



University College Dublin

Quality Improvement Plan

UCD School of Psychology
December 2020

1. Introduction

The original QAQI Self-Assessment Report (SAR) was submitted in December 2018, with the visit of the Review Group taking place in April 2019. The draft report of the Review Group was received in November 2019 and the School's corrections and response submitted in December 2019. The final Review Group report was received by the School in April 2020.

In the time between the Review Group's visit and receipt of the draft report, several developments were initiated or undertaken. These developments were influenced by the School's experience of preparing the QAQI SAR and the then ongoing process of preparing an application for the ATHENA SWAN Bronze Award (subsequently submitted in CONFIRM). Some of these changes have already been noted in the School's response to the QAQI Review Group Report. However, they are noted here to ensure a complete record of the developments associated with the QAQI process. These include:

- A review and revision of faculty administration and leadership roles;
- Developments in the staffing and work assignments of the School's administration team;
- Implementation of a process to develop a research strategy for the School;
- Implementation of a process to revise the School's faculty workload strategy.

Key institutional and international developments have also shaped the UCD School of Psychology in this time, both in terms of staffing and operations. In 2019 the School successfully secured the appointment of five new staff under the University's Ad Astra programme. This marked the single biggest change in faculty levels in over 20 years.

Then in March 2020 the School, along with schools across UCD and the international higher education community were required to respond to the COVID-19 pandemic and the associated public health restrictions. This QIP has been drafted in the context of the ongoing impact of COVID-19 and the resulting restrictions on all aspects of academic life, as well as the lessons we have learned from the process of adapting to this context.

The current School Executive Committee elected to act as the QIP Committee. The members are as follows:

- Professor Jessica Bramham – Deputy Head of School & Joint Director of Equality, Diversity & Inclusion
- Mr Colin Burke – Chief Technical Officer (Nominated by technical staff and invited to join to improve gender balance)
- Ms Cathrina Gaffney – School Manager (Returned from secondment since QAQI Review Group visit)
- Professor Suzanne Guerin – Head of School (Promoted since QAQI Review Group visit)
- Professor Eilis Hennessey – Director of Research, Impact and Innovation
- Professor Louise McHugh – Director of Teaching and Learning (Promoted since QAQI Review Group visit)
- Professor Aidan Moran – Director of Faculty and Staff Development (Sadly died in March 2020)
- Ms Helen O'Connell – Nominated from the School's administrative and professional staff
- Dr Laura Taylor – Director of Globalisation

Acting as the QIP Committee, the School Executive prepared a draft of the plan through remote communication (due to COVID-19 restrictions). This draft was reviewed by the School team and by PG student representatives, with the final report being signed off by the QIP Committee. The report was submitted to the Principal of the College of Social Sciences and Law for review, and the final report was submitted on 23 September 2020.

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

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
2.13	The School needs to develop a clear strategic plan that shapes the future direction of the School and will help deliver on the following themes: research, teaching and learning, internationalisation, equality diversity and inclusion, and external engagement, aligning with both the University's and College's strategic plans.	1	<p>The process of developing a new strategic plan for the School was initiated under the new Head of School and is nearing completion.</p> <p>A new five-year plan was completed in the context of the University's new Strategy (Rising to the Future, 2020-2024). This was supported by:</p> <ul style="list-style-type: none"> • a review of the leadership structure in the school (Summer 2019), with the revision of the structure of the Executive Committee, the resulting formation of new leadership roles (e.g., the Director of Faculty and Staff Development) and the appointment of several staff to new roles. • a School planning day (9 December 2019). <p>Central to the School's new strategic agenda is the development of a new research strategy for the School, led by the Director of Research Impact and Innovation and the RII Committee and informed by structured staff discussion sessions in December 2019 and April 2020.</p>	<p>Head of School</p> <p>School Executive</p> <p>Director of Research, Impact and Innovation</p>	August 2019	October 2020

