UCD DUBLIN

University College Dublin
Ireland's Global University

QQI Cyclical Institutional Review 2019

UCD Institutional Profile

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Abbreviations and Acronyms

AC	Academic Council
AIQR	Annual Institutional Quality Report
BDIC	Beijing-Dublin International Campus
CAO	Central Applications Office
CUI	Catholic University of Ireland
DAB	Designated Awarding Body
DEIS school	Department of Education and Skills social inclusion strategy – Delivering Equality of Opportunity in Schools; a school is assessed according to criteria set down by the Department and, where it is identified as a DEIS school, receives additional support
EDI	Equality, Diversity and Inclusion
ESG	European Standards and Guidelines for the European Higher Education Area
Faculty	Academic members of the UCD community
FTE	Full Time Equivalent
GA	Governing Authority
HEA	Higher Education Authority (Ireland)
HEIs	Higher Education Institutions
HR	Human Resources
IAU	International Association of Universities
IOB	Institute of Banking
NCAD	National College of Art and Design
NUI	National University of Ireland
P4G	Performance for Growth
QQI	Quality and Qualifications Ireland
QS	Quacquarelli Symonds World University Rankings
RCSI	Royal College of Surgeons Ireland
RUMC	RCSI-UCD Malaysia Campus
SASR	Student and Academic Services Review
Staff	Professional and administrative members of the UCD community
U21	Universitas 21
UMT	University Management Team

UNICA	The Network of Universities from the Capitals of Europe
US/USA	United States of America
WUN	Worldwide Universities Network

UNICA   The Network of Universities from the Capitals of Europe

Section 1

Overview of University College Dublin

1.1 UCD traces its origins to the foundation of the Catholic University of Ireland (CUI) by John Henry Newman in 1854. The establishment of the National University of Ireland (NUI) in 1908 saw the incorporation of CUI as University College Dublin, a constituent College of the federal National University of Ireland. A restructuring and reform of university education under the Universities Act 1997 saw UCD established as an independent and autonomous university and, following implementation of the Qualifications and Quality Assurance (Education and Training) Act (2012), is the Designated Awarding Body (DAB) for the Institute of Banking (IOB) and National College of Art and Design (NCAD).

1.2 UCD has been a major contributor to the making of modern Ireland; leading and shaping the development of this nation since its foundation. UCD is the most connected and networked university with government, industry and society in Ireland and, as Ireland's Global University, UCD combines its distinctively Irish outlook with its powerful global impact. QS World University Rankings place the University in the top 200 higher education institutions in the world, moving up eight places to 185 in the 2020 Rankings.

1.3 UCD is a leading research-intensive university and is Ireland's largest university with over 33,973 students (including overseas operations) (see Figures 1 to 4) and 3,500 (FTEs) faculty and staff (see Figures 13 and 14). Around 9,600 awards are conferred each year.

Figure 1: UCD Ireland campuses student numbers*
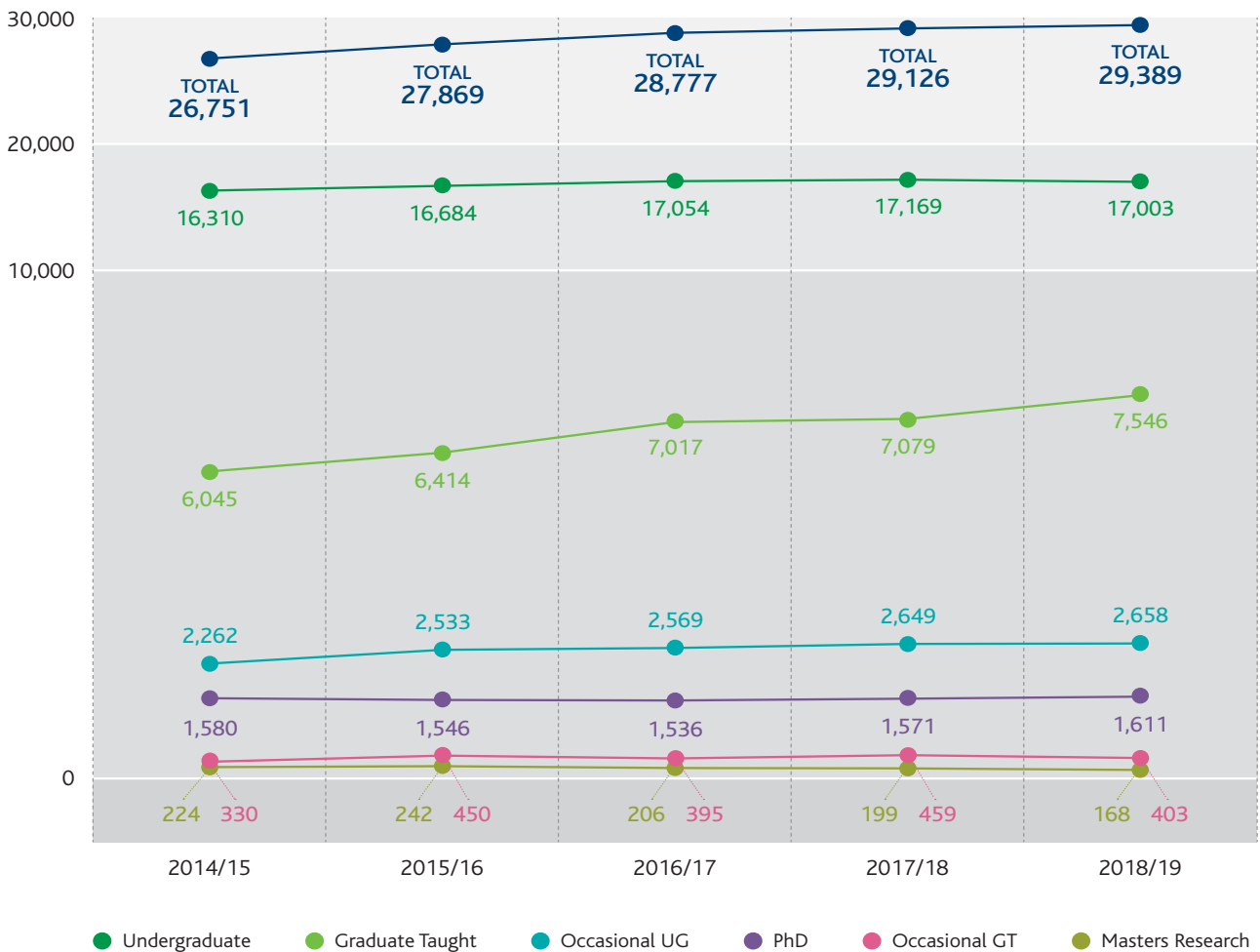
* *UCD undergraduate students studying on the UCD RUMC programme are included in this number.*

