG recommends the School seek to leverage available institutional data, both qualitative and quantitative, for application to (i) school decision-making processes (ii) student feedback analysis and closing the feedback loop (iii) strategic planning including external bench marking and KPI tracking. Such data includes, for example, funding, publications, esteem indicators, module feedback and any other standardised information that is provided by the University for these purposes.

1. Introduction and Overview of UCD School of Education

Introduction

1.1   This report presents the findings of a quality review of the School of Education, University College Dublin, which was undertaken on 8—11 April 2019. The School response to the Review Group Report is attached as Appendix 2.

The Review Framework

1.2   Irish Universities have collectively agreed a framework for their quality review and quality improvement systems, which is consistent with both the legislative requirements of the Qualifications and Quality Assurance (Education and Training) Act 2012, and international good practice (e.g. Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015). Quality reviews are carried out in academic, administrative and support service units.

1.3   The purpose of periodic review is to assist the University to assure itself of the quality of each of its constituent units, and to utilize learning from this developmental process in order to effect improvement, including:

- To monitor the quality of the student experience, and of teaching and learning.

- To monitor research activity, including management of research activity, assessing the research performance with regard to research productivity, research income, and recruiting and supporting doctoral students.

- To identify, encourage and disseminate good practice, and to identify challenges and how to address these.

- To provide an opportunity for units to test the effectiveness of their systems and procedures for monitoring and enhancing quality and standards.

- To encourage the development and enhancement of these systems, in the context of current and emerging provision.

- To inform the University's strategic planning process.

- The output report provides robust evidence for external accreditation bodies.

- The process provides an external benchmark on practice and curriculum.

- To provide public information on the University's capacity to assure the quality and standards of its awards. The University's implementation of its quality procedures enables it to demonstrate how it discharges its responsibilities for assuring the quality and standards of its awards, as required by the Universities Act 1997 and the Qualifications and Quality Assurance (Education and Training) Act 2012.

The Review Process

1.4 Typically, the review model comprises four major elements:

- Preparation of a self-assessment report (SAR)

- A visit by a review group (RG) that includes UCD staff and external experts, both national and international. The site visit normally will take place over a two- or three-day period

- Preparation of a review group report that is made public

- Agreement of an action plan for improvement (quality improvement plan) based on the RG report's recommendations. The University will also monitor progress against the improvement plan

    Full details of the review process can be found on the UCD Quality Office website: www.ucd.ie/quality

The Review Group

1.5 The composition of the Review Group for the UCD School of Education was as follows:

- Professor Lorraine Hanlon, UCD School of Physics (Chair)

- Professor Gavin Barrett, UCD School of Law (Deputy Chair)

- Professor Helen Wildy, University of Western Australia

- Professor Martin Mills, University College London

1.6 The Review Group visited the School from 8 to 11 April 2019 and held meetings with School faculty and staff, undergraduate and postgraduate students, post-doctoral researchers, the SAR Co-ordinating Committee, other University staff, including the College Principal, and a range of external stakeholders. The site visit schedule is included as Appendix 3.

1.7 The Review Group wishes to thank the School of Education for the openness with which they were received, and the cooperation of the Head of School, faculty and staff in responding to requests for additional information and documentation.

1.8   In addition to the Self-assessment Report, the Review Group considered documentation provided by the School and the University, including background and policy context, KPIs, staff profiles, research publications, programme descriptors, module descriptors and samples of student feedback.

Preparation of the Self-assessment Report (SAR)

1.9   Following a briefing from the UCD Quality Office representatives in March 2018, a Self-assessment Report Coordinating Committee (SARCC) was established. Members of the committee, in consultation with staff members and student representatives, drafted sections of the Self-assessment Report.

1.10   The SAR Committee met at regular intervals and drafts were circulated internally and to the UCD Quality Office. Each member of the SARCC took responsibility for drafting sections with final text, editing and synthesis undertaken by the Chair and Head of School.

The University

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

1.12   The University Strategic Plan (2015 to 2020) states that the University's mission is: "to contribute to the flourishing of Dublin, Ireland, Europe and the world through the excellence and impact of our research and scholarship, the quality of our graduates and our global engagement; providing a supportive community in which every member of the University is enabled to achieve their full potential".

The University is currently organised into six colleges and 37 School

●   UCD College of Arts and Humanities

●   UCD College of Business

●   UCD College of Engineering and Architecture

●   UCD College of Health and Agricultural Sciences

●   UCD College of Social Sciences and Law

●   UCD College of Science

The University is currently reviewing its strategic plan.

1.13   As one of the largest universities on the island of Ireland, UCD supports a broad, deep and rich academic community in Science, Business, Engineering, Health Sciences, Agriculture, Veterinary Medicine, Arts, Law, Celtic Studies and Human Sciences. There are currently more than 26,000 students in our UCD campus (approximately 16,300 undergraduates, 7,800 postgraduates and 2,200 Occasional and Adult Education students) registered on over 70 University degree programmes, including over 6,300 international students from more than 121 countries. The University also has over 5,400 students studying UCD degree programmes on campuses overseas.

UCD School of Education

1.14   The School of Education, University College Dublin, was established in 1909, following the founding of the National University of Ireland under the Irish Universities Act of 1908. The School is one of eleven Schools in the College of Social Sciences and Law at UCD.

1.15   The School has been ranked first in Ireland for Educational Research by the QS subject rankings, across the available period of 2014 – 2018 and has regularly appeared in the top 150 for QS subject rankings.

1.16   Until recently, the School was primarily a postgraduate School, catering for post-primary Initial Teacher Education (ITE), providing master's and doctoral education for primary and secondary teachers and professionals in the field of education and offering postgraduate qualifications in the professional field of Educational Psychology.

1.17   In recent years, on foot of sectoral policy shifts, the School has also jointly offered undergraduate routes to initial teacher education and developed a suite of elective modules in education to undergraduate students from across the University.

1.18   The School's strategic plan (2015-2020) makes provision for new degree offerings; including a PME Primary programme; a Professional Certificates Pathway programme, in collaboration with Blackrock Education Centre and a direct entry to the Master of Education in Leadership programme. External constraints, such as responding to changes in national policy priorities in teaching supply may influence implementation.

1.19   The School has a well-articulated vision for the establishment of a Centre of Excellence in Teacher Education, located on the south side of Dublin city and in collaboration with the National College of Art and Design (NCAD). This vision is congruent with the wider national level policy reforms on going through implementation of the second Sahlberg report (June 2018) which grounds the provision of master's level ITE in a research-intensive environment.

Commendations

1.20   The RG commends the School on the strategic vision for a Centre of Excellence with NCAD.

2. Organisation and Management

General Comments and Context

2.1 In reviewing this section, the RG has taken the view that the topic of Organisation and Management encompasses both structural matters and workplace culture and engagement.