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
2.14	The School needs to review and revise the Management Structure within the School to reflect and align with the strategic themes to ensure effective delivery of the School's new strategy.	1	<p>In Summer 2019 all staff were invited to contribute to a consultation on faculty administrative structures within the School. This resulted in a revised structure of Leadership, Management and Operational duties, including the development of new roles and the formal introduction of an open system of expression of interest for new and infilled roles. As part of the new workload model (developed with input from staff over two sessions, December 2019, June 2020) it was agreed that these roles will have a time limit (to be agreed) to ensure access to development opportunities.</p> <p>In addition, the (now) Executive Committee has been re-constituted to ensure a focus on strategic development of the School.</p>	Head of School	August 2019	December 2020
2.15	The RG recommends the appointment of an advisory board with external representatives from clinical practice, industry, employers of psychology graduates, and other relevant stakeholders with relevant strategic expertise to increase external visibility and shape future direction. These should include graduates from a range of institutions and cognate disciplines.	1	The School is exploring the development of an Alumni Forum, which the School feel would provide the supports envisioned in the recommended advisory board and increase engagement with alumni. We are confident that individuals from the range of external representatives noted by the RG can be found within our extended alumni forum, including graduates from a range of institutions and those who moved formally into cognate disciplines. This would allow us to increase out engagement with Alumni and create	School Manager & Staff Volunteer TBC	September 2020	March 2021

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
			a meaningful way for Alumni to contribute to the development of the School.			
2.16	The School should consider extending the term for Head of School to a five-year rotating term to allow adequate time for the development and embedding of a strategic plan that aligns with the University's five-year strategic planning process.	1	The Dep Head of School has begun work to address this recommendation, seeking initial support from the College Principal. It is planned that current practice in other schools in UCD and other Schools of Psychology will be reviewed, and a consultation will be conducted with the School team to explore the implications of this for the school and staff taking on this role. The Staff Team have been advised of this plan (Staff Meeting No. 2, October 2020).	Deputy Head of School	October 2020	December 2020
2.17	The School needs to develop an administrative structure that supports and aligns to the needs and business of the School.	1	<p>During Summer 2019 the School restructured its administration team to align with key activity in the School and ensure appropriate seniority in the team (e.g. replacing the Executive Assistant grade with a Senior Executive Assistant [SEA] grade and a SEA grade with an Administrative Officer II grade).</p> <p>Our permanent School Manager returned from secondment in October 2019.</p> <p>A new 0.5 post (temporary in the first instance – three-years) has been developed in response to the School's strategic plan. This role will include dedicated responsibility for research admin. Documentation has been prepared for submission to</p>	School Manager & Head of School	August 2019	December 2020

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
			CPAC with support from the HR Partner and College Finance Manager.			
2.18	Timetabling of tutorials should be organised through the Programme Office and University Room Bookings, not by members of academic staff.	1	<p>The timetabling of tutorials for 20-21 academic year was organised by our undergraduate administrator with advice from academic staff members regarding their module requirements.</p> <p>The Psychology Lab Manager role has been reviewed and extended to support the process to selecting, training and supporting tutors (starting September 2020)</p>	Level 8 Administrator & Psych Lab Manager	August 2019	September 2020
2.19	The School needs to review its workload model to ensure it is transparent and adequately captures and distributes workloads fairly. The workload policy should be clearly communicated to all new and temporary members of staff.	1	The School has developed a new faculty workload model. Led initially by the Heads of UG and PG Teaching and Learning, and then by the Head of Teaching and Learning and the outgoing Head of PG Teaching and learning, two structured staff sessions were held in December 2019 and May 2020. These resulted in the development of a draft document and consensus of key areas including research, teaching supervision and contribution. This document is being finalised and will be reviewed each year during the summer.	Director of Teaching & Learning & Executive Committee	December 2019	December 2020
2.20	The School needs to identify opportunities to increase the number of non-EU students and look to alternative	2	The Director of Globalisation has worked with CoSSL and UCD Global to develop templates and timelines to reach out to partners to increase non-EU applications and conversion rates for this group. This	Director of Globalisation	January 2020	December 2020

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	<p>sources of funding, including building closer links with business.</p> <p>At the same time, the University has an obligation to work with the School to urgently rectify the current SFR ahead of re-accreditation by the PSI.</p>		<p>will be implemented on an annual basis. However, COVID-19 has had a negative significant impact on recruitment.</p> <p>While the appointment of five Ad Astra fellows in July 2019 has significantly improved the School's Student Faculty Ration (SFR), a recent retirement and the death of a member of the School team have undermined these improvements.</p>			
2.21	The RG also felt that incoming Head of School would benefit from additional mentorship from outside the School/College to help her develop and achieve her leadership potential.	2	The Head of School is actively seeking to identify a suitable member and has sought advice from senior colleagues in the University of potential mentors.	Head of School	August 2020	December 2020