Summary

Undergraduate / Graduate Taught / Graduate Research

Year	Undergraduate	Graduate Taught	Graduate Research
2014/15	18,572 (69.4%)	6,375 (23.8%)	1,804 (6.7%)
2015/16	19,217 (69%)	6,864 (24.6%)	1,788 (6.4%)
2016/17	19,623 (68.2%)	7,412 (25.8%)	1,742 (6%)
2017/18	19,818 (68%)	7,538 (25.9%)	1,770 (6.1%)
2018/19	19,661 (66.9%)	7,949 (27%)	1,779 (6.1%)
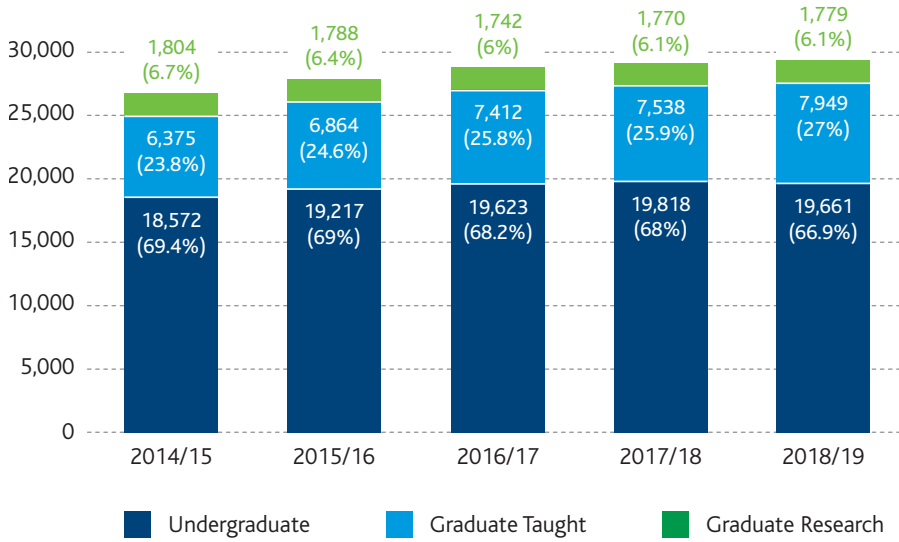
Figure 2: Student statistics by gender*

Male / Female / Not stated

Year	TOTAL	Male	Female	Not stated
2014/15	26,751	12,557 (47%)	14,194 (53%)	
2015/16	26,869	12,978 (47%)	14,891 (53%)	
2016/17	28,777	13,334 (46%)	15,433 (54%)	
2017/18	29,126	13,277 (45%)	15,889 (55%)	10 not stated
2018/19	29,389	13,085 (45%)	16,276 (55%)	28 not stated
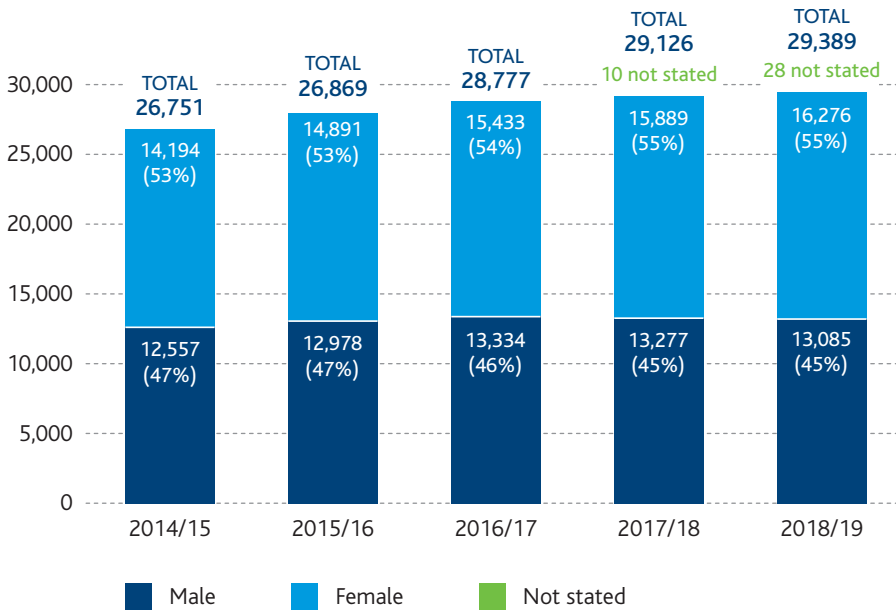
*From September 2019, UCD's classification categories will be male, female, gender
non-binary, prefer not to say, and self-declare (free text box).*

Figure 3: Student statistics by nationality
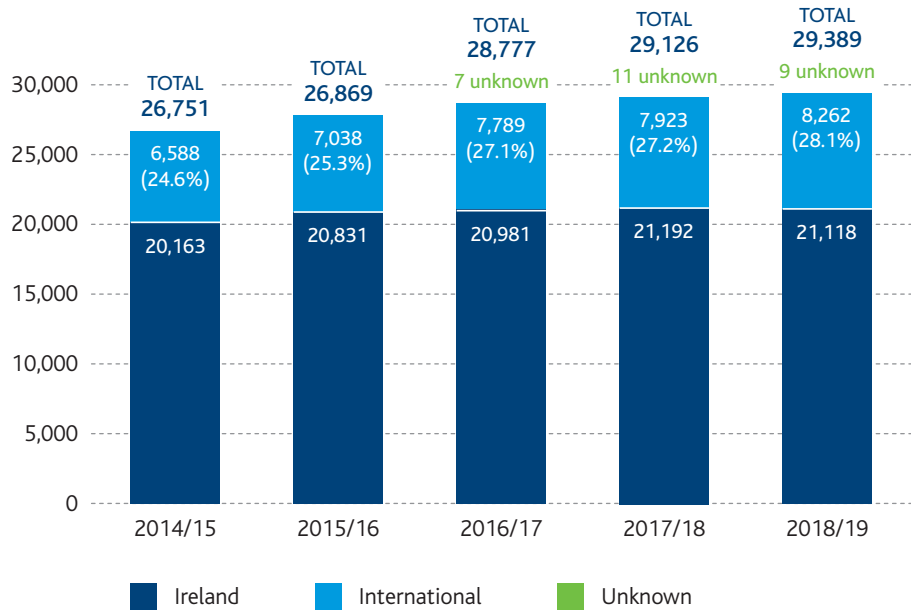
1.4   Students from over 130 countries attend UCD, and the University enrols nearly 4,000 students based at locations outside of Ireland. See Figure 4 for a breakdown of overseas student numbers outside Ireland.