2.2 Workplace culture is the responsibility of all members, particularly School and programme leaders. Recognition of the strengths of individual contributors to the School's mission as both scholars and educators is vital to the School's success, both as leaders in their field and in shaping next generation teachers.

2.3 The School has a clearly defined organisational structure. The Head of School is responsible for the day-to-day management of the School, supported by a senior management team, which form the School Executive.

2.4 The School Executive is comprised of the chairs of the School's Research Committee, Teaching and Learning/Professional Programme Board, Graduate School/Taught Programme Board, the School's second Full Professor, as well as the School Office Manager. Each of the School's committee chairs also sits on a corresponding body within the College of Social Sciences and Law.

2.5 There is a fourth committee, Taught Masters Research Ethics Committee, which deals with ethical clearance for taught master's Research programmes.

2.6 The Vice-Principal for Equality, Diversity and Inclusion in the College of Social Sciences and Law is also a member of faculty in the School and a member of the School Executive.

2.7 Both the School Executive and programme boards meet monthly and an all-staff forum is convened every two months. Given the small faculty and staff complement, relative to the large range of programmes and student numbers, some faculty members sit on more than one committee.

2.8 The RG noted requirements to respond to external constraints, such as teaching supply, has created challenges for the School planning and resources.

2.9 Junior faculty, at an early stage in their careers, have been appointed to senior roles within the School's organisational structure. While providing useful leadership experience, the RG noted there was also a risk of negatively impacting research productivity.

2.10 The RG noted that faculty at different career stages articulated divergent perspectives on the strategic focus of the School.

2.11   The RG noted that the inclusion and contribution of both doctoral students and postdoctoral students to the School's research committee has added to its effectiveness.

Commendations

2.12   The RG commends the School on the well-defined committee structure to match strategic and operational needs.

2.13   The RG commends the inclusion of doctoral students and postdoctoral researchers as members of the Research Committee, providing the School Management with an important and relevant perspective from early career researchers.

Recommendations

2.14   The RG recommends the School include representation for doctoral students and postdoctoral researchers on all School committees and thereby provide opportunities for contribution and leadership.

2.15   Following on from the School's Values Workshop, the RG recommends that the School Executive take immediate action to engage with and listen to the different perspectives within the School and identify key initiatives/actions that will ensure cohesion and inclusion of these perspectives in implementing the vision for the School.

2.16   The RG recommends that a communications strategy be developed to reflect the culture of the School and the expectations as a member of faculty and an individual scholar. This would include the articulation of roles and responsibilities. This strategy would ensure all members are aware of key decisions and developments in the School.

3. Staff and Facilities

General Comments

3.1   The School has developed an ambitious strategy, in line with the University and national priorities for teacher education, and the Higher Education sector generally, and seeks to establish itself as a world-class school, that can attract and retain high quality faculty and staff.

3.2   The current School profile consists of 14.9 FTE faculty, 7.3 FTE research staff and 5.0 FTE support staff. There are 83 doctoral students and one research masters student. The School has 150 occasional staff members. The gender profile is 70/30 F:M and currently only 7% of faculty have a nationality other than Irish. The School is actively aware of the importance of international recruitment to its faculty and staff.

3.3   The RG noted that the number of women in key leadership positions in the School represents a strong commitment to supporting female faculty. Comment to be addressed though the QIP as needed.

3.4   The RG noted that the School is heavily reliant on the occasional staff cohort, as supervisors, placement management and tutors, for the Professional Master of Education, the Graduate Diploma in Inclusive Education and the Professional Doctorate in Educational Psychology.

3.5   To support the planned PME Primary programme, the School has received approval for six academic posts at Lecturer /Assistant Professor grade above the bar and two administrative posts at Senior Executive Assistant level. The School has also engaged with the Ad Astra Fellowship scheme, which provides an opportunity for high-potential early-stage faculty to be recruited.

3.6   The School's faculty grade profile shows a disproportionate number at Assistant Professor grade and a shortage of more senior positions. As the School moves forward with its change agenda it will require faculty who have leadership and mentorship experience. Having a good spread of faculty also enables rotation through leadership responsibilities and access to regular sabbatical leave without impeding the quality provision of programmes.

3.7   The current lack of senior faculty requires junior faculty, at an early stage in their careers, to step into leadership roles. While this provides leadership opportunities, this may also contribute to workload issues.

3.8   The RG noted the concerns articulated by School members in respect of work/life balance, 'Change fatigue' and the need to consolidate the School's vision. Whilst recognising that academic work life does not follow routine work patterns, the increasing demands, many emanating from outside of the School, have led to an encroachment of work into personal time.

3.9   The RG expressed concern at the School's current faculty workload and resources required to maintain existing programmes, as well as introducing and embedding, significant programme reform in response to external factors, such as the Sahlberg reviews, and the continued accreditation requirements of the Teaching Council. The RG is of the opinion the staffing shortage needs will not be fully addressed by the appointments outlined in (3.5) above and therefore need to be considered as a matter of priority.

3.10   The RG noted that provision of the School's local administrative services is also hampered by a shortage of professional staff. For example, the challenges in the processing of high volumes of occasional staff set up and maintenance. The current support staffing level also requires faculty to provide significant administrative support to programmes.

3.11   A number of the School's faculty has been successful in the University's faculty promotions framework. Promotion in the context of professional staff generally requires taking a new post in another School or unit.

Facilities

3.12   The School is currently based in the Roebuck Offices, located at the edge of the main Belfield campus. Concerns were raised by the RG in respect of the current facilities being fit for purpose for the delivery of the current Professional Master of Education (PME) and the proposed new PME primary programme. There are several curriculum areas which require specialized space, for example, music and art classrooms that are not currently available.

3.13   The School space has been refurbished to a high standard, from the School's own budget, and are excellent facilities. The current office space is too small however to accommodate the projected number of new faculty and staff to be recruited. There is currently no place where people can mix in a more informal way apart from the kitchen. The need for a communal space becomes even more pressing with the projected growth of faculty and staff numbers and their integration into the School.

3.14   The RG noted that the Educational Psychology doctoral programme students are differentiated from the general PhD student cohort in terms of the study space allocated them.

Commendations

3.15   The School is commended for the high level of commitment by faculty and professional staff to the School, the students and each other. The RG noted in particular the hard work of professional staff and those working on the placement of students in schools and other workplace settings.

3.16   The extremely positive feedback from students, (outlined in section 4 of this report), is testament to the hard work, care and professionalism of faculty in relation to teaching responsibilities. The excellent research profile of the School is also evidence of a highly motivated staff.

3.17   The significant role played by female members of the School in key leadership positions is a strong indicator of gender equity in the School.

3.18   The refurbishment of the current building is of high quality. The dedicated space for Educational Psychology doctoral programme students is greatly valued by the community who use it.

