



University College Dublin

Quality Improvement Plan

UCD School of History
August 2023

1. Introduction

Give a very brief introduction to the approach taken in the development of the Quality Improvement Plan, including the dates of the original review and the names of the Quality Improvement Committee.

The RG site visit took place, via Zoom, between 19 and 22 April 2022. Having worked since May 2021 towards an on-campus site visit, the School was informed by the Quality Office in February 2022 that the RG would visit via Zoom. The School welcomed the agility and intensity with which the RG worked but acknowledged that the remote visit altered the nature of the RG's and the School's experience of the process.

The Quality Office submitted the RG's report to the head of School on 7 November 2022.

The Head of School submitted an initial response on 21 November 2022, having circulated the response to faculty and professional staff in the School for their comments. The School noted its regret that the RG did not include a modern international historian, especially important given the composition of the School.

The Quality Office submitted the finalised RG Review to the School on 23 November 2022.

The School had an opportunity to work on several issues, raised in the RG report, following the RG's oral presentation in April. In addition, the process of preparing the QA report raised issues, which the School began to address in 2021/2.

The Head of School established the School's QIP Committee, composed of all members of the School executive and the Head of Archivistis. In addition to the Head of School, William Mulligan, the QIP members are:

Catherine Cox (Deputy Head and Chair of QA),
Roy Flechner (Graduate Research), Irial Glynn (T&L), D'Arcey Jackson (School Manager), Elva Johnston (Gender Equality Action Committee), Mark Jones (Research), Liz Mullins (Head of Archivistis), Sandra Scanlon (Graduate Taught), Michael Staunton (Global), and Fionnuala Walsh (Equality, Diversity and Inclusion).

The QIP Committee met on the following dates: 24 November and 15 December 2022, 18 January and 6 February 2023. At the first meeting, members of QIP were allocated different sections and asked to focus on specific recommendations. The School manager put the draft QIP on a shared drive to facilitate collaborative working. The second and third meetings reviewed progress and the final meeting approved the draft for circulation to the School.

The draft QIP was circulated to the School on 10 February in advance of a School meeting on 16 February 2023.

Following that School meeting, the Head of School made further amendments and submitted the QIP to the College Principal on 24 February 2023 and, following her review, the School submitted the QIP to the Quality Office on 10 March.

The School will conduct a staff survey as part of the assessment of the implementation of the following recommendations: 2.20, 2.24, 3.25, 6.22f, 6.23c, and 8.11.

The survey will take place in spring 2024.

The QIP Committee will continue to operate until June 2026 to ensure that the implementation of recommendations are sustained and embedded into the work of the School, where these recommendations lie within the sole remit of the School. For other recommendations, the School will work with partners in and outside the University. Please note that under start dates (Ongoing) means in progress before the site visit in April 2022; under end dates, (Ongoing) means a continued commitment to the recommendation, following the implementation of specific steps to implement the recommendation.

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2. Recommendations for Improvements - Follow-Up Action Taken and/or Planned

Categories

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

2.Organisation and Management						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead* (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
2.19*	<p>The RG recommend that a strategic plan which encompasses a future vision and trajectory for the School be developed. This plan should include a staffing strategy that aligns with the School’s vision and is linked to financial planning cycles and financial status, and includes faculty, tutors, and professional staff.</p> <p><i>*Prioritised recommendation</i></p>	1	<p>The School recognises the critical value of strategic planning to sustain a broad and diverse curriculum, informed by the latest scholarship. With this in mind, the School develops a strategic plan as part of the University’s overall planning process. In line with University practice, the School has produced annual plans that incorporate long-term planning, including staffing strategy. Successive School plans have set out a strategy and have resulted in significant achievements, such as 2 new strategic posts, following major research grant awards in 2021 and 2022.</p> <p style="margin-left: 40px;">a) The HoS’s review in February and March 2023 of the School’s current approach to the University annual planning process was approved by the School Executive and School meeting. Each year, the annual plan sets out the School’s near-term objectives for the coming academic year and longer term strategy and aims over a five year period in line</p>	HoS	Ongoing	March 2023

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2.Organisation and Management						
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			<p>with the University's strategic plan. The planning process begins with a review of the School's financial position, budgetary outlook, and staffing plans over a five year period. The HoS works with members of the School Executive to develop the strategic plan and circulates drafts for discussion at School meetings.</p> <p>b) Recent changes in the BA degree, the source of the bulk of the School's income, has made it difficult to predict future income and the outlook has altered significantly and negatively since the School Plan 2021, the basis of the RG's assessment. The School's deficit means that it remains in the Central Pool Academic Appointments (CPAC), which reviews all proposals for professional posts, including those in existing staff plans, and any proposals for new academic posts.</p> <p>c) In line with School plans in 2021 and 2022, the School has established new posts through the UCD's Strategic Hiring Initiative in the history of medicine and the history of warfare. In addition, HEA Funding</p>			

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2.Organisation and Management						
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			<p>has enabled the School to establish a four year post in global history. These appointments between March and July 2022 and the unforeseen departures of two colleagues in this academic year necessarily shape hiring priorities to ensure that the School can sustain its objectives in teaching and research.</p> <p>d) The School considers a permanent School Manager post as a critical priority (see 3.23 below).</p> <p>e) There are no planned retirements during the current (2023) five year planning cycle. This shapes staffing strategy as there is no scope to plan for replacement posts. In the planning cycle in spring 2023, Schools in the College were instructed to pause replacement posts due to budget deficits.</p>			
2.20*	The RG recommend that the Head of School develop a functioning workload model as a matter of priority. The RG suggests the School explore models used in other schools and universities.	1	The School acknowledges the importance of a workload model that is fair, equitable, reasonable, and transparent. The University does not have a single workload model, recognising the diversity of disciplinary norms (EDI Workload Workshop, October 2022). Since the 2014/15 quality review significant changes in teaching – new	HoS, Exec, GEAC	Spring 2022	May 2023 (Ongoing)

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	<i>*Prioritised recommendation</i>		<p>programmes with new core modules, increased supervision at BA and MA level, Creating History, and inter-disciplinary modules – have required considerable flexibility from faculty in adjusting teaching and associated administrative workloads (2.4).</p> <p>a) In spring 2022, the HoS initiated a review of the current workload model for teaching and administrative responsibilities (2.4 of the SAR). To ensure transparency, HoS circulated workloads in teaching and administration in spring 2022 (for the academic year 2021/22) and in autumn 2022 (for the academic year 2022/23).</p> <p>b) In response to staff feedback to the 2021/22 workload, HoS added more details to the workload for 2022/23, such as membership of Research Studies Panels.</p> <p>c) The HoS has consulted other heads in the College about their models. He attended an EDI workload workshop in October 2022, where heads of schools discussed diverse models used across the University and their different implications.</p>			

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			<p>d) Following the award of the Athena Swan, Gender, Equality, Action Committee (GEAC) began its review of the School workload model in autumn 2022, devoted a GEAC meeting to workload in November 2022, and completed its review in April 2023 to feed into the overall School review by May 2023.</p> <p>e) Staff have approved of the output of the review of the School's workload model to date. The School will complete its review of its current model in May 2023 with a view to ensuring that the final model is fair, equitable, reasonable, and transparent.</p>			
2.21	An organogram showing the governance structure and relationship between the School's leadership, the School's various committees and the relevant governing boards should be created to clarify how the activities of the School are governed and managed.	1	See attached document, School Organogram	School Manager	Autumn 2022	Spring 2023
2.22	The membership, remit, scope, terms of reference and reporting lines of School committees were unclear to the RG.	1	Since the exit presentation the School, led by the Head of School and School Manager, has:	HoS, School Mgr	Sept 2022	Dec 2022 (Ongoing)

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	Minuting of meetings should be re-activated and maintained with clarity around storage, access and sharing of the records of decision-making committees.		<ul style="list-style-type: none"> A. Set up folders for School committees on the shared drive, to which all faculty and professional staff have access. These folders include action points/minutes/key decisions from each committee’s meetings. B. The School Office supports the committees by taking notes of action points/minutes/key decisions in committee meetings. C. The Staff handbook includes sections on each of the major committees setting out the committees’ responsibilities, scope and key contacts. D. A list of committees, with their memberships, is circulated at the beginning of the academic year (in 2021/22 as well as 2022/23) and committee membership is taken into account in the workload document, also circulated to faculty. E. The School Organogram details the reporting lines of School committees. 			
2.23	The relationship between academic grade and senior responsibility should be explored, focusing particularly on whether the undertaking of highly operational roles	1	<ul style="list-style-type: none"> A. The School will address this issue under 2.20, as part of the workload. The Head of School recognises that major operational roles affect career progression. The Head of School also notes that demonstrating achievements in operational roles benefits career 	HoS	Spring 2022	May 2023 (Ongoing)