Figure 4: UCD overseas student numbers by country
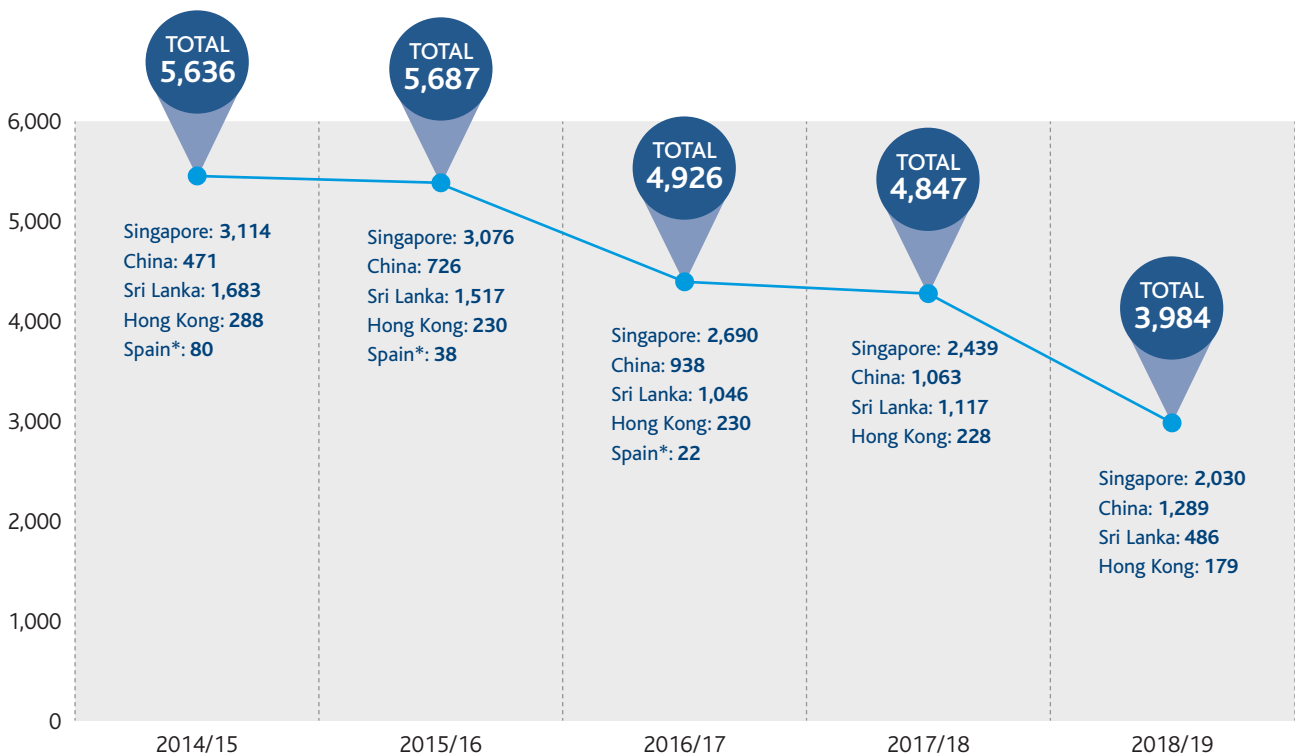
The collaboration with Spain ended in 2016/17.

1.5 UCD plays a key role in the national system of higher education and in the wider Irish society, and is distinguished by its scale, its diversity of programmes, and its focus on research and global engagement. The role of UCD within Irish higher education is underscored by the fact that UCD alone accounts for 25.6% of international students, 29.2% of all graduate students and 21.8% of all doctoral enrolments across the seven Irish universities.

1.6 The University's main Dublin campus at Belfield occupies an extensive parkland estate of more than 130 hectares and offers world-leading facilities. These include the UCD O'Brien Centre for Science (www.ucd.ie/science/), UCD Sutherland School of Law (www.ucd.ie/law/), UCD Lochlan Quinn School of Business (www.ucd.ie/quinn/) and UCD Student Centre (www.ucd.ie/studentcentre/). UCD's other Irish-based teaching and research facilities are the Michael Smurfit Graduate Business School, which is located in Blackrock (south Dublin), and the Lyon's Research Farm in Co. Kildare. Outside Ireland, UCD teaches students in various locations in South-East and East Asia.

Section 2

National Context

2.1 Higher Education in Ireland is provided mainly in seven universities, one Technological University Dublin (established 1 January 2019), 13 Institutes of Technology and seven Colleges of Education. In addition, there are a number of third-level institutions that provide specialist education in such fields as art and design and medicine. Applications for entry to undergraduate courses in universities are processed by the Central Applications Office (CAO). The aim of the system is to process applications centrally and to deal with them in an efficient and fair manner. The universities retain the function of making decisions on admissions.

2.2 The Higher Education Authority (HEA) has statutory responsibility for the effective governance and regulation of the Irish higher education system. The HEA has broad advisory powers throughout the whole of the third-level education sector. In addition, it is the funding authority for the universities and other designated higher education institutions.

2.3 Underfunding in the sector continues to be the biggest financial challenge facing the University, with consequent pressure on operational and infrastructural sustainability as student numbers increase. Despite successive reductions in State funding and increased demand since the last cycle of review in 2011, UCD has made significant progress towards meeting its strategic objectives, while remaining within budget, albeit at the expense of student-faculty ratios, student support services and campus infrastructure (see Tables 1 and 2).

Related Appendix

• Appendix 1 (p. 045)

Table 1: University outturn

University Income €'000	2013/14	2014/15	2015/16	2016/17	2017/18
State Grants	68,149	63,422	61,952	62,028	67,486
EU Fee Income	136,209	136,125	138,326	139,923	141,242
NonEU Fee Income	54,003	60,605	66,936	74,651	82,589
Treasury & Other Income	6,114	8,786	11,282	12,352	9,598
Funded Research inc. O'hd	83,952	84,330	82,244	84,564	87,040
University Income	**348,427**	**353,268**	**360,740**	**373,518**	**387,955**

Table 2: UCD Student-Faculty Ratio (see Appendix 1 for diagram)

	2015	2016	2017	2018	2019
Student FTEs	23,587	24,285	25,038	25,406	25,681
Academic Staff FTE	1,119	1,121	1,164	1,216	1,231
Student-Faculty Ratio	**21.1**	**21.7**	**21.5**	**20.9**	**20.9**

2.4 Some additional State funding was awarded to the sector in 2017, however, the bulk of this funding is earmarked for designated purposes, including partial pay restoration. The Expert Group on Future Funding for Higher Education (2016), which was mandated to consider options for sustainable funding for Irish Higher Education for consideration by the Minister for Education and Skills, estimated that the gap in core funding in Irish higher education institutions to 2021 remains in excess of €550 million. The University continues to focus on alternate non-exchequer funding to maintain a financially viable position – see Figure 5.