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
3.11	The student-faculty ratio needs to be addressed as a matter of urgency to meet PSI accreditation requirements, and to facilitate further developments particularly in the area of research.	2	<p>At the whole-school level, the appointment of five Ad Astra fellows in July 2019 has significantly improved the School's SFR. However, in 2020 the retirement of one colleague and the death of another colleague have undermined these improvements. Based on FTE student figures for Nov 2020 (404.4 taught, 100.74 research) and academic staff WTE (22.3), the SFR is just over 22:1.</p> <p>The School has three accredited programmes:</p> <ul style="list-style-type: none"> • The BSc and HDip in Psychology (Level 8) are currently being considered for reaccreditation. As part of the application, the FTE for academic year 19/20 was identified as just under 20:1, which is the PSI requirement of 20:1. While this is positive in the context of accreditation, it highlights the limits on growth of our undergraduate programmes. • The DPsychSc Clinical Psychology (Level 10) is also currently being considered for reaccreditation. Due to recent increases in funding from external agencies the SFR of 11:1 is above the PSI requirement of 9:1. The School is examining how to temporarily reassign staff WTE to address this issue. For a more sustainable 	Head of School & Directors of the BSc & the DPsychSc	August 2019	June 2021

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
			solution, the team are reviewing options to stabilise SFR including identifying a maximum cohort size given resources on the programme and securing additional supports from funders for staffing. This requires consultation with external funders.			
3.12	Administrative roles need to be clarified to ensure that, where appropriate, relevant administrative duties currently carried out by faculty are carried out by administrative staff in the programme office. For example, timetabling of tutorials should be facilitated through the normal timetabling process, not a member of academic staff.	1	Two key actions were undertaken in Summer 2019: <ul style="list-style-type: none"> All staff were invited to contribute to a consultation on faculty administrative structures within the School. This resulted in a revised structure of Leadership, Management and Operational duties The School restructured its administration team to align with key activity in the School. The return of the School Manager from secondment (October 2019) has supported these developments.	Head of School & School Manager	August 2019	December 2019
3.13	The job descriptions for administrative staff need to be re-evaluated based on the roles and requirements of the School.	1	See response to 2.17	School Manager & Head of School	August 2019	December 2020
3.14	P4G and Athena Swan pose timely challenges and opportunities for staff. The RG recommend that all staff fully engage with these processes.	1	The School had very positive rates of engagement with the P4G programme in 2019 and an adapted programme will be implemented in 2020.	Director of Faculty & Staff Development and Co-	January 2020	December 2021

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
			Staff engaged well with the Athena SWAN employees survey (approx. 80%), and all staff took part in an Athena SWAN focus group on 9 December 2019. The Athena SWAN application has been submitted and the agreed Action Plan will guide activity in this area. To support this plan the School has formed a standing Equality, Diversity & Inclusion Committee.	Directors of Equality, Diversity and Inclusion		
3.21	Particular attention needs to be paid to the research needs of recently appointed staff, to ensure that their research careers are supported.	1	New Ad Astra colleagues will be on reduced teaching and administrative loads. As part of our Athena SWAN application, we have committed to additional research supports for faculty on short term contracts. For example, for 20/21 staff on short term contracts will have a reduced teaching and UG supervision load and access to research funding of up to €1000.	Head of School	January 2020	June 2020
3.22	The plans for the development of School facilities (research and teaching) should reflect the School's research and teaching strategy. The School and UCD Estates need to work closely together with the architects to shape these plans.	3	The decision was made to review the use of research space ahead of planned redevelopment in 22/23. An internal working group recommended the move to flexible use of lab rooms. While the redevelopment is expected to be delayed by COVID-19, significant progress has been made to maximise efficient use of the space. A new booking system has been implemented and access has been developed. The working group is looking at ways to improve the utilisation our current space even further. The RII	Research Impact & Innovation Committee, Teaching & Learning Committee & School Manager	August 2019	June 2021

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			<p>Committee, supported by the Teaching and Learning Committee will explore further developments of the space informed by the new research strategy.</p> <p>Teaching space is overseen centrally, however the process of timetabling is now managed by the Admin team to ensure suitable space is secured.</p>			