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	by early career faculty impedes their career progression.		<p>progression, as UCD Promotion criteria require demonstration of accomplishments and contribution, including management of teaching programmes and research.</p> <p>B. In spring 2022, the School formalised a teaching reduction for the major roles, notably the T&L Director. The Co-Chairs of GEAC have teaching relief, set out in the HoS's letter to the Athena Swan Review Panel.</p> <p>C. Colleagues who take on certain College level roles (Vice-Principal roles) also have a reduced teaching workload, with a 10 credit reduction, funded by the College.</p>			
2.24*	Equality, Diversity and Inclusion arose in multiple discussions during the remote site visit. While the School's focus on an Athena Swan application is commended, the RG recommend the School also reflect on issues beyond the gender focus of Athena Swan to encompass EDI issues in their broadest sense, including (but not limited to) sexuality, race, age, caring	1	<p>The School is committed to promoting EDI policies, informed by the UCD EDI Policy and the UCD EDI Strategy and Action Plan.</p> <p>The School established an EDI Committee in 2021. This committee has formalised and enhanced the School's EDI strategy, leading EDI teaching initiatives, highlighting University policies and supports for staff, and working with</p>	HoS, EDI, GEAC	Sept 2019	September 2023 (Ongoing)

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	<p>responsibilities, workload models, staff profile, student profile, access to facilities. As a matter of priority, the School Executive should develop, or update as appropriate, a School EDI Policy. The development process should include an appropriate consultation process with all School staff, either individually or collectively.</p> <p><i>*Prioritised recommendation</i></p>		<p>other School committees to embed EDI into the work of the School.</p> <p>The School focused on the Athena Swan application due to long-standing concerns about gender imbalances and established its AS application committee in 2019. The University has identified the number of Schools with an Athena Swan Award as a KPI, underpinning the University's strategic plan. The School secured the Bronze Award in summer 2022 and is implementing the resulting action plan. The decision of the College of Arts and Humanities to apply for a College-level Athena Swan Bronze Award, announced in Summer 2023, may result in changes to the School's approach. The Head of School will liaise with the College Principal on the implications of the College initiative for the School GEAC.</p> <p>The School has taken a leading role in University for ALL initiatives, including a dedicated and successful module to introduce students of diverse age, citizenship, and socio-economic background to history and more generally to university study. Since its introduction in 2018/9, the module has recruited the largest number of students across</p>			

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			<p>the Access programme. At Stage 3, the proportion of History students registered with ALL has risen from 6.3% to 13.5% between 2016/17 and 2020/21. The School has committed to running the Access module in autumn and spring trimesters in 2023/24 and is rolling out UDL training to support student diversity.</p> <p>The Head of School has responsibility for the implementation of HR EDI policies. Working with the EDI committee, the HoS will review in general the application of EDI policies and practices across the activities of the School.</p>			

3. Staff and Facilities						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
3.18*	The RG recommend as a matter of urgency the School formalise and improve mentoring for all academic and research funded staff. Models used across the University and in	1	Following the QA review of 2014/15, the School introduced mentoring for newly appointed faculty. Since then the introduction of the University-wide P4G system brought further and significant improvements in the	HoS, GEAC	Sept 2022	June 2023 (Ongoing)

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	<p>other institutions should be considered in formalising a revised system.</p> <p><i>*Prioritised recommendation</i></p>		<p>support of career development. Nonetheless, the School recognises that P4G does not fulfil all the needs for mentoring and the School is enhancing its mentoring supports:</p> <p>a) Staff receive dedicated mentoring until they are awarded tenure. The purpose is to provide the most mentoring support at the outset of the UCD career to enable faculty to make the most of the opportunities in teaching, research, and leadership that UCD has to offer; following tenure, staff can request a mentor from the HoS to support a particular career goal, receiving specific and tailored support.</p> <p>b) In consultation with new appointees, from September 2022, incoming staff are assigned a mentor after 4 to 6 weeks to give them an opportunity to settle in initially in the School and consider what kind of mentoring they wish.</p> <p>c) In early 2023 the School established a pool of mentors, who will undertake mentoring training.</p>			

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			<p>d) From February 2023, the School established a Career Development Support Group, which offers specific career development support to all colleagues.</p> <p>e) The School will highlight the mentoring supports in the College (RAN) and the University, so that colleagues can access a wide pool of mentoring expertise.</p>			
3.19	Following on from recommendation 2.24 above the RG recommend Equality, Diversity and Inclusion is included and placed early on School committee meeting agendas.	1	Since September 2022, the Head of School has varied the running order of items on the School agenda, bringing forward items on the School agenda, including EDI, when they require particularly extensive discussion. The School Executive generally meets before the agenda is distributed and this provides an opportunity to assess items that likely require most discussion. Documents (e.g. School plan, job proposals) are circulated several days or a week before the School meeting to enable colleagues to engage with proposals in a timely manner.	HoS	Sept 2022	Sept 2022, Ongoing
3.20	The RG recommend the appointment of an Archivistics Teaching Assistant to support the School's two core staff, ensuring the criteria	3	The School has put in place additional hourly paid grading and teaching support for archivistics in the 2022-2023 academic year. (See response to recommendation 2.19 about new appointments).	HoA	Sept 2022	Sept 2022, Ongoing

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	for professional accreditation continues to be met.					
3.21	There is a great opportunity for Archivist students to gain essential practical experience by carrying out practical work onsite such as listing and digitisation. To facilitate this, it is essential that the secure space in the Library basement, currently used by Archivist and close to the collections is maintained	2	The School welcomes the recognition of the value of the practical components of the archival education programs. Archivist staff are currently working with management in UCD Library to ensure that the planned redevelopment of the Library space continues to facilitate practical work for archival students.	HoA, in collaboration with Estates and Library	Sept 2022	Ongoing
3.22	The RG recommend that facilities should be included in strategic planning - specifically the need to expand and improve facilities to help build a sense of community, enable individual research to be pursued in the same building, and ensure disabled access to School facilities.	3	The refurbishment of Newman J and K corridors will provide the School with an opportunity to improve facilities by developing dedicated space for PhD students. The School will establish a refurbishment committee to review how space be reconfigured to meet the continued need for individual faculty office space with other demands for space, including rooms for tutors to provide students with feedback. Due to the pandemic and other factors, the schedule for the refurbishment of Newman, including J and K corridors, where the School is located, has been subject to change. According to	HoS	Sept 2021	Sept 2024 (dependent on Newman Refurb Schedule)

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			<p>information from UCD Estate Services, the refurbishment is expected to start in spring/summer 2024.</p> <p>The Refurbishment Committee will include a member of professional staff.</p> <p>In summer 2022, the School Manager arranged with Estates to ensure disabled access to the School Office and Tutors' Office.</p> <p>Since September 2021, the School has held a weekly coffee morning. This was initially held in the School boardroom, however in September 2022 the coffee morning moved to the kitchen in the J corridor. Colleagues have begun to use the kitchen facilities in J corridor for lunch and these facilities encourage a sense of community.</p>			
3.23	The RG recommend that the School Manager post be retained beyond March 2024.	3	The School endorses this recommendation. As part of the planning process for the academic year 2023/24, the Head of School will underline the critical importance of making the School manager post permanent within the next year.	HoS	March 2023	March 2024
3.24	In developing the strategic plan (see 2.19 above), the RG recommend the nature and	1	Since autumn 2021, the School pays the Retention Officer for 9 hours work per week over 12 teaching	HoS, Director	Sept 2022	Sept 2023 (Ongoing)

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	scope of the School's Retention Officer role should be clarified and enhanced.		<p>weeks of the trimester. This agreement was based on a review of the workload (number of students contacted, number of meetings, etc) that the Retention Officer had conducted in 2020/21, so that the School could set out in advance the time commitment of the RO.</p> <p>In August 2022, the Director of Tutorials updated the role of the Retention Officer, working with the current holder of the role. The Tutorial Handbook, circulated to all staff, gives clear guidance on the School's retention scheme and when staff are to contact the Retention Officer. The Retention Officer spoke about the scheme and the role at the School's tutor training session in September.</p> <p>At the beginning of each trimester, the Director of T&L will remind colleagues of the role of the School's retention officer and the Director of Tutorials will circulate the Tutorial Handbook, setting out the remit of the role.</p> <p>Following the School Modular Examination Committee (SMEC) after the autumn and spring trimesters, the School Retention Officer will report on how many</p>	of Tutorials, T&L		