Figure 5: University Income and Ranking

	State grants	EU fee income	Non EU fee income

Treasury & other income   Funded research inc. O'hd

— Student/faculty ratio
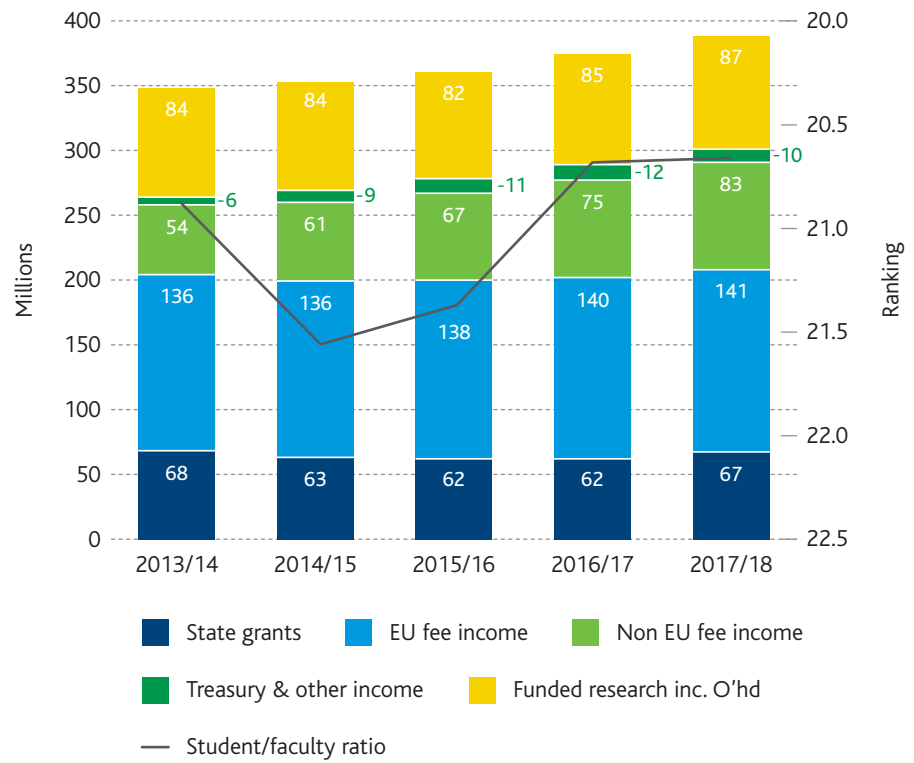
2.5   Quality Assurance in Irish universities is overseen by the national quality agency, Quality and Qualifications Ireland (QQI). All Irish universities have an annual Dialogue Meeting with QQI and also provide the agency with an Annual Institutional Quality Report (AIQR).

Section 3

UCD Strategy 2015-2020

3.1   The University's Strategy 2015-2020 outlines the objectives and major strategic initiatives set in place in order to accomplish UCD's mission and vision.

Mission

3.2   UCD's mission is to contribute to the flourishing of Dublin, Ireland, Europe and the world through the excellence and impact of our research and scholarship, the quality of our graduates and our global engagement; providing a supportive community in which every member of the university is enabled to achieve their full potential.

3.3   UCD's values are creativity, excellence, integrity, collegiality, engagement and diversity.

Vision

3.4   UCD's vision for 2020 is that:

- UCD will be a pre-eminent, diverse and inclusive scholarly community of students, faculty and staff who, while contributing to the development of Ireland, have global standing, understanding and impact. UCD will continue to be an excellent research-intensive university, where a comprehensive suite of strong disciplines forms the foundation for high quality interdisciplinary research, scholarship and innovation. Through this combination of world-leading disciplinary and interdisciplinary research, we will vigorously tackle significant global issues and challenges.
- Our graduates will be imbued with a knowledge of the past and will be capable of critically interrogating the present and of imagining the future. Through a holistic student-focused and research-led educational experience, which has both breadth and depth, they will be equipped with the knowledge, skills, experience and attitudes they need to flourish in present and future Irish and Global societies.
- Highly engaged locally, nationally and internationally, UCD will be known around the world as Ireland's Global University. As such, we will be truly global in our comprehensive range of disciplines, in the reach and impact of our research and innovation, in our holistic educational experience, in the diversity of our University community, in our engagement with all sectors of society and with all regions of the world, and in the quality and extent of our campus and facilities. We will be distinctive in our agility, innovativeness, commitment to justice, inclusiveness and friendliness. We will bring the best of the world to Ireland, and the best of Ireland, including its distinct cultures, to the world.

Strategy and objectives

3.5 To achieve this vision UCD will pursue ten key objectives under its Strategy 2015-2020

1. Increase the quality, quantity and impact of our research, scholarship and innovation.
2. Provide an educational experience that defines international best practice.
3. Consolidate and strengthen our disciplines.
4. Conduct strong interdisciplinary research and education in important areas of national and global need.
5. Attract and retain an excellent and diverse cohort of students, faculty and staff.
6. Build our engagement locally, nationally and internationally.
7. Develop and strengthen our University community.
8. Further develop world-class facilities to support the vision.
9. Adopt governance, management and budgetary structures which enable the vision.
10. Overcome financial, human resource management and other external constraints.

3.6 In pursuing these key objectives, we will undertake six major strategic initiatives

1. Tackling global challenges
2. Defining educational excellence
3. Reimagining our campus
4. Engaging globally
5. Building partnerships
6. Increasing agility and effectiveness.

3.7 A review of the University's achievements over the five years 2014-2019 indicates significant and sustained progress against each of the 10 Key Objectives of our Strategy. Planning commenced in January 2019 for the next iteration of the Strategy which will cover the period 2020-2024 and will lay the foundations for even more significant achievement over the following five years. **Appendix 2, *Five Years of Remarkable Progress***, presents 12 key indicators of achievement from 2014 to 2019.