Recommendations

3.19 The RG recommends that the School, as a matter of priority, consult with the College Principal and the University to develop a staffing plan to match the pace of expansion of the School's internal and external portfolios, as well as its teaching and research workload. Such planning would also focus on the distribution of faculty across grades and include Full Professor.

3.20 Following on from 3.19 above, and to further diversify the School's profile, the RG recommends that the College make representation to the University for the strategic appointment of an internationally recognised Professor to the School.

3.21 The RG recommends the School should consider the creation of a Deputy Head role, with delegated responsibility, in support of the Head of School

3.22 The RG recommends the School continue to enhance diversity and capacity in the School through developing strategic partnerships with visiting professors, joint appointments and adjunct appointments.

3.23 The RG recommends as a matter of priority the School ensure all faculty have clear and agreed career trajectories, with appropriate mentoring and support, as well as access to the relevant institutional systems, processes and information.

3.24 The RG recommends the School create a mentorship programme for all faculty and allocate a mentor, independent of the immediate reporting line.

3.25 The RG recommends the School review existing School induction programmes and orientation, given the expected increase in new faculty and staff.

3.26 The RG recommends the School, in consultation with faculty, review the existing workload model to ensure equitable and transparent provision for the allocation of faculty time, taking account of administrative load, teaching demands, including preparation of new courses for the first time, protected research time and professional engagement activities.

3.27 The RG recommends that the School, as a matter of priority, develop a communications policy, linked to the School's communications strategy (see 2.16), outlining agreed standards on the timing and definition of work-related communications.

3.28 The RG recommends that the University address promotion opportunities for professional staff, to ensure expertise in the management and administration of the complex and large teaching programmes is maintained and quality ensured.

3.29 The RG recommend as a matter of priority the School consult with UCD Estates Services about how office space issues will be addressed for the projected increased number of six faculty and two professional staff.

3.30 With the increase in programme offerings and faculty and staff recruitment putting pressure on space and facilities, the RG recommends that the School, in consultation with the College Principal and University, urgently undertake a space audit on the future requirements for teaching space.

3.31 The RG recommends that the School study space, currently set aside for Educational Psychology doctoral programme, be also available to all PhD students.

4. Teaching, Learning and Assessment & Curriculum Development and Review

General Comments

4.1 The School offers an extensive range of programmes, for both initial preparation and in-service development of teachers and psychologists. These include taught courses research degrees, professional doctorates which include both taught coursework and research. These are offered in full-time and part-time mode, with 523 students registered to the School in the academic year 2018/2019. The RG noted some duplication or similarity in learning outcomes across a number of programme streams.

4.2 Some programmes are long established with very small student cohorts and others are newly offered, such as the Professional Master of Education (PME) to prepare students as secondary teachers. The transition of this programme, from the one-year Professional Diploma of Education to a two-year PME, is in line with national policy.

4.3 As well as a large range of modules, the PME includes a Professional dissertation, based on empirical research. This in turn influences faculty supervisory workload.

4.4 The planned PME primary is still under ongoing discussions between UCD, the Higher Education Authority (HEA) and the Department of Education and Skills (DES).

4.5 There are also challenges in the introduction of the planned PME primary programme. It creates additional pressure on the School with its requirements for teaching spaces, such as Art, Science, Physical Education and Music, as well as faculty with specialist pedagogical knowledge and skills for the primary years of schooling. The current location of the School, at the edge of the main UCD campus, does not cater well for integrating with other disciplines, also a requirement for the PME Primary programme.

4.6   Drawing on University and School strengths, the School is also seeking to develop concurrent undergraduate programmes, a recent addition is the interdisciplinary undergraduate to postgraduate degree programme. This innovative concurrent Initial Teacher Education programme follows a 4-year BSc + 1-year MSc model and draws on faculty expertise in Mathematics and Science, in the School of Education and the College of Science, both areas of national teacher shortage. The RG also noted this new student cohort enriches the diversity of participants in School's programmes.

4.7   The recent addition of undergraduate electives also provides a new source of income to the School, already surpassing the projected amount in 2018.

4.8   The School also offers a number of professional certificate programmes delivered in a blended format. The RG noted the potential for wider engagement by the School with online /blended learning approaches as used in the CPD module offerings and the internship module for taught master's programmes.

4.9   The current Student:Faculty ratio of 35:1 dramatically exceeds the mean for the College and the University and does not meet the Teaching Council guidelines of 15:1 for ITE programme providers. Despite this ratio, feedback from students was extremely positive (notwithstanding the low rate of response to the institutional student satisfaction survey). Not only is the quality of teaching, assessment, achievement of learning outcomes, and overall satisfaction very high, students who met the RG spoke glowingly of the care shown by their teachers and supervisors in every aspect of their learning and progression. A particular example of the personalised care shown to students is the Supplementary Teacher Support programme, designed to given individualised support to students.

4.10   Faculty are seen by students to be flexible, tolerant and appreciating the complex lives of students and the multiple demands they face in completing their programmes, and at the same time, placing emphasis on maintaining high professional and academic standards.

4.11   The impact and quality of the teaching provision by the School has been recognised by four Teaching and Learning awards at College level, one UCD Teaching Excellence award and one National Forum for Enhancement of Teaching & Learning /USI 'National Teaching Hero' award.

4.12   The RG noted evidence of curriculum review and modification in response to student and extern feedback. The process whereby such improvements are communicated back to students was not apparent to the RG.

Commendations

4.13   The RG commends the School on its strategic initiatives to diversify modes of programme delivery in the Professional Diploma in Education Leadership Programme.

4.14 The RG commends the School on the initiation of its interdisciplinary undergraduate teacher preparation programme (4 + 1) to increase the supply of Mathematics and Science teachers, increasing the diversity of the cohort, and doing so at a minimum fee for students.

4.15 The RG commends the School on the positive relationships with students, in particular its innovative and unique Supplementary Teacher Support (STS) programme offered to PME students.

4.16 The RG commends the School on their success in Teaching and Learning awards at College and National level.

Recommendations

4.17 The RG recommends that the School undertake a review of the suite of programmes offered by the School with a view to consolidating where appropriate, reducing the number of individual programmes and programme director roles.

4.18 The RG recommends that the School undertake a review of module assessment practice within each programme, to ensure all modules include formative as well as summative assessment, providing direction and feedback to students about their learning at an early stage of learning in each module.

4.19 The RG recommends that the School undertake a review of programme learning outcomes against objectives, to supplement student feedback about their experience of learning in each module, to ensure that all objectives are met efficiently without unnecessary module duplication, and to provide a holistic overview of the programme's integration.