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3. Staff and Facilities						
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			<p>students, whom they supported over the trimester, have passed modules. The Retention Officer will also give details of how many students they contacted in the trimester and how many students responded to the offers of support.</p> <p>In February 2023, the School obtained access to Unishare for the Retention Officer which facilitates management of student interactions with the Retention Officer.</p>			
3.25	The RG recommend the School ensure staff are clear on the process for the appointment of all tenured posts within the School.	1	<p>Since 2020, the School has had a clear process for the advertisement and appointment of all tenured and temporary academic posts in the School (outlined below) which has been communicated to faculty via email and at School meetings.</p> <p>The HoS will review, update, and circulate the recruitment committee's guidelines in Autumn 2023 to remind colleagues of the process.</p> <p>The Recruitment Committee (membership circulated at the beginning of the academic year, along with membership of all School committees) considers the</p>	HoS	Ongoing	Feb 2023 (Ongoing)

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3. Staff and Facilities						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>scope of any new faculty appointments and following a meeting, the Head of School submits a draft proposal for a new post to the next School meeting. This process extends to recruitment under the University's various strategic hiring initiatives. At the subsequent School meeting, all colleagues have an opportunity to approve, reject, or modify a proposal, including the wording of a proposed advertisement. Colleagues may also propose to the Head of School candidates for recruitment under the University's strategic hiring initiatives. These proposals follow the same sequence.</p> <p>At the interview stage, the Head of School appoints an interview committee, taking into account relevant research and teaching expertise and University policies on gender balance. All colleagues are invited to attend presentations to the School and they give feedback on candidates, which the interview committee takes into account when making recommendations to the University for appointment.</p>			

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3. Staff and Facilities						
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3.26	The RG recommend a review of the School Office workload in the context of tasks that relate to Curriculum Management activity.	1	<p>In spring 2023, the School Office will undertake a remit mapping exercise with the Unified Support Model (USM) team. This will identify peak busy periods in the calendar and possible supports during these times. The School Manager will implement lessons from the remit mapping exercise in 2023/4, taking into account constantly changing parameters, including the appointment of a three-year SEA Research Administrator to support the substantial increase in major research grants and the loss of an SEA post, which supports Graduate Taught Programmes, and Summer School.</p> <p>The management of five DN530 pathways, currently run by the School, is also under discussion at College level, with a view to providing administrative support. The management of these pathways, which benefit Schools across the College, represents a substantial part of the School Office's workload, particularly in March and April when syllabus structures are built.</p>	School Manager	Jan 2023	Apr 2023

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4. Teaching, Learning and Assessment						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
4.29	The School needs to address the high staff-student ratio and work to identify opportunities to reduce as much as possible.	1, 3	<p>As the School seeks to return to the target of 16:1, from its current level of 18.2:1, it will recruit one Ad Astra Fellow in summer 2023, in line with the distribution of Ad Astra Fellowships amongst the Schools in the College. Ad Astra Fellows have reduced teaching loads for several years, so these appointments have a limited immediate effect on the effective teaching staff-student ratio.</p> <p>The School proposes to build on its success in the University's strategic hiring schemes (2 positions in spring 2022).</p> <p>The HoS and the School's lecturer in American History have negotiated a release of the remaining endowment funds for the Mary Ball Washington Chair in American History to fund a new Fulbright Fellowship, which will bring a leading American historian to UCD for one trimester over each of the next six years.</p> <p>The School's current budget plan does not provide the capacity to fund new academic posts. The School hopes to replace vacant posts in the School plan, however, in the planning cycle in spring 2023, Schools in the College</p>	HoS, T&L	Ongoing	Sept 2023 (Ongoing)

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4. Teaching, Learning and Assessment						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			were instructed to pause replacement posts due to budget deficits. The School will maximise the value of an Ad Astra centrally funded appointment.			
4.30	The RG recommends the School aim to enhance appointments in Global History without weakening existing fields.	1, 3	<p>The School is committed to sustaining a broad and diverse syllabus. Staff departures will necessarily shape decisions about future appointments as the School seeks to maintain teaching expertise in existing fields, including in Global History. The School is committed to making a permanent appointment in Global History in the next 12 months to replace a vacancy that has arisen (January 2023) from a resignation.</p> <p>The School's recent appointments, made since the site visit, cut across traditional geographical and thematic divisions to enhance diverse fields of research and teaching, including global history.</p>	HoS	May 2022	Mar 2024
4.31	Whenever possible, all assessments should be clarified before a module begins. Where this is not possible, it should be made clear in the initial module outline so that students can schedule their work appropriately.	1	The School policy, set out in the staff induction handbook, requires colleagues to set out assessment strategies and deadlines in advance of the start of the module. Before a module goes online, the coordinator outlines how the module will be assessed and all module handbooks, issued at the beginning of the semester,	T&L	Ongoing	Sept 2022

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4. Teaching, Learning and Assessment						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			<p>require details of assessments, including submission deadlines.</p> <p>The Curriculum Management System (CMS) also requires colleagues to identify assessment methods so that students can see in advance different methods of assessment.</p> <p>The T&L Committee will monitor any missing assessment information through the CMS system and on Brightspace at the beginning of the semester. At the outset of the trimester the Director of T&L and professional staff review student module handbooks to ensure assessment strategies and deadlines are laid out. Student representatives on the staff-student committee are asked to alert the Director of T&L and HoS if a particular module fails to make essay titles and other questions available as per the School policy. It should be noted that during the pandemic, some assessments (e.g. exams) were changed at short notice.</p> <p>The School consulted with the staff-student committee about issuing specific questions for essays and other</p>			

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4. Teaching, Learning and Assessment						
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			forms of assessment. Deadlines are set at the beginning of the trimester. Essay questions are also generally issued at the beginning of the trimester and at least a minimum of four weeks before the submission deadline			
4.32	The RG recommend the School liaise with the College and other schools in the University to identify ways to improve student feedback to the School.	1	The School has taken steps to improve feedback: From spring trimester 2023, the School will ask module coordinators and tutors to set aside ten minutes in the penultimate week of classes for students to complete the online evaluations. Several reminders will be communicated to students through Brightspace. The School will compare the rate of student response from spring 2023 against figures from autumn 2022 and spring 2022. (also see 4.33 & 4.34 below).	T&L	June 2022	June 2023
4.33	Continue to develop the work already underway to ensure that feedback on end of trimester work is improved and clear grading criteria are used throughout. For example, module coordinators could ask students to complete questionnaires in the classroom.	1	In spring trimester, the School will trial the use of a rubric, taken from the physical cover sheet that students previously submitted with paper submissions, on Brightspace next semester in some large undergraduate survey courses. The rubric includes five different responses graders can give for a number of factors relating to their submitted work: Excellent (Grade: A), Very Good (B), Good (C), Satisfactory (D), and Weak (E/F).	T&L	Jan 2023	June 2023 (Ongoing)

UCD School of History - Quality Improvement Plan

4. Teaching, Learning and Assessment						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			<p>The prompts that need to be completed include 'Relevance of answer to question', 'Structure, originality and force of argument', 'Effective use of assigned primary sources', 'Depth, breadth and critical use of secondary sources', 'Written expression, grammar & spelling', and 'Critical apparatus including footnotes & bibliography'. Graders also have an opportunity to provide additional comments.</p> <p>In summer 2023, the School will gather feedback - from colleagues, based on their experience of moderating assessments, from external examiners, and from student feedback. If the trial proves successful, the rubric will be provided on all History modules from September 2023.</p>			
4.34*	The RG recommend the University cease the use of module level feedback results for faculty promotion until response rates are 90% or above. In the meantime, the RG recommend the University continue to ensure that all feedback is sensitively monitored and malicious or personalised	2	The University is introducing a new feedback system and the incoming HoS has attended a workshop about the new system. The group developing the new system assured the School that it includes a mechanism by which module co-ordinators can respond to student feedback. Student feedback will continue to be	Student Feedback Steering Group, T&L, HoS	Feb 2021	May 2023