Related Appendix

- Appendix 2 (p. 046)

3.8 Some other examples linked to strategic achievements:

1. A comprehensive survey of all students was carried out to identify how the University could improve assessment supports for students
2. The UCD Culture and Engagement Survey was launched
3. New faculty promotion framework was introduced
4. Equality, Diversity, and Inclusion (EDI) initiatives were introduced
5. Curriculum Review and Enhancement Project was carried out, including an external review of our process
6. Performance for Growth (P4G) was implemented
7. Student and Academic Services Review (SASR) and implementation was carried out.

Section 4

UCD Governance Committee Structure

4.1 The University has a governing body – the Governing Authority (GA); an executive – the University Management Team (UMT) led by the President; and a system of academic governance designed to ensure the maintenance of educational quality and standards overseen by the Academic Council (AC). The UCD Core Organisational Structure is set out in Figure 6. Figure 7 sets out the UCD Support Unit Structure.

Figure 6: UCD Governance Committee Structure
Committees are a core part of the governance and decision-making of the University. Further detailed information is available at www.ucd.ie/governance/governanceand managementcommittees/.
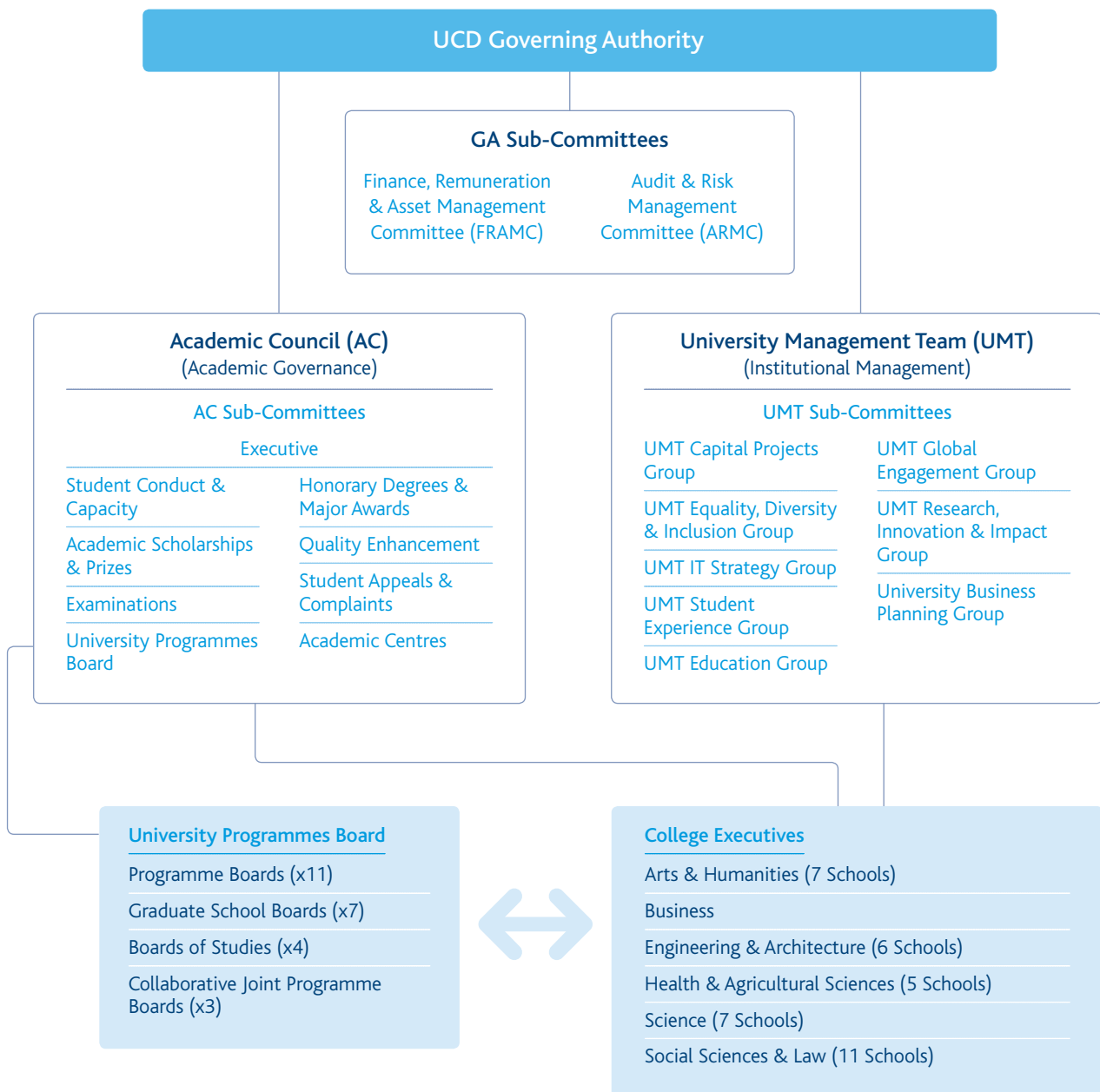
Figure 7: UCD Organisational Structure
(NOTE: Correct as of March 2019; may be subject to change)
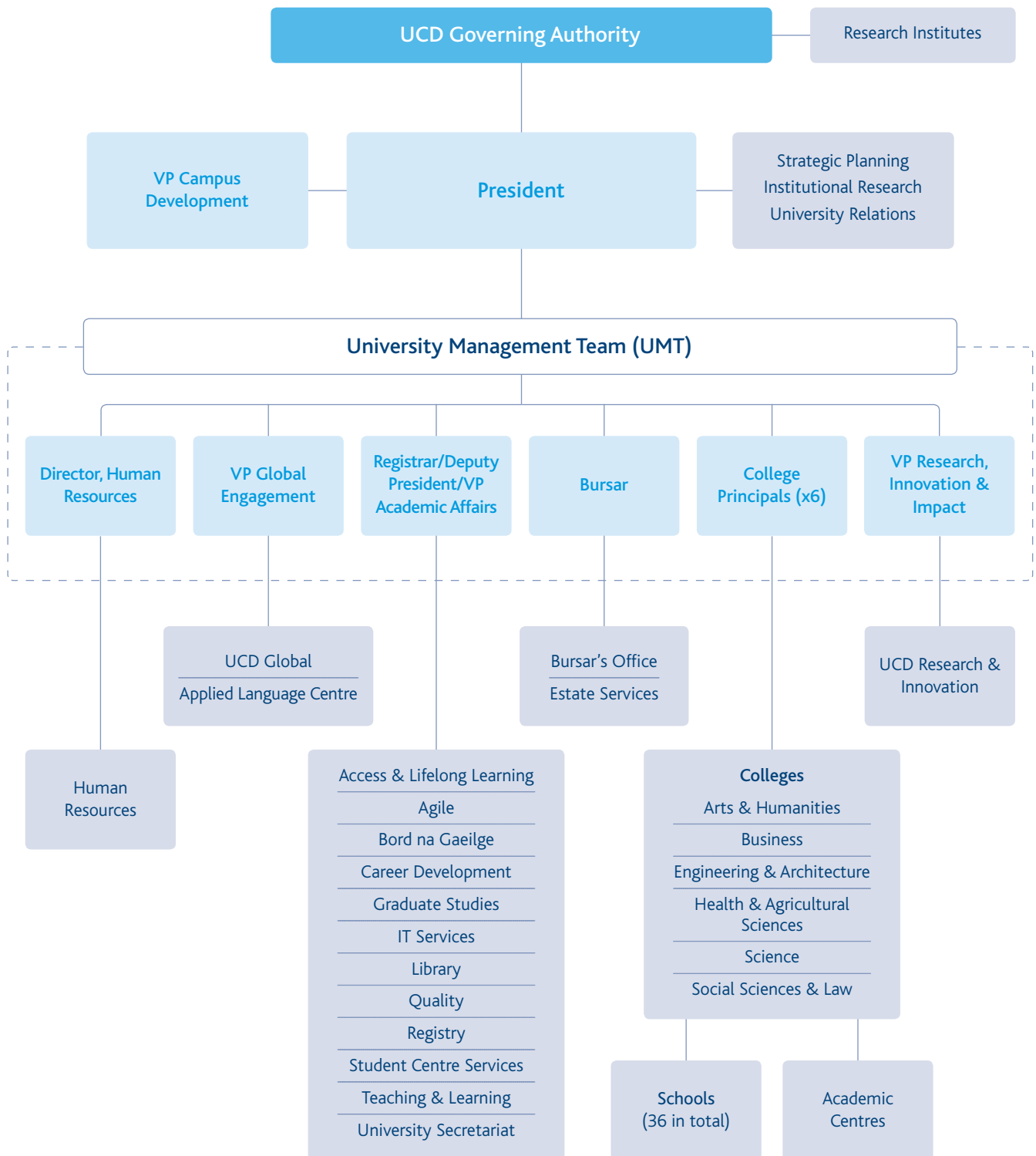
Section 5
UCD Colleges and Schools