4.20 The RG recommends that the School develop a range of strategies to streamline PME thesis supervision, to reduce the significant workload of supervision on faculty, including alternatives such as internships, as well as more CPD, CV-enhancing options, for those choosing the non-research pathway. The urgency of this recommendation increases with the extra supervision required when the PME Primary is operational.

4.21 The RG recommends that given the ambitious growth programme envisaged for the School, particularly the PME Primary, the operational implications are thoroughly mapped in advance of full implementation to ensure smooth transition including embedding in School administrative processes.

4.22 The RG recommend that development and support opportunities be available to professional staff to facilitate ongoing analysis of aggregated data and how best to integrate and make use of institutional data and feedback sources in the closing out of the student feedback loop.

4.23   The RG recommends a strategy for online/blended learning be developed within the scope of the School's Teaching & Learning/Professional Programme Board, to support a more flexible delivery of new and existing programmes. This should include consideration of the current and projected educational technologist complement and faculty workload.

4.24   The RG recommends the School continue to engage with Teaching and Learning awards and the supports provided by the University.

5. Research Activity

General Comments

5.1   The School has developed a very successful research strategy as exemplified by the award of significant research grants worth approximately €4.5 million in recent years.

5.2   The School has the highest research income per capita in the College and the diversity of income sources is impressive. For example, National Council for Curriculum and Assessment (NCCA) for the Longitudinal Children's School Lives, 'The Safe Learning Study', funded by Concern and the PINNACLE research project, funded by UCD Foundation.

5.3   There are a number of very highly regarded international scholars in the School. The School is also fortunate to have some early career researchers who have the potential to become similarly recognised.

5.4   The research success of the School has also brought challenges. In discussions with faculty, it was noted that the high levels of research performed by some faculty can result in increased teaching loads for early career faculty.

5.5   The RG noted the lack of research mentors in the School for early career faculty. There were also concerns raised about the limited possibilities for conference attendance as well as sabbatical leave.

5.6   The expansion in funded research activity has driven the growth of the number of post-doctoral researchers and motivated the School's aspiration to internationalise its collaborative publication authorship, with more publication activity to be directed towards high impact journals.

5.7   The RG noted that while the School is keen to build on its international profile, there remain few publications or shared grants with international partners. Such networks are crucial to winning research funding from European programmes.

5.8   The RG noted that opportunities for interdisciplinary collaborations have been limited by the School's low faculty numbers.

Commendations

5.9   The RG commends the School on the dramatic growth and diversity in research income over the past five years. Through collaborative partnerships, the School has transformed its position within the College and University and serves as a powerful incentive for new faculty and staff to join the School.

5.10   The RG commends the School for its high-quality research publications.

5.11   The RG commends the School for the high-level engagement of its researchers with the media and with stakeholders, both internal and external to the University.

5.12   The RG commends the School on its cohort of high-quality postdoctoral fellows.

Recommendations

5.13   The RG recommends that postdoctoral fellows participate in the School meetings, be on School committees, are informed about and involved with key directions in the School (see also recommendation 2.13).

5.14   The RG recommends the School develop a mentorship programme for early career faculty (see also recommendation 3.23 & 3.24).

5.15   The RG recommends that the workload allocation model is clear on how research success is to be accommodated (see also recommendation 3.26).

5.16   The RG recommends the School review the implementation of its sabbatical policy and ensure it remains aligned with University policy and continue to support faculty who wish to avail of research sabbatical leave or protected research time (see also recommendation 3.26).

5.17   The RG recommends the School develop a policy on the allocation of research funds for faculty and postdoctoral fellows who have not yet secured research funding. This would facilitate their attendance at international conferences or initiation of their own projects, aligned to their main research interests.

5.18   The RG recommends that, as part of the School's research strategy, consideration be given to the forging of international partnerships, with a view to winning funding from European sources, for example, European Research Council, EU H2020 and Horizon Europe. The School should draw on the advice and support of UCD Global and UCD Research in advancing such a strategy.

6. Management of Quality and Enhancement

General Comments

6.1   The RG noted the potential risks associated with the fact that some core personnel, responsible for the delivery of significant elements of major programmes in the School, are not permanent members of faculty.

6.2   The integration of the occasional staff who contribute to the PME as practice supervisors and tutors is a challenge for quality management and enhancement.

6.3   The majority of faculty have acted or are currently acting as external examiners to other education departments, including some of the leading education departments globally. While this reflects well on the quality of faculty expertise in their area, specific measures used to benchmark with other Schools of Education nationally and internationally were not apparent to the RG.

6.4   The School's external examiners' reports demonstrate the high quality of the programmes run by the School and the considerable level of care towards its students.

6.5   Ten of the School's faculty are also programme directors, with significant administrative burden. This is a concern for faculty who wish to avail of sabbatical, parental or other leave, as it risks placing additional load on already stretched colleagues.

6.6   Programmes accredited by the Teaching Council and the Psychological Society of Ireland entail significant work by faculty and professional staff to meet reporting demands. The Teaching Council, for example, requires programme review every five years.

6.7   The School's professional staff is committed to improving the quality of support they provide to students and faculty in the School by streamlining processes and using collaborative working environments, for example, Google Docs. As noted in section 3 in this report, there remains a risk in losing expertise as staff seeking career development opportunities, may need to leave.

6.8   The Irish language requirement remains a barrier to increasing diversity among the students taking the planned PME Primary programme. The lack of suitable facilities, for example art-room, may also be problematic for accreditation of the PME Primary degree programme by the Teaching Council.

6.9   There is a national crisis in teacher retention and the two-year PME degree is becoming unaffordable for some students.

6.10   Since most classes take place in the Newman building, many students have no reason to be in the School's building in Roebuck other than, for example, submission of assignments. The low footfall limits interaction between faculty and student.

6.11   The Professional Doctorate in Educational Psychology is being brought under UCD PhD regulations. To maintain Level 10 award requires implementation of a Student Transfer process, Doctoral Study Panels and examination committees, in-line with University norms. These requirements place a significant burden on a small number of faculty, whose expertise is in the area of Educational Psychology.

6.12   The response to a demand by teachers for flexible master's programmes has led to the 'Build Your Own Masters' initiative by the School, allowing teachers to build up credits at their own paces via an online delivery system.

6.13   The Professional Diploma in Education Leadership programme, delivered to 250 students nationally, along with the Graduate Diploma in School Leadership is jointly taught nationwide and is accredited by UCD, UCC and NUIG responding to significant demand among teachers for a programme that addresses their challenges in recruitment to leadership roles, as well as in preparation for those stepping into a School Principal role.

Commendations

6.14   The RG commends the School for its responsiveness to requests for improvements based on external examiners feedback.

6.15   The RG commends the School for its enhancements in response to addressing demand among teachers for flexible professional programmes.

Recommendations

6.16   To ensure the quality of delivery and smooth operation, the RG recommends that the School take action to ensure that the contractual positions of faculty responsible for major elements of core programme delivery be stabilised (see also recommendation 3.19).