UCD School of History - Quality Improvement Plan

4. Teaching, Learning and Assessment						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
	<p>comments are deleted in line with University policy.</p> <p><i>*Prioritised recommendation</i></p>		<p>monitored and personalised or malicious feedback deleted.</p> <p>Colleagues can include or exclude module feedback in support of claims about the quality of their teaching in their promotion application. Faculty Promotion is the responsibility of the university.</p> <p>Under the current system, students only fill out one evaluation form for a survey module and some criticism may relate to tutors' performance, which is something the module coordinator is not able to control fully. Many modules exclude for specific feedback about tutors. In addition, colleagues may take on module coordinator responsibility, however the teaching is undertaken by occasional lecturers, etc.</p> <p>Obtaining a response rate of 90% or above will prove extremely difficult to achieve. In survey courses, it is rare that 90% or more of students complete the assignments for modules.</p>			

UCD School of History - Quality Improvement Plan

4. Teaching, Learning and Assessment						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			It should be noted that following the release of feedback in early 2021, the HoS contacted Module Feedback in February 2021 to raise concerns about inappropriate and offensive language in student feedback. The module feedback unit replied that it monitors feedback, cautions students against making personal comments that will cause offence to staff, and can redact inappropriate student comments.			
4.35	Improve liaison between the School Retention Officer and the College Office to ensure central services such as UCD Registry have the information needed.	1	We will develop further links between the School Retention Officer and the Programme Office in spring 2023, including paying the School Retention Officer for additional hours required to liaise with the College Office (see 3.24 above & 4.39 below for more details). In particular, the Retention Officer will work with the Programme Office on early interventions for struggling students.	T&L	Jan 2023	June 2023 (Ongoing)
4.36	The RG recommend consideration of the following: A. If external examiners are required to read student work for prizes, make sure this is recognised in their contracts.	1	A. The external examiner contracts with UCD are based on the University's Subject Extern Examiners' Policy, which are issued on taking up their role. Amongst their responsibilities, they are asked to read work to confirm standards. Reading student work for prizes constitutes	HoS, Director, T&L	Jan 2023	June 2023 (Ongoing)

UCD School of History - Quality Improvement Plan

4. Teaching, Learning and Assessment						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
	<p>B. Encourage site visits by MA externs to ensure best practice is shared.</p> <p>C. Ensure external examiner feedback is widely shared in the School and retained for reference by colleagues as appropriate.</p>		<p>one dimension of this responsibility, particularly as work can be submitted for external prizes.</p> <p>The Director of Examinations & Policy Development and HoS will re-affirm this responsibility in writing with the extern examiners in advance of future visits.</p> <p>B. The School will set the expectation that MA externs visit once per year, preferably in the September review meeting.</p> <p>C. External examiner feedback is currently widely shared in the School through a report provided to colleagues and an oral overview from the externs. We will ensure that written reports from the externs are placed on shared drives so that it remains available to all relevant staff.</p>			
4.37	Continue to monitor fail rates at level 1 and intervene if needed to improve student attainment.	1	The School Office has instigated a shared folder drive containing student attendance so that module coordinators can identify students who are not engaging with the module. The School Retention Officer is included in correspondence from tutors and module coordinators to the students in question. If required,	T&L	Sept 2022	June 2025

UCD School of History - Quality Improvement Plan

4. Teaching, Learning and Assessment						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			<p>students have the possibility of meeting or corresponding with the Retention Officer for support. The School is working with the College Office in spring 2023 on a programme, entitled LEAP, designed to identify students who are not engaging with modules on Brightspace to try to assist students experiencing difficulty as early as possible. Improved communication between the School Retention Officer and the College Office (see also 4.35 above) should enable the development of joint initiatives to support students experiencing difficulties.</p> <p>The Programme Exam Board reviews cases where students fail multiple modules and invites those students to work with advisers and faculty to plan their remediation strategy. The School collaborates with the Programme Office in managing these remediation strategies.</p> <p>The School continues to monitor fail rates at level 1. Intervening was more complicated. In 2021/22, the School made a number of interventions by arranging additional meetings and times for students to ask</p>			

UCD School of History - Quality Improvement Plan

4. Teaching, Learning and Assessment						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			<p>questions and gain extra information to help pass, however attendance rates at these were extremely low. Drawing on a successful model in Computer Sciences, the School will extend the role of the Retention Officer to provide a weekly drop-in consultation.</p> <p>The School aims to reduce first year fail rates by 50% from 2021/22 levels by the end of academic year 2024/25, following three years of post-pandemic teaching.</p>			
4.38*	<p>The RG recommend the School institute in-School academic advising for students and include this activity in the School's new workload model.</p> <p>*Prioritised recommendation</p>	1	<p>The module Creating History (DN520) or pathway core (DN530), which all History students must take at Level 1, serves as a faculty point of contact for students with permanent or long-term staff members. Faculty usually take 15-20 students each during the first term and students are able to ask for academic advice from this member of staff throughout their time studying History. The University recognised the effectiveness and importance of providing faculty contact by awarding a teaching prize to Creating History.</p>	T&L	2017 (Creating History set up)	June 2023

UCD School of History - Quality Improvement Plan

4. Teaching, Learning and Assessment						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			<p>The School will review, with the support of UCD Teaching & Learning unit, best practice in this regard and to learn from what other schools have successfully done in the university to improve in-School academic advising for students.</p> <p>Representatives from the School (incoming and outgoing HoS and Directors of T&L) met with the University team about the University's future plans for academic advising. The School looks forward to learning about the resources to support student advising, as the RGR have noted the workload implications.</p>			
4.39	Work to increase the library budget to support the expansion required for diversifying the curriculum	1	The School is happy with the supports and systems put in place by the Library to order materials. Further the School wishes to clarify what appears to be a misunderstanding about the Library budget. The Library does not allocate each School a specific budget. Staff can order books through the online ordering system (details and relevant links are included in staff induction handbook). The Library also keeps a 'wishlist' of more expensive items (notably databases), which it purchases as the Library budget allows. The Library supports the	HoS	Sept 2022	June 2024 (Ongoing)

UCD School of History - Quality Improvement Plan

4. Teaching, Learning and Assessment						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			<p>diversification of the curriculum by purchasing materials, including important foundational texts, for colleagues, who are teaching modules in new areas.</p> <p>To ensure that colleagues are aware of Library purchasing procedures to support their research and teaching, the School's staff handbook includes a section on the Library, with links to online ordering and contact details for the College Liaison Librarian and the Collection Development and Description Librarian. The School will monitor Library expenditure and aim to reach a proportionally similar level to the School of English, Film, and Drama, which requires broadly similar kinds of library material (monographs, databases, etc).</p>			
4.40	Retain enhanced online offerings where possible to facilitate access to learning for the student body, including online appointments to discuss feedback, access to electronic resources for teaching and other online activities as appropriate.	1	The School follows University guidelines on appropriate provision of access to electronic resources and online teaching. Many staff regularly provide feedback in online appointments with students. The School recommends that colleagues place slides on Brightspace – ideally in advance of lectures – for students. Recording lectures is complicated by ongoing Intellectual Property issues that are currently being addressed at University level.	T&L	Mar 2020	May 2023 (Ongoing)

UCD School of History - Quality Improvement Plan

5. Curriculum Development and Review						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (eg Faculty/Staff/Group)	Start Date	Planned Completion Date
5.21	The RG recommend that the School explicitly encourage students wishing to continue to study history to take more history credits at level 1.	1, 2	<p>The School encourages students wishing to continue the study of history to take more than the minimum 10 credits required at level 1.</p> <p>School representatives at orientation events and faculty in Creating History advise students to take additional history credits to strengthen their knowledge and skills for further study. Nearly all BA Arts (Joint Honours) programmes involving disciplines in the College of Arts and Humanities only require 10 credits in Level 1 for progression into Level 2. The School will monitor student numbers taking more than 10 credits. From spring 2023 the School will analyse the number of Creating History students who take an additional 1, 2, or 3 History modules to explore whether any action is needed.</p>	T&L	Spring 2023	June 2024v
5.22	The RG recommend the School work to improve coordination of interdisciplinary degrees, liaising with colleagues in other UCD schools and colleges as appropriate.	1, 2	The School asked the Programme Office for support in building two interdisciplinary pathways in spring 2023. The Programme Manager gave that support, which made for a much more efficient approach to building the curriculum. The CP and HoS, with other Schools in the College, are examining ways to ensure structured and ongoing	Pathway coordinators	Ongoing	June 2023 Ongoing