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
4.13	The School and the Estates department of the University need to work together to agree refurbishment plans for the lab facilities required for teaching and learning to make sure they are fit for purpose.	3	See response to 3.22	Teaching & Learning Committee	August 2019	June 2021
4.14	Given its limited resource the School has to work more efficiently. This includes streamlining the number of modules offered to both UG and PGT students (e.g. discontinuing modules with a low number of students (<10) and making more modules compulsory). The School should consider suspending the MSc in Rehabilitation and Disability Studies to allow for a root and branch review.	1	<p>The MSc in Rehabilitation and Disability Studies was suspended in Summer 2019 to allow for a review of the programme. A revised one-year programme, including exit options, is currently being developed for initial intake in September 2021. The MSc in Behavioural Neuroscience was delayed for a year in response to uncertainty regarding the development of lab-based teaching in the context of the COVID-19 pandemic.</p> <p>Appointments under the UCD Ad Astra programme in Summer 2019 significantly increased the School's capacity and activity in the areas of both disability and neuroscience. This, combined with the School's new research strategy and the strategic objectives of the University, will inform decisions regarding UG and PG teaching and training.</p>	Director of the Centre for Disability Studies	January 2020	December 2020

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
4.15	The School should capitalise on the popularity of Psychology and develop a clear plan for internationalising all of its programmes. This may include reviewing the entry requirements for the UG programme for non-EU students and making some places available on high demand PG courses such as the Doctorate in Clinical Psychology.	2	<p>The Director of Globalisation is working with programme directors to maximise the recruitment and conversion of non-EU students.</p> <p>The nature of funding and placement requirements on the DPsychSc do not allow us to pursue non-EU places on this programme.</p>	Director of Globalisation	January 2020	Ongoing
4.16	More robust and agile systems need to be developed to ensure the Student Voice is heard and acted upon. At present module evaluations with low response rates and no review of comments are ineffective. More robust mechanisms, including teaching evaluations and peer review of teaching need to be implemented to support staff but also help ensure students are receiving a quality educational experience. Processes and outcomes should be documented and clear to staff and students. Evidence of feedback to students needs to be documented and communicated back to students.	2	<p>The School's Staff Student Committee will be reviewed and redeveloped during the academic year 20/21.</p> <p>The School will be implementing the new University strategy on student evaluations and development procedures to review this feedback routinely during the academic year 20/21.</p> <p>The relevance of student feedback will be emphasised as part of the new Equality, Diversity and Inclusion introduction for all students in the School. This will involve ensuring that students know how important feedback is for staff and how to give it appropriately.</p>	Head of School & Director of Teaching and Learning	September 2020	June 2021

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
4.17	The School needs to clearly communicate to students how and where they can seek help both within and outside of the School, particularly if they feel there is a potential conflict of interest within the School.	1	The Teaching and Learning Committee will work with the new EDI committee to develop information for students that will include signposting for where to gain support for academic and personal issues, including year co-ordinators, programme directors and supports outside the School such as Student Advisors and EDI reps.	Teaching and Learning Committee and Equality, Diversity & Inclusion Committee	August 2020	June 2021
4.18	Temporary staff, PhD and master's students would benefit from more customised in-house training (induction) to manage expectations and improve teaching quality (e.g. information on how to grade, expectations for teaching etc.). This can take the form of some kind of staff induction to the pedagogic processes within the School.	1	As part of the Athena SWAN action plan, all staff will receive a comprehensive induction which will include resources on teaching and learning and raise awareness of opportunities offered by UCD Teaching and Learning training. All programmes will be asked to review their induction process to ensure that students receive an appropriate induction. The extension of the Psychology Lab Manager role to cover demonstrators and tutors will support the consistent delivery of training and induction.	Director of Faculty & Staff Development, School Manager, Programme Teams	August 2020	June 2021
4.19	The School needs to revisit its teaching allocations to ensure transparency and equity as part of a wider review of the School's workload model. This should	1	See response to 2.19 above	Director of Teaching and Learning and	December 2019	December 2020

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	include clarity on points for additional credit.			Executive Committee		