5.1 The School is the basic academic organisational unit at UCD, with the Head of School appointed for fixed periods. Subjects are based in the School and UCD's 36 Schools are organised into six Colleges (outlined in Figure 8), with each College led by a College Principal – see UCD's Academic Structures 2018/19 poster (www.ucd.ie/engage/engagement/communicationsengagement/academicstructures/).

5.2 The College Principal provides academic leadership; is responsible for all aspects of the strategy and development; and manages the academic, administrative, financial and other activities. The College Principal is normally assisted by a core team including a Vice-Principal for Teaching and Learning, a Vice-Principal for Research, Innovation & Impact, the Director of the Graduate School, a College Finance Manager and a College Human Resources partner. This core team, along with the Heads of School within a College, form the College Executive – the key management group within each College and representative of the College.

Figure 8: UCD's 36 Schools organised according to their College

UCD College of Arts & Humanities

UCD School of Art History & Cultural Policy

UCD School of Classics

UCD School of English, Drama & Film

UCD School of History

UCD School of Irish, Celtic Studies & Folklore

UCD School of Languages, Cultures & Linguistics
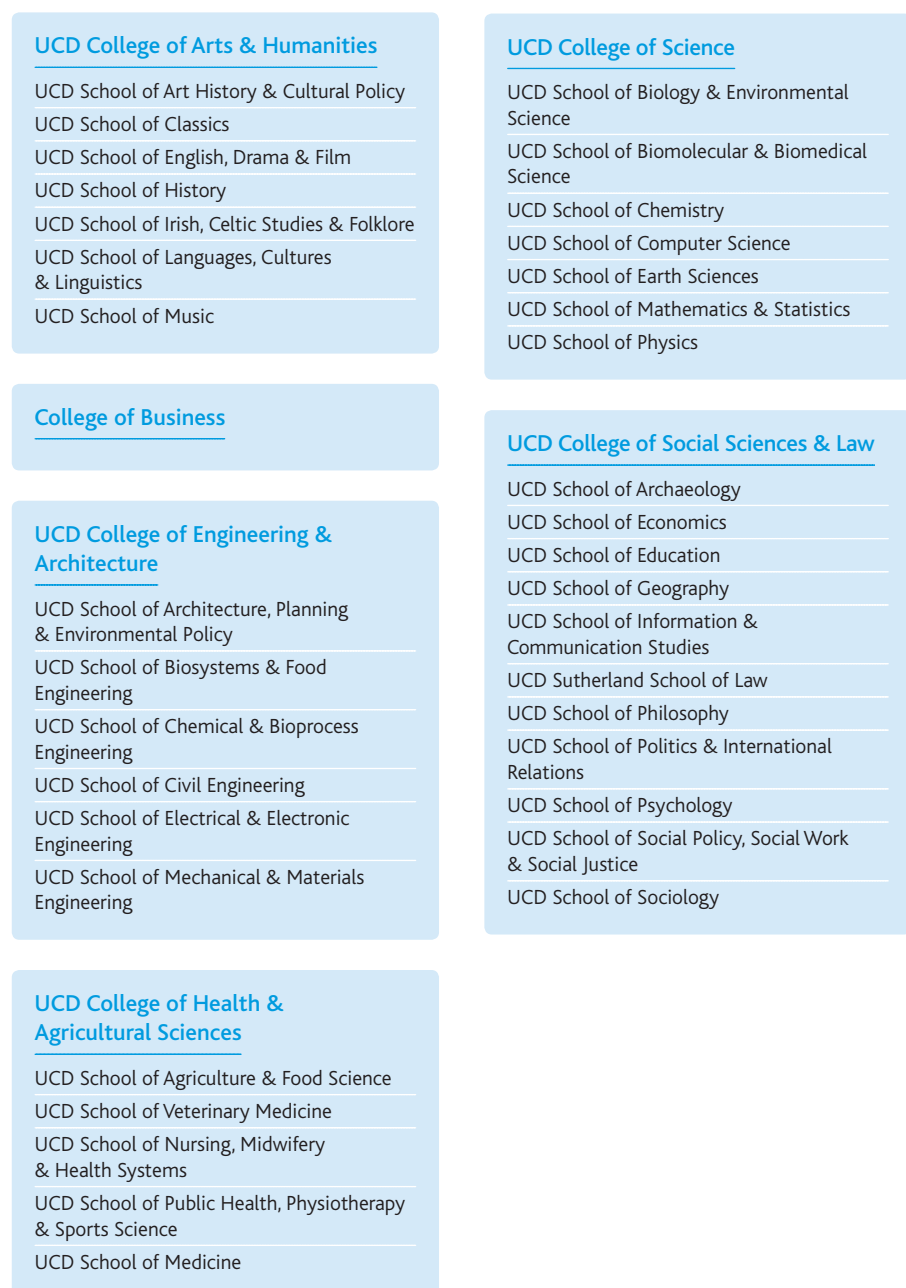
UCD School of Music