UCD School of History - Quality Improvement Plan

5. Curriculum Development and Review						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (eg Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>Programme Office support for the administration of the 5 pathways (4 of which are interdisciplinary) in DN530 (see also 3.26).</p> <p>The School considers the model in Social Sciences as an efficient and equitable means of providing administrative support to build and manage pathways.</p> <p>In Social Sciences, the Programme Office builds interdisciplinary programmes, whereas in Arts & Humanities, that work falls to the School leading a particular pathway.</p> <p>Pathway Coordinators for interdisciplinary degrees (e.g. History and Politics, Classics, English and Literature, European Studies, Global Studies) regularly liaise with colleagues in other Schools and Colleges.</p> <p>The Programme Office organises regular meetings of pathway coordinators and the Director of DN530 is undertaking a review of the programme, which further enhances collaboration between pathway directors.</p>			

UCD School of History - Quality Improvement Plan

5. Curriculum Development and Review						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (eg Faculty/Staff/Group)	Start Date	Planned Completion Date
			Draft of the academic regulations suggest that first year students will continue to be unable to take electives in their first trimester. The School regrets this draft regulation and supports opportunities for students to take elective modules from the outset of their degree. This will encourage students in their inter-disciplinary study from the outset of their degree.			
5.23	The RG recommend that the School continue to work to embed EDI in teaching content while working to diversify the curriculum.	1	<p>The School is working to further embed EDI in teaching, both in terms of the content of modules and the syllabus and in teaching practices. The School notes that the RG commended the range of research-led teaching in the curriculum and the diversification of the syllabus (commendation 4.23).</p> <p>The Director of Teaching and Learning is now a member of the EDI committee and the Director of EDI is a member of the Teaching and Learning Committee. This helps to ensure that efforts are made to embed EDI in teaching content and there are opportunities to explore diversifying the curriculum.</p> <p>The appointment of a new faculty member in African history since September 2021 supports the strategy to</p>	T&L, EDI	Sept 2018	June 2024 (Ongoing)

UCD School of History - Quality Improvement Plan

5. Curriculum Development and Review						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (eg Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>diversify the curriculum through the development of modules in global history.</p> <p>The College continues to roll out the Universal Design for Learning (UDL) badge. The implementation of Universal Design principles in teaching and learning promotes inclusivity and equity while also ‘future-proofing’ teaching practices for staff. Several members of staff in the School of History have already received their badge and it is envisaged that more will do so in upcoming years. Since 2021, the School funds some training for tutors and since September 2022, the School has encouraged tutors to undertake the UDL badge. One of our staff members is a University for ALL Faculty Partner for the College in 2022/23 and continues to roll out various events that promote EDI (e.g. Supporting Students with Disabilities Event).</p>			
5.24*	The RG recommend the following considerations on future curriculum development:	1, 2	<p>a. The School has no plans to expand our participation in pathways. As noted in 5.22, the administrative</p>	T&L	Ongoing	June 2023 (Ongoing)

UCD School of History - Quality Improvement Plan

5. Curriculum Development and Review						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (eg Faculty/Staff/Group)	Start Date	Planned Completion Date
	<p>a. Explore the potential for rationalising the complexity/number of offerings/pathways</p> <p>b. Continue to explore the opportunities for building greater interdisciplinarity.</p> <p>c. Embed employability skills, in particular oral skills (individual and group presentation skills), group-working, and problem solving into assessment.</p> <p>d. Review and align credit volume and workload across level 1 modules.</p>		<p>responsibility for leading inter-disciplinary pathways falls on Schools.</p> <p>b. The School leads five interdisciplinary pathways in DN530 (see 5.22) and two Discovery modules. The School will prioritise the successful rolling out of these interdisciplinary initiatives and monitor student numbers.</p> <p>c. Presentations are required in many modules at UG and MA level already. Module coordinators use group work on a regular basis and use assessments that necessitate problem solving. The School's T&L Director has consulted with the staff-student committee about different ways to structure presentations. The School's Teaching and Learning Committee will liaise with the UCD Teaching and Learning Centre to identify effective strategies used other Schools and Colleges to develop students' oral presentation skills with a view to embedding these skills in History modules.</p> <p>d. In spring 2023, the School Teaching and Learning Committee will create an overview of all the assessment</p>			

UCD School of History - Quality Improvement Plan

5. Curriculum Development and Review						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (eg Faculty/Staff/Group)	Start Date	Planned Completion Date
	<p>e. Work towards reducing class sizes wherever possible.</p> <p><i>*Prioritised recommendation</i></p>		<p>requirements for Level 1 History modules to ensure that the credit volume and workload across modules is consistent and that it does not place too high a burden on students. For the SMEC in June 2023, the School will ask the external examiners to compare the assessment workload with that of their own institutions.</p> <p>e. Due to the School’s prioritisation of seminar teaching, class sizes are small compared to those across the College and University. The School guarantees small group teaching at levels 1, 2, 3, 4, and 5.</p> <p>A further reduction in seminar class sizes is unrealistic and would require a significant change in University funding at national level. The School will monitor the size of seminar groups in UG and MA teaching, with the aim of keeping 90% of seminar groups at 20 or less.</p> <p>The School is participating in a College review of Post Graduate Taught (PGT) programmes to ensure sustainable numbers in modules and programmes.</p>			

UCD School of History - Quality Improvement Plan

6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
6.22a	Revisit membership of the School Research Committee to include PhD representation, increase the frequency of meetings and the committee's remit beyond reviewing Irish Research Council grant applications.	1	<p>The School will invite a representative from the School's Graduate Research community to serve on the Research committee. The Committee will ensure the representative is not overburdened with committee work.</p> <p>Normally, Research Committee meetings were scheduled to anticipate specific actions such as reviewing grants applications (see below) and to address other issues (for example, changes in university research strategy). From Autumn 2023, the Committee will schedule one meeting in each trimester.</p> <p>Since 2017, the remit of the Research Committee has included</p> <ul style="list-style-type: none"> a) research planning as part of the annual school planning process (see 2.19a and 6.22(c)) below b) organisation of training workshops (egs. publishing (Dec 2019); grant writing (May 2021)) c) co-ordination of feedback on grant applications, particularly for Irish Research Council applicants. The Research Committee provides detailed feedback on IRC PhD and postdoctoral grants applications, reviewing an 	Research	Spring 2023	Spring 2024 (ongoing)

UCD School of History - Quality Improvement Plan

6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>average of twenty applications during each Autumn trimester;</p> <p>d) informing staff of College and University initiatives and policies, and</p> <p>e) updating staff on challenges in the research landscape (see also 6.22(d)).</p> <p>These initiatives support and sustain the School's successes in research. In terms of grant capture, between 2018-22 (inclusive), the School won c.€8m, including two ERC grants (a third ERC grant, awarded in Jan 2023, is still to be registered).</p> <p>The scope of the work of the Research Committee is set out in the Staff Handbook (along with the scope of other committees in the School).</p> <p>Grant applications to other funding bodies (ERC, the Wellcome Trust; IRC/SFI Pathway) are reviewed by faculty with experience of these schemes. Faculty also participate in mock interviews for applicants invited to interview stage of grant application processes (see SAR).</p>			

UCD School of History - Quality Improvement Plan

6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>ERC applicants are supported by UCD Research, Innovation and Impact and faculty also consult members of the College of Arts and Humanities Research Advisory Network.</p> <p>In Summer 2023, the School Research Committee will support School-based applicants to Marie Skłodowska-Curie Postdoctoral Fellowships (deadline September 2023). Due to the high number of applications to the scheme, UCD Research, Innovation and Impact's capacity to support applicants has diminished in recent rounds.</p>			
6.22b	Maintain and circulate the School Research Committee minutes to provide accountability, transparency, and share best practice	1	Since the RG's exit presentation in April 2022, the School has implemented a policy whereby the minutes of School Committees, including the Research Committee, are stored and made available for consultation via the School Google Drive.	Research	Autumn 2022	Autumn 2022 (Ongoing)
6.22c	Bolster the discussion of outputs and research planning as is being encouraged by the University	1	The Research Committee will continue to host workshops for faculty and research staff on academic and trade publishing, grant writing and other research outputs. In spring 2023, the Director of Research hosted a workshop on publishing for early career scholars. These initiatives	Research, HoS	Sept 2017	Ongoing

UCD School of History - Quality Improvement Plan

6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>complement the discussions held during P4G meetings which support individual research plans.</p> <p>The School's Research Plan is part of the University's annual planning which takes place each Spring. Within the School, the Director of Research, Head and the directors of key areas collaborate to develop the School's plan. The School Executive meets to review all aspects of the draft plan including research, and the draft plan is circulated to the School for further input and discussed at the School meeting. In 2020/21, 2021/22 and 2022/23 the annual School Plan was co-drafted by the School Executive and submitted to the School meeting for input and approval.</p> <p>In addition, a Research Planning session with the Head of School and the College of Arts and Humanities VP for Research, Innovation and Impact, is provided by UCD Research, Innovation and Impact. UCD introduced changes to the Annual process scheduled in Spring 2023.</p> <p>The School is involved in the College's Research Strategy, participates in all College research themes and leads three of the eight strands. Between April and September 2023, the College will host a series of meetings for each research</p>			