6.17   The RG recommends the establishment of procedures for measurement and management of research quality by benchmarking with other Schools of Education nationally and internationally.

6.18   The RG recommends, to encourage more interactions between faculty and students, the provision of common areas and hangout spaces are included in any planned building design, to enable informal feedback. Such spaces would support responsive teaching and learning to take place outside traditional venues and enhancement of student experience (see also recommendation 3.29 & 3.30).

6.19   The RG recommends that the School examine alternative entry routes, funding sources, progression pathways and modes of delivery for the current PME programmes that would reduce the barriers to entry for students.

6.20   The RG recommends that the School explore opportunities for collaboration with the School of Psychology in the context of the Professional Doctorate in Educational Psychology.

7. Support Services

General Comments and Context

7.1   The School Office is working with UCD Agile to devise a system of monitoring and predicting expense claims of occasional staff to reduce the administrative burden of processing multiple claims.

7.2   The RG noted that value of the service provided by UCD Research, for example, in working with the School on research proposals.

7.3   Postdoctoral researchers expressed their appreciation for the library workshops that are held on many topics, from social media to 'mapping your research'. The RG noted concern about the current spends for journal holdings.

7.4   With the ambitious building plans of the University and the desire of the School to expand and potentially relocate, ongoing consultation with UCD Estate Services will be essential. Lack of office space is a constraint on the School's growth at present.

7.5   The service provided by the UCD Careers Network has involved working with the School on internships as well as delivering classes and parts of modules.

7.6   The student advisors' support service operates largely on referrals from the School. The issues that students have vary, especially between undergraduate and graduate students. The current model has been described as not adequate in the long term to meet the School's students' needs.

7.7   The Graduate Board provides support and advice on all matters related to taught and research students. The College Programme Office also provides support and advice for students and supports the administration of programmes. Services provided received a great deal of praise by the School.

7.8   The School leadership highlights benefits from direct access to key services and support provided by the College Principal and other Heads of School, through the Head of School forum.

Commendations

7.9   The services provided in support of the School received a great deal of praise by faculty and professional staff and positive engagement with a range of service providers was reported.

7.10   The RG commends the proactive collaboration between professional staff and UCD Agile.

Recommendations

7.11   The RG recommends that professional staff continue proactive engagement with process improvement opportunities as well as participation in training opportunities provided by central support services, as appropriate.

7.12   The RG recommends that the School engage with and develop further interaction with UCD Research.

7.13   The RG recommends that the School consult with the Library and University with a view to expanding journal holdings in the School's discipline.

7.14   The RG recommends that advisory supports for the School's primarily graduate student cohort is reviewed and a corresponding support strategy developed.

8. Collaborative Provision

General Comments

8.1   Much of the work of the School is collaborative in nature. Its stakeholder engagement is deep and diverse. For example, PME pre-service placements of approximately 270 students over a two-year period, is a highly collaborative process.

8.2   The School has representation on key policy shaping bodies including The Teaching Council, National Children's Advisory Council, the European Educational Research Association and the Teacher Education Policy in Europe Network.

8.3   The School not only places students, but also liaises with schools to assess students' performance and deal with issues as they arise. Most of these visits to placements are conducted by occasional staff, who are experienced teachers and typically have a long relationship with UCD.

8.4   In meeting with students, the RG observed that placements can create challenges for students, both financial and logistical, highlighting the importance of establishing close relationships with placement schools.

8.5   The School also coordinates placements in disability services and in health and psychiatric services, as well as educational psychology services. It was communicated to the RG that there could be challenges for the School in securing first time placements.

8.6   The RG noted, from a faculty perspective, that there is a tension between the professional requirements for the training of teachers and the pressures of being a research active academic.

8.7   A range of employers and stakeholders, who met with the RG, applauded their collaboration with the School. Particular praise was given for the assistance provided to under resourced collaborators and the enthusiasm brought by the placement students.

8.8   The multi-dimensional nature of interaction of the School with employers and stakeholders was noted for example, in roles such as adjunct members of staff, sharing expertise through seminars, being involved in supervision and on working groups with School members.

8.9   Non-school placement-provider interaction with the School seemed to vary in its quality suggesting a need for more structured engagement with these stakeholders.

8.10   There are a number of innovative programmes planned by the School in collaboration with Blackrock Education Centre including its Professional Inclusive Education programme and planned Professional Certificate Programme.

8.11 The RG noted the successful collaboration with the private sector in the Professional Diploma in Computational Thinking - a responsive qualification to provide teachers for newly introduced computer science courses in schools.

Commendations

8.12 The RG commends the quantity and quality of stakeholder engagement in the School's activities.

8.13 The RG commends the contribution of the occasional staff to the work of the School, especially in monitoring the quality of school placements.

8.14 The RG commends the School's collaboration with stakeholders that has brought valuable research into schools enabling under-represented demographic sectors to gain attention.

8.15 The RG commends the innovation shown by the School in developing courses and programmes responding to the needs of contemporary educational provision.

Recommendations

8.16 The RG recommends development of an agreed protocol between the School of Education and partner Schools, outlining the roles and responsibilities of the placement school and placed students, including the number of hours which students teach.

8.17 The RG recommends the School leverage opportunities offered by the current period of change in Irish education, to further develop programmes in middle leadership and in upskilling teachers in subjects where shortages exist.

8.18 The RG recommends the School identify opportunities to develop stakeholder engagement, for example, annual fora to share expertise and experiences. This also provides an opportunity to hear feedback from placement Schools as well as monitor impact.

8.19 The RG recommends that the tension faced by faculty members, in the competing pressures of professional requirements for the training of teachers and the academic role be acknowledged in both workload and contribution to the School's output (see also recommendation 3.26).

9. External Relations

General Comments

9.1   The recent external policy environment for the School has been a challenging one. The initial proposal for UCD, TCD, Marino Institute and NCAD to form a 'cluster' has now been superseded by the second Sahlberg report in which UCD and NCAD align to form a South Dublin Centre of Excellence.

9.2   The School has interacted well with the Higher Education Authority, the National Teaching Council and the Department of Education and Skills.

9.3   The possibility of establishing a primary school on campus was put forward to the University by the School in 2016 and may now re-emerge with the proposed PME Primary.

9.4   Opportunities now exist to further diversify the student profile through international recruitment.

9.5   External challenges, such as the high cost of living in Dublin and competitive salaries elsewhere, were cited as some of the external factors affecting the School's ability to attract and retain senior faculty and over which the School has no control.

Commendations

9.6   The School responded strategically and appropriately to the external environment challenges it confronted. The RG commends the School for the positive interactions which have taken place with the Higher Education Authority, the Teaching Council and the Department of Education and Skills.