CURRICULUM DEVELOPMENT AND REVIEW

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
5.8	The School should consider how feedback is given to students for other forms of assessment. Students felt that different levels of feedback were given by different markers. The School should consider using only electronic feedback and Brightspace to help standardize this across modules. Also giving the feedback first and releasing the grade at a later date after the feedback has been digested by the students might help alleviate some of the student dissatisfaction (a procedure adopted by other Russell Group psychology departments).	1	The School will review procedures for feedback across UG and PG modules to identify common principles and practices that can be shared	Teaching and Learning Committee	September 2020	June 2021
5.9	As mentioned in several reports from the external examiner, robust moderation procedures need to be adopted by the School. In addition to numeric comparisons of marks (means and standard deviations), this includes calibration of marking of lab reports (including training of markers) and cross-	1	At a Staff Meeting in 2019, the Director of UG Teaching and Learning introduced a process of moderation, and it was agreed that this would be introduced on undergraduate programmes initially on a trial basis.	Teaching and Learning Committee	September 2020	June 2021

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
	marking within and between student scripts. These procedures and their outcomes should be documented.					
5.10	The School needs to clearly demonstrate how the curriculum meets the learning outcome related to 'Integrating' psychological knowledge. More applications to real world problems should be introduced with appropriate forms of assessment. This could involve inviting external guests who talk about the use of psychological principles and behavioural measures as part of their work (e.g. Google Analytics, Facebook).	1	The School Teaching and Learning Committee will provide guidelines to taught programmes to support reflection on this issue within programme teams.	Teaching and Learning Committee	September 2020	June 2021
5.11	Given the proliferation of paid essay writing services, seen essays are not recommended as a form of assessment. Open book type exams should be considered instead of seen essays.	1	Several innovations have taken place in assessment in response to COVID-19. The Teaching and Learning Committee will be reviewing staff experience of assessment to identify new practices for further implementation in the School.	Teaching and Learning Committee	September 2020	June 2021
5.12	The School and College need to work together to find sufficient resources to introduce work-based experience into the UG curriculum. This could be a work placement module or an internship year.	3	This is currently beyond the scope of the resources in the School. However, internships are being developed at the College level and we will continue to engage with the College on the development of these opportunities	Director of Teaching & Learning	September 2020	Ongoing

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
5.13	The PGT programmes should introduce the Scottish Making the Most of Masters (MMM) model to make their master's courses more relevant. This would help build links with external stakeholders and reduce pressure on research labs.	1	The School Teaching and Learning Committee will develop and provide guidelines on maximising the relevance of course content to a range of external pathways and stakeholders. These will be provided taught PG programmes teams to support reflection and planning on this issue.	Teaching and Learning Committee	September 2020	June 2021
5.14	The RG strongly discourages the School from introducing more master's programmes (e.g. the MSc in Behavioural Neuroscience) unless it closely aligns with the School's new research and teaching and learning strategy. On reviewing the current proposal, the RG was not convinced of the market demand, staff expertise nor the economic viability of putting on a course in behavioural neuroscience. Instead the School should consider increasing student numbers (particularly non-EU) in existing programmes (more cost and time efficient).	1	See response to 4.14 In addition, the School will ensure maximum opportunities for shared modules across taught postgraduate (PGT) programmes ahead of the 21/22 academic year	Director of Teaching and Learning Directors of PGT programmes	September 2020	June 2021
5.15	The School should capitalize on the popularity of Psychology as a discipline and build stronger links with other disciplines (e.g. Economics) so they can	3	The School is committed to the development of shared programmes. In April 2020, the Executive and the wider School team approved participation	Head of School Director of Teaching	April 2020	Ongoing

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>have a clear disciplinary presence (e.g., the Behavioural Economics Programme). They should also offer an intercalated degree programme to attract quality students from Medicine, Veterinary and Dentistry studying at other UK and Irish universities.</p>		<p>in the development of a Criminology with Psychology programme led by the School of Law.</p> <p>The potential for growth in this area is underpinned by the numerous research collaborations across the UCD community.</p> <p>However, this growth is impacted by SFR (which are restricted by accreditation) and resources for research activity (including lab space for training).</p>	<p>and Learning</p>		