College of Business

UCD College of Engineering & Architecture

UCD School of Architecture, Planning & Environmental Policy

UCD School of Biosystems & Food Engineering

UCD School of Chemical & Bioprocess Engineering

UCD School of Civil Engineering

UCD School of Electrical & Electronic Engineering

UCD School of Mechanical & Materials Engineering

UCD College of Health & Agricultural Sciences

UCD School of Agriculture & Food Science

UCD School of Veterinary Medicine

UCD School of Nursing, Midwifery & Health Systems

UCD School of Public Health, Physiotherapy & Sports Science

UCD School of Medicine

UCD College of Science

UCD School of Biology & Environmental Science

UCD School of Biomolecular & Biomedical Science

UCD School of Chemistry

UCD School of Computer Science

UCD School of Earth Sciences

UCD School of Mathematics & Statistics

UCD School of Physics

UCD College of Social Sciences & Law

UCD School of Archaeology

UCD School of Economics

UCD School of Education

UCD School of Geography

UCD School of Information & Communication Studies

UCD Sutherland School of Law

UCD School of Philosophy

UCD School of Politics & International Relations

UCD School of Psychology

UCD School of Social Policy, Social Work & Social Justice

UCD School of Sociology

5.3 UCD academic structures are broadly those of a matrix organisation. Schools, formed into Colleges, are the primary vertical structure, and Heads of School and College Principals bear primary responsibility for the activities of the Schools and Colleges. There are some exceptions, however, such as the College of Business, which is a single entity comprising the UCD Lochlann Quinn School of Business (undergraduate), UCD Michael Smurfit Graduate Business School, UCD Smurfit Executive Development and UCD Business International Campus. However, to stimulate cross-School and cross-College activity, and to provide for higher levels of quality enhancement, there are a number of cross-cutting structures. These are the academic governing boards, led by the Programme Deans, and the major research institutes, led by Institute Directors. While working closely with the relevant College Principals and Heads of School, the Programme Deans report to the Registrar/Deputy President and the Institute Directors report to the Vice-President for Research, Innovation and Impact.

5.4 There are two broad configurations of Colleges and Schools in relation to undergraduate programmes: the Colleges (Engineering and Architecture, Arts and Humanities, Social Sciences and Law, and Science) in which the programmes draw modules from a number of Schools within the College, and beyond, and in which programmes are governed and managed at the College level, with the College Principal as Dean; the Schools (the five Schools of the College of Health Sciences and Agriculture, and the School of Law) in which the programmes are primarily based within the School and for which the School is the centre of governance and management, with the Programme Dean being the Head of School (the Dean of Physiotherapy being the exception to this). In both cases governance and management are by the Programme Dean and Programme Board, supported by an administrative office which provides, inter alia, the relevant student and academic support services. The College of Business has separate graduate and undergraduate programme boards, chaired by Associate Deans. Programme Deans, who normally chair the relevant Programme Board, oversee the operation of the support offices. These offices play a key role in the co-ordination of faculty and staff in relation to the management of UCD programmes and in the provision, in collaboration with UCD Student Advisers, of supports to students throughout their studies. Graduate Schools were established within each College to assure and enhance graduate programmes (taught and research) and the graduate student experience. Five of the six Colleges have graduate programme boards with the College of Business having separate graduate taught and graduate research programme boards. (The governance and support of graduate research programmes is currently under discussion and development, potentially bringing change both to the governance and management of graduate research and graduate taught programmes.)

5.5 Figure 9 sets out the list of undergraduate and graduate governing boards and their Terms of Reference can be found at www.ucd.ie/governance/governanceandmanagementcommittees/.

Figure 9: Governing Boards

University Programmes Board
Sub-Committees

Boards of Studies

Board of Studies: Academic Affairs

Board of Studies: Global Engagement

Board of Studies: Research, Innovation & Impact

Collaborative Joint Programme Boards*

Beijing-Dublin International College Academic Committee

Institute of Banking – University College Dublin (IOB-UCD) Academic Programme Board

National College of Art and Design – University College Dublin (NCAD-UCD) Academic Programme Board