9.7   The RG commends the innovative and strong performance of the School and its competitively won research income from variety of funding sources, including the National Council for Curriculum and Assessment, the Irish Research Council and Science Foundation Ireland, as well as from philanthropic sources.

9.8   The RG commends the School on its leadership and international profile.

Recommendations

9.9   The RG recommends that the School continue reflecting on its development as a centre of excellence and as a full-service provider across both primary and secondary teacher education, and to continue the work of building links with professional bodies, such as the Teaching Council.

9.10   The RG recommends, to enable forward planning, continued careful monitoring by the School of the external environmental factors currently key to the School's teaching activities.

UCD School of Education – Full List of Commendations and Recommendations

This Appendix contains a full list of all commendations and recommendations made by the Review Group for the UCD School of Education and should be read in conjunction with the specific chapter above. *(Please note that the paragraph references below refer to the relevant paragraphs in the report text)*

2. Organisation and Management

Commendations

2.12   The RG commends the School on the well-defined committee structure to match strategic and operational needs.

2.13   The RG commends the inclusion of doctoral students and postdoctoral researchers as members of the Research Committee, providing the School Management with an important and relevant perspective from early career researchers.

Recommendations

2.14   The RG recommends the School include representation for doctoral students and postdoctoral researchers on all School committees and thereby provide opportunities for contribution and leadership.

2.15   Following on from the School's Values Workshop, the RG recommends that the School Executive take immediate action to engage with and listen to the different perspectives within the School and identify key initiatives/actions that will ensure cohesion and inclusion of these perspectives in implementing the vision for the School.

2.16   The RG recommends that a communications strategy be developed to reflect the culture of the School and the expectations as a member of faculty and an individual scholar. This would include the articulation of roles and responsibilities. This strategy would ensure all members are aware of key decisions and developments in the School.

3. Staff and Facilities

Commendations

3.15   The School is commended for the high level of commitment by faculty and professional staff to the School, the students and each other. The RG noted in particular the hard work of professional staff and those working on the placement of students in schools and other workplace settings.

3.16   The extremely positive feedback from students, (outlined in section 4 of this report), is testament to the hard work, care and professionalism of faculty in relation to teaching responsibilities. The excellent research profile of the School is also evidence of a highly motivated staff.

3.17   The significant role played by female members of the School in key leadership positions is a strong indicator of gender equity in the School.

3.18   The refurbishment of the current building is of high quality. The dedicated space for Educational Psychology doctoral programme students is greatly valued by the community who use it.

Recommendations

3.19   The RG recommends that the School, as a matter of priority, consult with the College Principal and the University to develop a staffing plan to match the pace of expansion of the School's internal and external portfolios, as well as its teaching and research workload. Such planning would also focus on the distribution of faculty across grades and include Full Professor.

3.20   Following on from 3.19 above, and to further diversify the School's profile, the RG recommends that the College make representation to the University for the strategic appointment of an internationally recognised Professor to the School.

3.21   The RG recommends the School should consider the creation of a Deputy Head role, with delegated responsibility, in support of the Head of School.

3.22   The RG recommends the School continue to enhance diversity and capacity in the School through developing strategic partnerships with visiting professors, joint appointments and adjunct appointments.

3.23   The RG recommends as a matter of priority the School ensure all faculty have clear and agreed career trajectories, with appropriate mentoring and support, as well as access to the relevant institutional systems, processes and information.

3.24   The RG recommends the School create a mentorship programme for all faculty and allocate a mentor, independent of the immediate reporting line.

3.25   The RG recommends the School review existing School induction programmes and orientation, given the expected increase in new faculty and staff.

3.26   The RG recommends the School, in consultation with faculty, review the existing workload model to ensure equitable and transparent provision for the allocation of faculty time, taking account of administrative load, teaching demands, including preparation of new courses for the first time, protected research time and professional engagement activities.

3.27   The RG recommends that the School, as a matter of priority, develop a communications policy, linked to the School's communications strategy (see 2.15), outlining agreed standards on the timing and definition of work-related communications.

3.28   The RG recommends that the University address promotion opportunities for professional staff, to ensure expertise in the management and administration of the complex and large teaching programmes is maintained and quality ensured.

3.29   The RG recommend as a matter of priority the School consult with UCD Estates Services about how office space issues will be addressed for the projected increased number of six faculty and two professional staff.

3.30   With the increase in programme offerings and faculty and staff recruitment putting pressure on space and facilities, the RG recommends that the School, in consultation with the College Principal and University, urgently undertake a space audit on the future requirements for teaching space.

3.31   The RG recommends that the School study space, currently set aside for Educational Psychology doctoral programme, be also available to all PhD students.

4. Teaching, Learning and Assessment & Curriculum Development and Review

Commendations

4.13   The RG commends the School on its strategic initiatives to diversify modes of programme delivery in the Professional Diploma in Education Leadership Programme.

4.14   The RG commends the School on the initiation of its interdisciplinary undergraduate teacher preparation programme (4 + 1) to increase the supply of Mathematics and Science teachers, increasing the diversity of the cohort, and doing so at a minimum fee for students.

4.15   The RG commends the School on the positive relationships with students, in particular its innovative and unique Supplementary Teacher Support (STS) programme offered to PME students.

4.16   The RG commends the School on their success in Teaching and Learning awards at College and National level.

Recommendations

4.17   The RG recommends that the School undertake a review of the suite of programmes offered by the School with a view to consolidating where appropriate, reducing the number of individual programmes and programme director roles.

4.18   The RG recommends that the School undertake a review of module assessment practice within each programme, to ensure all modules include formative as well as summative assessment, providing direction and feedback to students about their learning at an early stage of learning in each module.

4.19   The RG recommends that the School undertake a review of programme learning outcomes against objectives, to supplement student feedback about their experience of learning in each module, to ensure that all objectives are met efficiently without unnecessary module duplication, and to provide a holistic overview of the programme's integration.

4.20   The RG recommends that the School develop a range of strategies to streamline PME thesis supervision, to reduce the significant workload of supervision on faculty, including alternatives such as internships, as well as more CPD, CV-enhancing options, for those choosing the non-research pathway. The urgency of this recommendation increases with the extra supervision required when the PME Primary is operational.

4.21   The RG recommends that given the ambitious growth programme envisaged for the School, particularly the PME Primary, the operational implications are thoroughly mapped in advance of full implementation to ensure smooth transition including embedding in School administrative processes.

4.22   The RG recommend that development and support opportunities be available to professional staff to facilitate ongoing analysis of aggregated data and how best to integrate and make use of institutional data and feedback sources in the closing out of the student feedback loop.

4.23   The RG recommends a strategy for online/blended learning be developed within the scope of the School's Teaching & Learning/Professional Programme Board, to support a more flexible delivery of new and existing programmes. This should include consideration of the current and projected educational technologist complement and faculty workload.