UCD School of History - Quality Improvement Plan

6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			theme to prioritise three aims for each theme over the 5 year planning cycle. These meetings are an opportunity to align School, College, and University research strategy.			
6.22d	Support and inform staff of challenges in the research landscape, for example, where faculty/researcher are obliged by funders to publish research via Open Access platforms as well as information on funding opportunities.	1, 2	<p>As a member of the College of Arts and Humanities Research Innovation and Impact committee, the School's Director of Research is updated on the challenges and opportunities in national, international and UCD's research landscape. The Director of Research and the Head of School communicate these updates and other information to faculty and staff, circulating relevant materials and organising presentations at School meetings from members of UCD Research, Innovation and Impact on specific issues ('Research' is a standing item on the agenda).</p> <p>UCD Library has a dedicated 'Researchers' Guide' on Open Access publications and platforms, including details on UCD Library Publishing Agreements (and the Library's 'Publishing Agreements Newsletters'). UCD Library circulates these details via email to all staff and faculty. Funders such as the Wellcome Trust inform grant holders of OA obligations although this information can lack</p>	Research, HoS	Ongoing	Ongoing

UCD School of History - Quality Improvement Plan

6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>clarity, especially as the OA landscape and funders' policies evolve over time.</p> <p>The School Director of Research will liaise with UCD Scholarly Communications Librarian (responsible for OA) and with colleagues in the School on the need for a dedicated workshop on Open Access publishing.</p>			
6.22e	Explore further collaborative opportunities for funding	1	The School has had significant success with collaborative opportunities for funding. These include 3 ERC grants at Starting, Consolidator and Advanced level in 2022 and 2023 (see 6.8) and grants from the Wellcome Trust, SFI/IRC and HEA North-South Research Programme, which advance international collaborations in research conferences, post-doctoral training, and high-impact publications. The School will lead on, and participate in initiatives such as Una Europa, COST actions, and Horizon Europe.	Research	Ongoing	Ongoing
6.22f	Build a closer sense of communal research culture whilst protecting historians' need for individual research focus recognising that some research-funded staff clearly identify more closely with research centres than with the School	1	The School will revive research event(s) that are distinct from established seminar series such as War Studies, History of Medicine and Mícheál Ó Cléirigh. The School had a long tradition of running a communal/general seminar series, however, attendance at the events declined significantly in recent years.	HoS	Spring 2023	Sept 2023

UCD School of History - Quality Improvement Plan

6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			The School also participates in the College research themes, leading on three strands. The activities of these strands offer opportunities for building a communal research culture.			
6.22g	In strategic planning identify a space where people can meet and network informally.	1, 2, 3	The School has access to a communal space/kitchen (J114) which has been used for staff (faculty, professional and research) coffee mornings since September 2022. This has facilitated hosting informal gatherings which were difficult to support during and immediate aftermath of the COVID pandemic.	Research, HoS	Sept 2022	Ongoing
6.23a	RG recommend the following from an Equality, Diversity and Inclusion perspective: Consider initiatives that are aligned with current HR policies such as gender decoding job adverts to help address the gender imbalance.	1	<p>Gender decoding of job adverts:</p> <p>(a) Research-funded staff Since the submission of the SAR (Feb 2022), Principal Investigators employing researchers (PhD and Postdoctoral) on large, externally funded research projects have consulted with HR for advice on gender decoding job adverts.</p> <p>(b) In autumn 2022 the School made it mandatory for all staff involved in interviews and shortlisting to attend unconscious bias training.</p>	Research, HoS	Sept 2022	Ongoing

UCD School of History - Quality Improvement Plan

6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			(c) The School's Faculty Recruitment Committee will also consult with HR for advice on gender decoding job adverts when employing faculty and recruiting applicants eligible to submit research grants to the Irish Research Council and other funding bodies.			
6.23b	Build-in a non-teaching semester when staff return from maternity leave to allow for revitalisation of research.	1	In line with UCD policy, the School of History provides a trimester without teaching to all staff who return from maternity, carers or adoptive leave. This is communicated to all staff in the staff handbook, produced in autumn 2022 and updated regularly. The HoS discusses these supports with individual members of staff.	HoS	Sept 2022	Ongoing
6.23c	Measure the EDI impact of schemes such as the OBRSS within the School and report any issues to UCD Research, Innovation and Impact.	1, 2	<p>The School anticipates that the EDI initiatives relating to PhD recruitment (see 6.24 below) and the revitalisation of research after maternity leave (see 6.23b above) will be reflected in future OBRSS statements.</p> <p>When alerted by UCD Research, Innovation and Impact of the opportunities to update the OBRSS database of publishers and journals, the Head of School notifies colleagues and encourages them to submit updates/amendments.</p>	HoS, EDI and Director of Research	Ongoing	Spring 2024 (plus ongoing updating of OBRSS)

UCD School of History - Quality Improvement Plan

6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			The School EDI Committee will undertake a survey of staff on EDI issues in spring 2024 which will include questions about the OBRSS scheme, including the capacity to update the database.			
6.24	The RG recommends the School develop a strategy to fulfil the School’s ambition to increase PhD numbers and provide space accommodation for research students which intersects with increased PhD recruitment, supports and encourages interdisciplinarity.	1	<p>In its annual plan the School has instigated a committee for strategic PhD recruitment. These build on and complement existing initiatives, especially such that enable access to funding. These initiatives include PhD scholarships attached to externally-funded projects (currently by the Wellcome Trust, ERC, IRC, SFI) and internally-funded projects (Ad Astra) or facilitated by them through overheads.</p> <p>The School Plan for 2022/23 proposed a School-funded PhD Studentship, supported by research overheads. The PhD studentship was advertised in autumn 2022 and it required applicants to apply simultaneously to the IRC scheme. Should the School’s financial position allow, the School will continue with this scheme in coming years.</p>	DGR, HoS	Sept 2022	May 2024 (with ongoing supports for PhD students)

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6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>In November 2022, the School also established a Summer School PhD Studentship in the field of nineteenth- or twentieth-century Irish history.</p> <p>The School has consistently regarded PhD recruitment as a priority and individual colleagues and the School itself seek to identify new opportunities for funding, including by external donors (e.g. R. Dudley Edwards Newman Fellowship 2018).</p> <p>The School plan further decided to establish a School-funded PhD Studentship (see above), to run targeted workshops to support early career researchers and applicants for PhD funding, to build on leadership roles and participation in College research themes to promote research profile and attract PhD candidates, to hold monthly 'coffee mornings' for PhD students to build collegiality and highlight essential support services within the University, to actively monitor and support graduate student recruitment to promote EDI at MA, PhD and Postdoctoral levels, and to establish a dedicated space for PhD students to enable a sense of community and identification with the School's intellectual environment.</p>			

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6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>Currently PhDs have 36 working spaces available in the Humanities Institute building. The School advertises these spaces to History PhDs. Student can readily and informally meet researchers from other disciplines, creating opportunities for inter-disciplinary conversations. In level 2 of the James Joyce library there are 14 additional places available to book for a week at a time. There are also 17 individual study rooms that can be booked for one week at a time.</p> <p>The School has some desk capacity in its post-doc offices (K117 and J113), which it has offered to PhD students. The School has invited PhD students to book space and in spring 2023 it will provide additional information and social supports (e.g. access to kitchen facilities in J corridor) to encourage more uptake of this desk-space.</p>			
6.25	The RG recommend the appointment of a School Research Manager to support research activities as a priority. Consideration should be given to pooling resources with other disciplines in the College	1, 2, 3	Following the award of three ERC Grants between January 2022 and January 2023, the School will apply to CPAC to establish an SEA level 3-year post to support research across the School.	HoS, Research	Spring 2023	Sept 2023 (appoint of SEA post for 3 years initially)