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
6.13	The School needs to review its current Research Committee, its activity, structure and terms of reference. Membership roles and responsibilities should be clearly articulated, feeding into the School's Senior Management Team and School Strategy. This might include dedicated research oversight in which the School's research is considered strategically, where direction is set, progress towards this monitored, plans made for investment in facilities, training, staff hire, grant capture, promotion of impact, etc.	1	<p>A Director of Research, Innovation and Impact (a new leadership role and member of the Executive) has been appointed, developing terms of reference for and leading the Research Innovation and Impact Committee in the School.</p> <p>The process of developing a new strategy for the School is nearing completion following structured staff sessions in December 2019 and April 2020, which identified research themes. The new strategy is currently being reviewed by external experts and will be formally adopted by the School at a staff meeting by the end of 2020.</p>	Director of Research Impact and Innovation	August 2019	December 2020
6.14	There is an urgent need to develop a clear Research Strategy that builds on current strengths and is linked to the overall School and University Strategy.	1	See response to 6.13	Director of Research Impact and Innovation	August 2019	December 2020
6.15	As part of the Research Strategy the School needs to: 1) clarify the continued viability and relevance of its current four-theme structure, in the light of more recent appointments and future challenges; 2) clarify why the areas	1	The development of the new research strategy involved a two-stage planning and consultation process to develop a strategy that articulates the School's values and priorities and links with the University Strategic Plan.	Director of Research Impact and Innovation and School Manager	August 2019	December 2020

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
	identified for development have been chosen. This should include looking at their feasibility, timeliness and potential competition, how these will enhance high quality publications, increase grant capture and engage with national/societal priorities/stakeholders. As part of its staffing strategy going forward, the School should consider administrative support for research endeavour from all staff.		<p>The outcome of this process is a strategy that includes three research themes that reflect research expertise in the School and show potential for enhancing grant capture and high-quality publications. The Strategy also identifies KPIs and priorities for investment. In addition, funding has been made available for 20/21 to allow staff within each of the research themes to develop a launch activity for the theme.</p> <p>A new 0.5 post (temporary in the first instance – three-years) has been developed in response to the School’s strategic plan. This role will include dedicated responsibility for research admin.</p>			
6.16	The RG would suggest that the School staff identify opportunities for collaboration in other research areas such as Big Data, psychometric instrument development and social media, and explore opportunities to build research collaborations with the private sector around commercially relevant aspects of psychology.	1	<p>The School’s Research Strategy has identified three research themes which will inform strategic decisions regarding core research activity within the School:</p> <ul style="list-style-type: none"> • Psychological health and wellbeing • Affective, behavioural and cognitive neuroscience • Group processes and social inclusion 	Director of Research Impact and Innovation	September 2019	Ongoing

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			Given these new developments we will explore as a team how we can develop further external collaborations.			
6.17	The School needs to continue to collect and analyse relevant data to underpin regular evaluation of, and decision making regarding, research benchmarks including funding, research outputs, and research support systems, as well as drawing on the resources of UCD Research.	1	The University RMS system captures a very wide range of data on research outputs and impact. This data source will be used to measure achievements of KPIs identified in the Strategic Research Plan. These KPIs will be developed between September and December 2020.	Director of Research Impact and Innovation	December 2020	Ongoing
6.18	The School needs to review the activity of the Centre for Disability Studies and its future within the School. As noted above, the Centre has occupied an important place strategically in Irish Psychology's history, but it now needs a new vision and leadership to enable it to maintain and enhance this position.	1	The School's Research Strategy, once finalised, will inform strategic decisions regarding core research activity within the School. However, a comprehensive review of the Centre's activity was carried out in Q4 of 2018 by UCD's Academic Council Committee for Academic Centres (ACCAC) who noted the valuable contribution of the Centre to the University's Policy on Equality, Diversity and Inclusion, the contribution of the Centre to public policy and its impact in relation to disability and approved the Centre for a further five years.	Head of School Director of the Centre for Disability Studies	January 2019	Ongoing

MANAGEMENT OF QUALITY AND QUALITY 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	A School level induction programme should be offered to all new members of the School (academic, administrative, technical, postdoctoral fellows and postgraduate students).	1	See response to 4.18	Director of Faculty and Staff Development School Manager	August 2020	June 2021
7.11	Consideration should be given to offering a 'P4G review' style annual meeting for temporary members of academic, technical and administrative staff to facilitate their developmental trajectory.	1	All members of staff will be offered a review within the context of P4G, even where they are not formally part of the P4G programme.	Director of Faculty and Staff Development School Manager	September 2020	Ongoing
7.12	All permanent and temporary members of academic staff (Including postdoctoral fellows) should be offered appropriate mentorship.	1	With the appointment of the Director of Faculty and Staff Development in August 2019, mentorship across the School was identified as a significant priority. While the initial focus was put on colleagues at Assistant Professor level (in response to the recent Ad Astra appointment) the need to maximise opportunities and support for mentoring across the staff within the School was recognised. Prior to his death Prof. Moran, in his role as Director of Faculty and Staff Development, negotiated a cross school mentoring programme. This programme was launched in August 2020 and all	Director of Faculty & Staff Development	August 2019	December 2020

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
			staff in the School were invited to participate. This initiative is being led within in the School by the new Director of Faculty and Staff Development, Prof. Alan Carr.			