4.24   The RG recommends the School continue to engage with Teaching and Learning awards and the supports provided by the University.

5. Research Activity

Commendations

5.9   The RG commends the School on the dramatic growth and diversity in research income over the past five years. Through collaborative partnerships, the School has transformed its position within the College and University and serves as a powerful incentive for new faculty and staff to join the School.

5.10   The RG commends the School for its high-quality research publications.

5.11   The RG commends the School for the high-level engagement of its researchers with the media and with stakeholders, both internal and external to the University.

5.12   The RG commends the School on its cohort of high-quality postdoctoral fellows.

Recommendations

5.13   The RG recommends that postdoctoral fellows participate in the School meetings, be on School committees, are informed about and involved with key directions in the School (see also recommendation 2.13).

5.14   The RG recommends the School develop a mentorship programme for early career faculty (see also recommendation 3.23 & 3.24).

5.15   The RG recommends that the workload allocation model is clear on how research success is to be accommodated (see also recommendation 3.26).

5.16   The RG recommends the School review the implementation of its sabbatical policy and ensure it remains aligned with University policy and continue to support faculty who wish to avail of research sabbatical leave or protected research time (see also recommendation 3.26).

5.17   The RG recommends the School develop a policy on the allocation of research funds for faculty and postdoctoral fellows who have not yet secured research funding. This would facilitate their attendance at international conferences or initiation of their own projects, aligned to their main research interests.

5.18   The RG recommends that, as part of the School's research strategy, consideration be given to the forging of international partnerships, with a view to winning funding from European sources, for example, European Research Council, EU H2020 and Horizon Europe. The School should draw on the advice and support of UCD Global and UCD Research in advancing such a strategy.

6. Management of Quality and Enhancement

Commendations

6.14   The RG commends the School for its responsiveness to requests for improvements based on external examiners feedback.

6.15   The RG commends the School for its enhancements in response to addressing demand among teachers for flexible professional programmes.

Recommendations

6.16   To ensure the quality of delivery and smooth operation, the RG recommends that the School take action to ensure that the contractual positions of faculty responsible for major elements of core programme delivery be stabilised (see also recommendation 3.19).

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Commendations

7.9   The services provided in support of the School received a great deal of praise by faculty and professional staff and positive engagement with a range of service providers was reported.

7.10   The RG commends the proactive collaboration between professional staff and UCD Agile.

Recommendations

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Commendations

8.12   The RG commends the quantity and quality of stakeholder engagement in the School's activities.

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8.14 The RG commends the School's collaboration with stakeholders that has brought valuable research into schools enabling under-represented demographic sectors to gain attention.

8.15 The RG commends the innovation shown by the School in developing courses and programmes responding to the needs of contemporary educational provision.

Recommendations

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8.19 The RG recommends that the tension faced by faculty members, in the competing pressures of professional requirements for the training of teachers and the academic role be acknowledged in both workload and contribution to the School's output (see also recommendation 3.26).

9. External Relations

Commendations

9.6 The School responded strategically and appropriately to the external environment challenges it confronted. The RG commends the School for the positive interactions which have taken place with the Higher Education Authority, the Teaching Council and the Department of Education and Skills.

9.7 The RG commends the innovative and strong performance of the School and its competitively won research income from variety of funding sources, including the National Council for Curriculum and Assessment, the Irish Research Council and Science Foundation Ireland, as well as from philanthropic sources.

9.8 The RG commends the School on its leadership and international profile.

Recommendations

9.9   The RG recommends that the School continue reflecting on its development as a centre of excellence and as a full-service provider across both primary and secondary teacher education, and to continue the work of building links with professional bodies, such as the Teaching Council.

9.10   The RG recommends, to enable forward planning, continued careful monitoring by the School of the external environmental factors currently key to the School's teaching activities.

UCD School of Education – Response to the Review Group Report

The formulation of the Self-Assessment Report (SAR), as part of the Quality Review process conducted with the School of Education in April 2019, was a valuable reflective exercise, which facilitated members of staff within the School working together to review the School from a number of perspectives. School personnel welcome the substantial number of commendations within the Quality Review Report, which affirm the positive aspects of the School. School personnel also welcome the recommendations for future improvement and will engage in a collaborative process in their implementation. This process provides an additional impetus to developing the mission and capacity building of the School, while giving energy and inspiration to its emerging trajectory, particularly the recent recommendation to become a Centre of Excellence with its partner institution, the National College of Art and Design. However, it should also be noted that implementation of some of the recommendations had begun prior to the issuing of the Report, as part of the School's ongoing reflective practice.

Outlined below is the initial response of the School of Education to the core Recommendations for Future Improvement as stated in the Quality Review Report of February 2020.

1. **The RG recommends that the School, as a matter of priority, consult with the College Principal and the University to develop a staffing plan to match the pace of expansion of the School's activities, including its teaching and research workload. Such planning would also focus on the distribution of faculty across grades and include Full Professor.**

   Response
   We agree the importance of having a staffing plan which meets the needs of the School's activities. The School of Education has historically had a high staff/student ratio, relative to other schools in UCD and relative to international norms. To address this issue, a detailed staffing plan was developed in 2017- 2018 in support of strategic initiatives. The School of Education will continue to systematically review its existing programme staffing structures to identify staffing needs. The Head of School is consulting with staff of the School of Education, with the College Principal and with external stakeholders in reviewing and exploring all strategic development options for the School of Education. These include the development of an updated staffing plan in keeping with planned developments, taking due cognizance of implications for teaching and research workload.

The staffing review, staffing plan and university response to the staffing plan, will inform the School's future strategic developments. Staff consultations will have a focus on career progression of all members of staff.

2. **Following on from the School's Values Workshop, the RG recommends the School Executive take immediate action to engage with, and listen to, the different perspectives within the School and identify key initiatives/actions that will ensure cohesion and inclusion of these perspectives in implementing the vision for the School.**

   <u>Response</u>

   We agree that inclusion and cohesion are cornerstones of any effective organization. There has always been a focus on cohesion and inclusion within the School. In acknowledgement of the School of Education as an evolving system, with a requisite continuous focus on culture, we will avail of existing expertise within the School in relation to culture, systemic change management and organisational development. The School has already appointed two members of staff to act as liaisons, one with staff and one with students, in order to foster cohesion and inclusion in implementing a shared vision for the School. In pursuit of this agenda, the Head of School is convening meetings with staff (faculty and administrative) to ensure they feel supported in their role and will continue to follow up with staff regularly. The committee structure within the School has been reviewed in order to ensure maximum communication with, and between, all staff.