UCD School of History - Quality Improvement Plan

6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
	to provide a research manager in the short-term. Such an investment will enhance grant capture to help the School out of deficit and provide full post-grant administrative support to support faculty which is especially important for more junior colleagues.		The School also supported the spring 2022 proposal for the establishment of a College Research Manager position. The College is awaiting a decision.			
6.26	The RG noted the good uptake of sabbatical leave (almost 100% and a 25% reduction of teaching in a sabbatical year. It was also note that in some cases, there is also the continuance of mentoring of PhD students, postdoctoral fellows and/or MA supervision while on leave as a lower level of teaching relief and the RG recommend this be reviewed.	1	The School operates a research leave rota intended to ensure faculty are free of one trimester's undergraduate teaching during College-approved sabbatical leave. The continuance of PhD supervision and mentoring postdoctoral fellows is normal practice in most Irish and UK universities and is considered part of faculty's research activity. In order to sustain the School's capacity to grant research leave and to provide appropriate supervision to MA students, the School requires staff to supervise PGT dissertations while on research leave. The School is currently reviewing MA supervision guidelines and submission structures as part of an overall restructuring of MA programmes.	HoS	Ongoing	Ongoing
6.27	The RG support the School's continued engagement with UCD Research, Innovation	1, 2	Since the RG's remote visit, UCD signed the European Research Area Coalition for Advancing Research Assessment (CoARA: https://coara.eu/). Its commitments	Research	Autumn 2022	Spring 2023 (ongoing)

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6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
	and Impact to emphasise the importance of quality over quantity for History publications.		(10 in total) include abandoning inappropriate uses in research assessment of journal- and publication-based metrics. The Director of Research circulated details of the initiative to the School after a presentation to the College RII Committee (Feb 2023).			
6.28a	The RG recommends the following in relation to Postgraduate Research: set a minimum number of annual PhD supervisory meetings and ensure that these are recorded (i.e. via a central system or email record).	1	At the start of each academic year, the Graduate Research Director updates and circulates the Research Students' handbook which includes guidelines on frequency of supervisions. The Director reiterates these details at induction meeting with Research Students. The information is also circulated to faculty. As detailed in the handbook, the School requires supervisions to take place once every month/four weeks. Students and supervisors can alter the number and timing of meetings by mutual consent. If students are concerned about the number and timings of supervisions, they should speak to their supervisor. If a student and supervisor cannot come to an agreement about supervisions, they should contact the Director of Graduate Studies for guidance. Students can also raise concerns about supervision with the PhD representative on the research committee.	DGR	Spring 2023	Ongoing

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6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>The School follows university directives in mandating the use of the Research and Professional Development Planning (RPDP) and of eThesis Examination system as a means of keeping a record of supervisions. The completion of the RPDP record of meetings is the responsibility of research students while members of the Research Students Panel are required to sign RPDP document.</p> <p>From autumn 2023, the PhD representative on the Research Committee will be mandated to raise any issues with supervision, including any gaps in the implementation of School policy, with the Director of Graduate Research and HoS.</p>			
6.28b	develop the means to collate data for the rate of the progression for PhD students by gender, both part-time and full-time. (The RG note that this is an issue that has been previously raised by the Athena Swan team in the School).	1	<p>The University records data for the rate of progression of PhD students and the data can be accessed through InfoHub. InfoHub then generates spreadsheet reports by academic unit, and one such is available for the School of History.</p> <p>Normally, the HoS and School Manager only have access to progression records for all PhD students but this access can be extended to Director of Stage 1 PhDs, Director of Graduate Research and co-chairs of GEAC, as required. The School office is working with the Director of Graduate</p>	DGR, GEAC, School Mgr	Autumn 2022	Spring 2023 (Ongoing)

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6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>Studies to put in place a system to monitor progression rates.</p> <p>Progression is recorded by year and by Stage for full-time and part-time students. The School's Director of Stage 1 PhDs and Director of Graduate Research will monitor the spreadsheet to identify cases in which full time students did not transfer to Stage 2 after 18 months and in which students in Year 3 are still at Stage 1 (pre-transfer). The Directors will then inquire about the causes, among them the possibility that they are EDI related. The School GEAC has undertaken to monitor Research Support Panel meetings and measure by gender the duration of registration from Stage 1 to Stage 2 of PGR programmes and the years of completion. The register of RSP meetings will be reviewed by GEAC each August, beginning August 2023.</p>			
6.28c	Hold a mentoring session, potentially lead by a recent PhD graduate to offer advice on trajectory and career planning including how to communicate skills to non-academic employers for PhD students.	1	The Director of Graduate Research is organising a series of advisory workshops for PhD students and in collaboration with UCD Careers, will include a session on career trajectory and planning, and communication skills.	DGR	Feb 2023	Ongoing

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6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
6.29	the RG found payment rates for PhD and postdoctoral tutors to be low, especially for marking. The RG recommends inclusion of an 'office hours' payment to cover time spent answering student queries and on feedback.	1, 2, 3	<p>As noted in the SAR, the School raised the pay for grading assignments in 2021, so that History grading payments now align with those of the School of English, Film and Drama where similar assignments are set for students. From 2022, the School introduced payments for tutors to take training each trimester (up to a total of five hours, in addition to School training).</p> <p>A comparison of expenditure on tutoring costs between autumn 2021 and autumn 2022 shows a very substantial increase in School expenditure of 45%.</p> <p>In spring 2023, the School will consider how to support tutors with an additional payment for feedback (Zoom and in person) on mid-term assignments. Module coordinators provide feedback on end of trimester assignments.</p>	HoS, Director of Tutorials	Sept 2021	Ongoing
6.30	The RG recommend consideration be given by the School to the establishment of a practice-based PhD programme in Archivistics.	1	The current PhD structure in Archivistics allows for a practice-based approach for candidates in the context of case study and action research methodologies around the archiving of material. The HoS will liaise with the HoA to assess whether there is a market for a separate, parallel PhD programme.	HoA, HoS	Ongoing	Ongoing

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6. Research Activity						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
6.31	The RG recommend a review of the current research training package 'Epigeum' and consideration of a more appropriate package for humanities scholars	2	The School's Research Integrity Officer will continue to review the appropriateness of the training package. A new edition of the training package 'Epigeum' was negotiated in 2021 and UCD Responsible Conduct of Research Committee has requested feedback on the new edition. The School's Research Integrity Officer will seek input from faculty, research staff and PhD students.	Research Integrity Officer	2021	Ongoing

7. Management of Quality and Enhancement						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
7.10	The RG recommend greater inclusion of students in the Staff-Student Committee to ensure adequate representation and involvement from all categories of student, particularly undergraduate students in the early stages of their degrees.	1, 2	The School notes that student representation on the Staff-Student Committee is arranged principally by the Students' Union to ensure that representation is independent of School management. In cases where categories of students are under-represented (e.g. Level 4 students in pathways and MA students), the School has	HoS, Chair of Staff-Student Committee	Ongoing	Dec 2022 (Ongoing)

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7. Management of Quality and Enhancement						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
			<p>cooperated with the SU to ensure adequate representation.</p> <p>In 2022-23, student representation has expanded on the Student-Staff committee, which now includes 3 level 1 representatives, chosen through Student Union processes.</p>			
7.11	The RG recommend that the School continue to monitor, implement and resource the professional requirements in relation to Archives.	1	The School is committed to the continued appropriate resourcing of archival training to meet professional requirements eg. around the accreditation process in 2025, practitioner input, software costs. The HoS will liaise with the Head of Subject in relation to this. See also 3.22.	HoA, HoS	Ongoing	2025

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8. Support Services						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
8.10	The RG recommend the School liaise with the Library in respect of the allocation of the library budgets and explore additional funding streams, for example, increased revenue for international students to allow School investment in specific library resources.	1, 2	Please see response to 4.39 above.	HoS, Library	Sept 2022	Sept 2022 (Ongoing)
8.11	RG recommend the School formalise a process for highlighting with context to the College Principal, areas of central support services where investment /development is required. Examples noted in discussions included a) the lack of suitable reports through IT Systems and Services at university level for data gathering and analysis for an Athena Swan application, b) the lack of suitability of InfoHub data for longer-term strategic planning, c) level of post-award support for research grants.	1, 2	<p>(A) Systems Data: Systems/data gathering is conducted centrally by the University and enhancements expected through the Programme for Operations and Services Transformation (POST). The development of reporting systems is a University matter.</p> <p>(B) Mechanisms The School notes that there are several mechanisms to highlight at College level areas of central support services that require development and investment. The College Principal holds regular meetings with Heads of School in the College, approximately every two weeks during the autumn and spring trimesters These meetings serve as an excellent forum to highlight issues that require both immediate and long-term attention.</p>	HoS	Ongoing	Ongoing