SUPPORT SERVICES

8.7	The School should work closely with UCD International to develop a feasible recruitment strategy and establish sustainable targets for growth in non-EU students.	2	See response to 2.20	Director of Globalisation	January 2020	December 2020
8.8	The School should work with UCD Access and Learning to raise the intake on University Access programmes to the UCD average. This could be achieved by widening the intake of mature students through new access routes such as Open Learning and mature students with relevant practitioner experience.	1	The School has explicitly committed to increasing the accessibility of psychology programmes. To operationalise this the School's new Equality Diversity and Inclusion committee has made increasing student diversity part of their work plan. There will be a review of existing intakes and targets set for the future, with plans to improve representation from many underrepresented groups. In 2020/21 we will develop an open access pathway into the honours psychology programme	Equality Diversity and Inclusion committee and Director of the BSc	September 2020	December 2021

EXTERNAL RELATIONS

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
9.6	The School should develop relations with private sector employers who utilise psychological methods and tools within their operations (e.g. psychometric instrument development and analysis, general behavioural data analytics, HCI, end-user/product testing in technology firms, etc.). Private sector employers should be invited on to the advisory board to build links and help the School understand their needs and how psychology as a discipline could serve those needs (see Section 2 recommendation).	1	As indicated in 2.15, the School plans to draw on its alumni community to develop stronger links with the private sector. We are confident that an Alumni Forum (drawing on the diversity evident in psychology graduate pathways) will provide significant opportunities for meaningful engagement with the School. As well as the Forum, the School is developing its alumni relations more generally, looking to use such platforms as LinkedIn to connect with private sector employers who are past graduates. We will conduct an initial survey of staff to establish current and potential collaborations in the service and private sectors, following this with a survey of those current and potential collaborators to better understand their needs and how psychology can meet those needs.	Head of School, School Manager, Chief Technical Officer	August 2020	Ongoing
9.7	Work with the advisory board and other experts to develop commercialisation opportunities. Develop a balance between ‘giving psychology away’ and exploring the potential to earn more income for the School by capitalising on	2	As part of the Rising to the Future Strategy, our School will continue to improve the social good through our strategic research areas (see 6.16). NovaUCD provides a base for commercialisation and consulting activity for the University. The School of Psychology will invite members of Nova to speak to the School about the potential for the	Director of Research Impact and Innovation and Directors of Continuing	October 2020	Ongoing

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 value of psychology as a discipline to businesses in general.		commercialisation of the intellectual property arising from our research activities. In addition, we will work with ConsultUCD, to facilitate engagement between the School and business and industry communities. The School is also developing further CPD opportunities, including online offerings, that will provide additional income.	Professional Development		
9.8	Work with UCD Alumni Relations and harvest data from LinkedIn to build a database of School of Psychology alumni to start to develop and nurture alumni relations. Alumni can be a great resource for graduate career opportunities and for the development of an internship programme.	1	See response to 2.15	School Manager & Staff Volunteer TBD	September 2020	March 2021

3. Prioritised Resource Requirements

1. *Relating to recommendations 3.21, 3.22, 6.13, 8.7*

The key priority for the School is the development of the E1 research space to support high quality research activity by staff and students in the School. This requires two key resources.

The first of these is space. Presently the placement of a large teaching room in the E1 footprint undermines research activity. This space could be used far more effectively if it were made available as part of the planned renovations of the Newman Building.

The second resource is funding. The School has committed to interim funding of €20,000 in 2020 to improve the infrastructure in E1 through the development of a control room. However, this was delayed by COVID-19 restrictions. Given that the large-scale renovation of E1 may be influenced by financial constraints resulting from COVID-19, the commitment to the development of E1 into a fit-for-purpose research space is more important than ever.

If UCD Estates were to commit to re-assigning the teaching space in E1 for development as research space, the School will identify how it can use its reserves to develop the space in the medium term, within the context of longer-term plans. The School will develop opportunities for collaboration in this space with other schools in the College and wider University.