3. **Given the pace of change within the School's portfolios, the RG recommends the School, in consultation with faculty, review the existing workload model to ensure equitable and transparent provision for the allocation of faculty time, taking account of administrative load, teaching demands, including preparation of new courses for the first time, protected research time and professional engagement activities.**

   <u>Response</u>

   We agree that workload is central to ensuring equitable, transparent and effective allocation of staff time. A Workload Sub-Committee was established during the academic year 2018-19 to review the workload model. This committee consulted with all staff and a revised workload model was developed. This model is currently being implemented and will be regularly reviewed, in consultation with staff.

4. **With the increase in programme offerings and faculty and staff recruitment putting pressure on space and facilities, the RG recommends that the School, in consultation with the College Principal and University, urgently undertake a space audit on the future requirements for teaching space and facilities.**

<u>Response</u>

We agree that space which is fit for purpose is an issue of pressing concern for the School. Some re-organisation of office and research space has been undertaken which meets all current space needs for faculty and research staff. In anticipation of the eventual re-location of the School of Education to the Newman Building, two members of staff (one faculty and one administrative) have been nominated to the Newman Building Users Forum. It is anticipated that these staff members will be centrally involved in discussions re the re-location of the School of Education back to the Newman Building. In the interim, space needs will be discussed with the College Principal as they arise and in anticipation of appointment of new staff.

5. **The RG recommends a strategy for online/blended learning be developed within the scope of the School's Teaching & Learning/Professional Programme Board, to support a more flexible delivery of new and existing programmes. This should include consideration of the current and projected educational technologist complement and faculty workload.**

<u>Response</u>

A strategy for online/blended learning is being developed and there are ambitious plans for the expansion of online/blended offerings from the School of Education, especially in relation to Taught Masters Programmes. This is being facilitated by the recent appointment (half post) of an educational technologist**.**

6. **The RG recommends the School seek to leverage available institutional data, both qualitative and quantitative, for application to (i) school decision-making processes (ii) student feedback analysis and closing the feedback loop (iii) strategic planning including external bench marking and KPI tracking. Such data includes, for example, funding, publications, esteem indicators, module feedback and any other standardised information that is provided by the University for these purposes.**

<u>Response</u>

The School will continue to leverage available institutional data as well as expertise within the School, in order to address its strategic objectives.

The comments above constitute the initial response of the School of Education to the core recommendations of the Quality Review Report 2019. Personnel within the School will now proceed to compile a Quality Improvement Plan by responding to each of the recommendations outlined in the Report and identifying a strategy and a timeline for implementation of those recommendations.

Review Visit Timetable

UCD School of Education

Monday 8 – Thursday 11 April 2019

17:00-19:00   Review Group meet to review preliminary issues and to confirm work schedule and assignment of tasks for the site visit **in the Radisson Blu, St Helen's Hotel, Stillorgan Road, Blackrock, Dublin.** (Review Group & Quality Office only)

19:30   Dinner hosted, on behalf of the Registrar, by the College Principal for Science (Review Group & Quality Office only)

Day 1: Tuesday 9 April 2019

Venue: Boardroom 1.17 - 1st floor Roebuck Offices Belfield

08.45-09.15   Private meeting of Review Group

09.15 – 10.15   Review Group to meet with **College Principal, College of Social Sciences and Law**

10.15 – 10.30   *Break*

10.30 – 11.15   Review Group meet with **Head of School**

11.15 – 11.30   *Tea/Coffee Break*

11.30- 12.15   Review Group meet with **School Executive**

12.15-12.45   *Break – Review Group review key observations and prepare for lunch time meeting*

12.45-13.45   Working lunch - **meeting with employers and external stakeholders**

13.45-14.00   Review Group review key observations

14.00-15.00   Review Group meet with **representative group of academic staff** – primary focus on Teaching and Learning, and Curriculum issues

15.00-15.15   Break

15.15-15.45	Review Group meeting with **Practice Placement Supervisors**
15.45-16.30	Review Group to meet with **Support Staff Representatives**
16.30-16.35	*Break*
16.35-17.05	Review Group meet **Programme Directors**
17.05-17.15	*Break*
17.15-18.15	**Tour of facilities led by Head of School:**

> - Main Office 0.06, Roebuck Offices
> - Classrooms 0.01 & 0.10, Roebuck Offices
> - Ground floor facilities plus Resource Rooms Roebuck Offices
> - 1st floor facilities Roebuck Offices
> - PhD study room, Roebuck Offices
> - CSL Project room, Roebuck Offices
> - Doc Ed Psych classroom and study space, Roebuck Castle
> - Campus Tour

18.15	*Review Group depart*

Day 2: Wednesday 10 April 2019

Venue: *Boardroom 1.17 - 1st floor Roebuck Offices Belfield*

08.45-9.15	Review Group meet with **Post-Doctoral Researchers**
09.15-9.55	Review Group meet relevant **support service representatives**
9.55-10:10	*RG Tea/Coffee Break*
10.10-11.00	RG meet with a representative group of **postgraduate students** (taught and research, recent graduates (PG and UG)
11.00-11.15	*Break – Review Group review key observations*
11.15-12.15	Review Group meet with the **School Research Committee**
12.15-12.30	*Break – Review Group review key observations*
12.30-13.00	Review Group meet with **HR Partner, Director HR Services**
13.00-14.00	Working lunch – **meeting with representative group of undergraduate students**
4.00-14.15	Review Group private meeting - review key observations
14.15-15.00	Review Group meet with **College Finance Manager** and **Head of School**
15.00-15.15	*Break – Review Group review key observations*
15.15-16.15	Review Group meet with **recently appointed members of staff**

16.15-17.15   Review Group available for private individual meetings with staff

17.15-18.00   Review Group private meeting – review key observations/findings

18.00   *Review Group depart*

Day 3: Thursday 11 April 2019

Venue: *Boardroom 1.17 - 1st floor Roebuck Offices Belfield*

09.00-09.30   Private meeting of Review Group

09.30-10.30   Review Group meet with **Director -HR Partner**

10.30-10.45   Review Group meet with **Head of School** clarify any outstanding issues <u>or</u> begin preparing draft Review Group Report

10.45-11.15   **RG meet with College Principal (by Skype)** to feedback initial outline commendations and recommendations

11.15-12.15   Review Group continue preparing draft Review Group Report

12.15-13.00   *Lunch*

13.00-13.30   Review Group finalise first draft of Review Group Report and feedback commendations / recommendations

13.30-14.00   Review Group continue working on the draft of Review Group and feedback commendations / recommendations

14.00-14.15   *Break*

14:15-14.30   Review Group meet with **Head of School**
      to feedback initial outline commendations and recommendations

14.30-15.00   *Break*

15:00   Exit presentation to <u>all available staff of the unit</u> –made by an extern member of the Review Group summarising the principal commendations/recommendations of the Review Group. *This meeting generally takes 20 minutes and <u>is not</u> a question and answer session*

5:30   *Review Group depart*