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8. Support Services						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
			<p>The College also has committees for T&L, Research, EDI, International and Graduate, chaired by the College Vice-Principals and Associate Deans, that meet regularly throughout the academic year and these also provide a forum to raise issues. VPs and Heads/Associate Deans can raise issues with the College Principal and at University level.</p> <p>College Vice-Principals sit on University level committees and provide a link between School and University level. In response to c, the proposal for College research support (see 6.25) arose and has been developed through these mechanisms. While these mechanisms are often effective, there can be delays in the decision making process.</p> <p>The HoS will remind colleagues (via email and at School meetings) at the beginning of the autumn and spring trimester of these structures so that any colleague who encounters an issue that requires central support services' investment and development can raise the issue with either the HoS or relevant School Director.</p>			

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8. Support Services						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
8.12	The RG recommend that the School and UCD Global liaise more closely to enhance international postgraduate student recruitment in the School and help increase diversity.	1, 2	<p>The HoS met the Director of International Student Recruitment in January 2023. They discussed the following initiatives and resources:</p> <p>A. The advertisement of the School’s MA programmes on websites such as FindAMasters and Masters Portal. UCD Global can undertake research to identify traffic and interest in the School’s programme and compare to other similar programmes.</p> <p>B. To identify partners in American liberal arts colleges that do not offer their own MA programmes. Working with UCD student recruiters in the US, the School can provide pathways to MA programmes for History graduates from partner liberal arts colleges.</p> <p>C. Work at College level with the Marketing and Communication Manager to advertise the School’s MA programmes to former Study Abroad students.</p> <p>D. The College is exploring links with US universities and the School will liaise with the College’s International Manager to participate fully in these initiatives.</p>	HoS, Global, DGT	Jan 2023	Ongoing

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9. External Relations						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staf f/ Group)	Start Date	Planned Completion Date
9.18	The RG recommend the School publicise alumni mentors' scheme more widely to external partners to boost engagement, visibility and the number of mentors.	1	The HoS will work with UCD Careers to develop the mentoring scheme, particularly by putting together a summary of the scheme in spring 2023. The School will circulate details of the scheme through its alumni network with an appeal for graduates to volunteer in spring 2023 and again in spring 2024. The School aims to increase the number of graduate mentors by 50% by June 2025.	HoS	Sept 2022	June 2025 (Ongoing)
9.19	The School should consider strategies to ensure wider access to study abroad opportunities and how to address socio-economic factors that may prohibit student involvement.	1, 2	The School Director of International Engagement, working with UCD Global, holds information sessions and meetings with students about opportunities to study abroad and identifies financial support where available. The School does not have the resources to address socio-economic factors that prohibit student involvement; however it will raise the issues with UCD Access and Lifelong Learning.	UCD Global, UCD ALL		Ongoing
9.20	The RG supports the School's desire for the College/Programme Office to further develop internship options that are connected to degree pathway themes.	1, 2	The School welcomes the appointment of an internship manager in the Programme Office. In autumn 2022, the internship manager asked for recommendations for new internships. The School recommended 3 partners connected to pathway themes. The School will review the take-up of internship places in spring 2024 (by that stage all five pathways in which History is involved will have at least one cohort at Year 3) and will monitor student	HoS	Autumn 2022	June 2025 (Ongoing)

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9. External Relations						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staf f/ Group)	Start Date	Planned Completion Date
			<p>feedback about the suitability of the different internship options.</p> <p>School will work with alumni to identify new internship options by autumn 2023.</p> <p>In early 2023, the Internship Manager invited students to submit ideas about their interests and potential organisations.</p> <p>Partnership with UCD Foundation to contact Alumni through Internship Manager in Programme Office</p>			
9.21	RG recommend the School develop strategies to counter the impact and consider the opportunities of Brexit on the Erasmus+ scheme regarding UK staff and student mobility.	2	Faculty have very close links to scholars working in the UK and the School will support University, national, and international initiatives to continue to foster these relationships and restore opportunities for staff and student mobility. The School has taken advantage of what initiatives there are, including securing HEA funding from the North-South Initiative and funding from the joint AHRC-IRC award for digital humanities. The School welcomes any national and bilateral initiatives to provide a stable basis for research and teaching collaboration between Ireland and the UK.	Global	Ongoing	Ongoing

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9. External Relations						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staf f/ Group)	Start Date	Planned Completion Date
9.22	The RG recommends that the School further investigate potential factors contributing to the decline in School reputation in QS rankings.	1, 2	<p>A review of rankings in recent years demonstrates a consistent and stable position, rather than a decline (see SAR). Each autumn the HoS works with the Director of Institutional Research to review the figures and identify how the School can improve its QS rankings, including employer reputation. The Director of Institutional Research has identified a low response to emails about QS rankings by employers as a significant obstacle for improving QS rankings. The School will consult with alumni on our reputation with employers, however, UCD Institutional Research communicate with employers on QS Rankings.</p> <p>The School is ranked 80 (having been ranked between 74 and 88 since 2013, except for 2018 when it was ranked 99). (data supplied by UCD Research)</p> <p>The School review of the QS scores show that the scores for citations and H-index are consistently higher than the score for our academic reputation. Academic reputation constitutes 60% of the total QS annual score and it moves within a narrow band, between 67.7 and 71.4 since 2015 (except 2016 and 2018).</p>	HoS, Research	Ongoing	Ongoing

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9. External Relations						
RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staf f/ Group)	Start Date	Planned Completion Date
9.23	The RG recommend the School consider feedback from external stakeholders on the importance of integrating transferable employability skills into assessment.	1	The School will work with alumni and employers to consider employability skills and will integrate skills, as appropriate, into assessment (see also 5.24c).	T&L	Spring 2022	June 2023

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3. Prioritised Resource Requirements

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

1. 2.19d: The RG recommend that a strategic plan which encompasses a future vision and trajectory for the School be developed. This plan should include a staffing strategy that aligns with the School's vision and is linked to financial planning cycles and financial status, and includes faculty, tutors, and professional staff.

School Response: d) The School considers a permanent School Manager post as a critical priority. (see also 3.23). The School Manager post is in the 5 year School plan.

Estimated per annum cost: €52,649-71,333 (includes PRSI).

2. 4.30: The RG recommends the School aim to enhance appointments in Global History without weakening existing fields.

School response: The School is committed to making a permanent appointment in Global History in the next 12 months.

Estimated per annum cost: €64,609-102,311(includes PRSI).

3. The RG recommend the appointment of a School Research Manager to support research activities as a priority. Consideration should be given to pooling resources with other disciplines in the College to provide a research manager in the short-term. Such an investment will enhance grant capture to help the School out of deficit and provide full post-grant administrative support to support faculty which is especially important for more junior colleagues.

School response: Following the award of three ERC Grants between January 2022 and January 2023, the School will apply to CPAC to establish an SEA level post to support research across the School.

Estimated per annum cost: €46,166-56,703 (includes PRSI). The School also supports the proposal to establish a College Research Manager.

4. 3.24: In developing the strategic plan (see 2.19 above), the RG recommend the nature and scope of the School's Retention Officer role should be clarified and enhanced.

School response: the enhanced role of the School's retention officer, set out in 3.24 in more detail, will require an additional 2 hours per week of the 12 teaching weeks during the semester and three hours review time after each semester. (See also 4.35).

Estimated cost: At the hourly tutorial rate of €31.73, this amounts to €1,713.42 (€1,523.04 for 2 additional hours per week, €190.38 for end of semester reviews)

5. 3.22: The RG recommend that facilities should be included in strategic planning - specifically the need to expand and improve facilities to help build a sense of community, enable individual research to be pursued in the same building, and ensure disabled access to School facilities. (see also 6.24).

School response: The refurbishment of J and K corridors will provide the School with an opportunity to improve facilities by developing dedicated space for PhD students.

The School will establish a refurbishment committee to review how space be reconfigured to meet the continued need for individual faculty office space with other demands for space, including rooms for tutors to provide students with feedback. Due to the pandemic and other factors, the schedule for the

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refurbishment of Newman, including J and K corridors, where the School is located, has been subject to change. According to information from UCD Estate Services, the refurbishment is expected to start in spring/summer 2024. The University will cover the substantial part of the refurbishment costs, including the reconfiguration of space and basic fit-out items (e.g. flooring, lighting, power, etc). The School will cover AV costs for its boardroom, which also serves as a classroom, venue for research seminars, and space for social events (e.g. alumni events). The estimated cost of AV equipment is €7,000.

Note: The Quality Improvement Plan should be used to inform Unit and College level academic, support service and resource planning activities.