Graduate School Boards

College of Arts & Humanities Graduate School Board

College Graduate School Board (Research) College of Business

College of Engineering & Architecture Graduate School Board

College of Health & Agricultural Sciences Research Programme Board

College of Science Graduate School Board

College of Social Sciences & Law Graduate School Board

Graduate School of Business Taught Programmes Board

Programme Boards

Architecture, Landscape, Planning & Environmental Policy Programmes Board

Arts & Humanities Programme Board

Business Undergraduate Programme Board

Engineering Taught Programmes Board

Law Programme Board

Liberal Arts & Sciences Programme Board

Medicine Programmes Board

Nursing, Midwifery & Health Systems Programme Board

Public Health, Physiotherapy, Performance & Sports Sciences Programme Board

Science Taught Programmes Board

Social Science Programme Board

Veterinary Medicine & Veterinary Nursing Programme Board

Institute of Public Administration – University College Dublin (IPA–UCD) Academic Programme Board (students still completing)
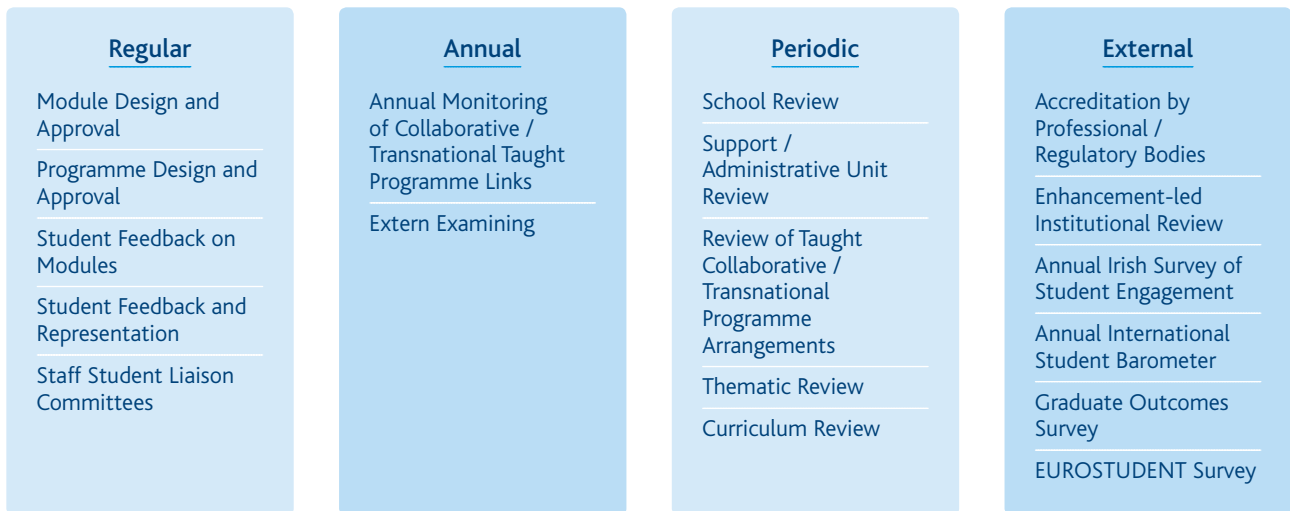
Section 6

Institutional Approach to Quality

6.1 The University's arrangements for quality assurance and enhancement are described in the Annual Institutional Quality Report (AIQR) that is provided to QQI each year. We believe that quality enhancement and assurance is a collective responsibility and that it is the professionalism and creativity of faculty and staff, individually and collectively, that makes the most vital contribution to the enhancement of provision, through their attention to their students' experience as learners, to the development of their disciplines, their engagement with their teaching practice and the provision of excellent support services.

6.2 As a university, we are responsible for the quality of our research and the academic standards of all UCD awards. We are also accountable to a number of external bodies for the quality of the learning experience we provide for our students. Our quality framework is informed by: the QQI Core Statutory QA Guidelines; the expectations set out in the Performance Compact with the Higher Education Authority; requirements of Professional, Statutory and Regulatory Bodies; and the expectations derived through the development of the European Standards and Guidelines for the European Higher Education Area (ESG).

6.3 In addition to addressing these requirements, the University's approach to maintaining academic standards and enhancing the quality of provision is based on the view that it is good practice for any organisation to continuously reflect on its own performance (quality assurance) and consider ways of doing things better (quality enhancement).

6.4 The key features of UCD's approach to quality assurance and enhancement are set out in the UCD Quality Assurance and Quality Enhancement Policy (https://sisweb.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=GD-DOCLAND&ID=188) and include: a commitment to widespread involvement of faculty, staff, students and other stakeholders in quality assurance processes; critical self-reflection and rigorous peer review; systematic collection and analysis of evidence; multiple avenues for student, faculty and staff input to quality processes; and the use of external evaluation such as extern examiners, members of quality review teams and professional, statutory and regulatory bodies. This policy is supplemented by a set of quality assurance procedures and guidelines including periodic quality review of schools and support units; guidelines for review group members; and guidelines for the review of collaborative taught arrangements. Figure 10 sets out the key quality assurance framework mechanisms.

Figure 10: UCD Quality Assurance Framework

Regular	Annual	Periodic	External
Module Design and Approval	Annual Monitoring of Collaborative / Transnational Taught Programme Links	School Review	Accreditation by Professional / Regulatory Bodies
Programme Design and Approval	Extern Examining	Support / Administrative Unit Review	Enhancement-led Institutional Review
Student Feedback on Modules		Review of Taught Collaborative / Transnational Programme Arrangements	Annual Irish Survey of Student Engagement
Student Feedback and Representation		Thematic Review	Annual International Student Barometer
Staff Student Liaison Committees		Curriculum Review	Graduate Outcomes Survey
			EUROSTUDENT Survey

The University places importance and value on student involvement in its processes and seeks to promote student engagement in quality activity wherever appropriate.

Section 7

Some key infrastructure changes at UCD since the 2011 Institutional Quality Review

7.1 Some examples of major capital developments that have taken place since the 2011 IRIU Review of UCD are listed below:

1. Opening of UCD Student Centre in 2012
2. Opening of UCD Sutherland Law School in 2013
3. Phase Two of UCD O'Brien Centre for Science opened in 2013
4. New 354-bedroom Ashfield Student Residences opened in 2016
5. Confucius Institute Building opened in 2018
6. UCD Moore Centre for Business extension to the UCD Lochlann Quinn School of Business scheduled to open in 2019
7. University Club opened in 2019
8. An additional 1,000 student beds on campus under construction
9. UCD Future Campus Phase 1 2019.

Section 8

Research, Innovation and Impact

8.1 Research and innovation are essential drivers of a dynamic economy, an informed society and a vibrant culture. The spectrum of research (www.ucd.ie/research/) and innovation (www.ucd.ie/innovation/) at UCD encompasses individual scholars, small, medium and large research groups, start-up companies and large-scale collaborations with industry and other partners. UCD Research and Innovation provides a wide range of supports for researchers and scholars (see: www.ucd.ie/research/portal/meettheteam/). Research is conducted across the University, and in multidisciplinary research programmes addressing challenges of global scale. Building our capacity to deliver impact from research continues to be an area of focus. We continue to extend our public engagement, to ensure that our research is influenced by and shared with the public for mutual learning.

8.2 UCD, for example, together with its affiliated teaching hospitals, produces the highest volume of research publications per year in Ireland. It also produces quality research output as evidenced by its high citation impact, see Table 3 below showing Field-Weighted Citation Impact.

Table 3: Scholarly outputs and citation impacts for selected Irish HEIs, source Elsevier SciVal

Name	Scholarly Output 2013 to 2017	Field-Weighted Citation Impact 2013 to 2017
University College Dublin	16,055	1.74
Trinity College Dublin	13,974	1.67
University College Cork	10,222	1.66
National University of Ireland, Galway	7,257	1.68
University of Limerick	5,099	1.47
Dublin City University	4,902	1.36
Maynooth University	2,617	1.69

8.3 UCD has also made substantial progress in attracting quality research investments, as measured by the value of externally funded research grants. UCD has increased the annual value of its externally funded grants by 18% between 2010 and 2018. See Figure 11.

Figure 11: Value of new externally funded research awards (€ million)
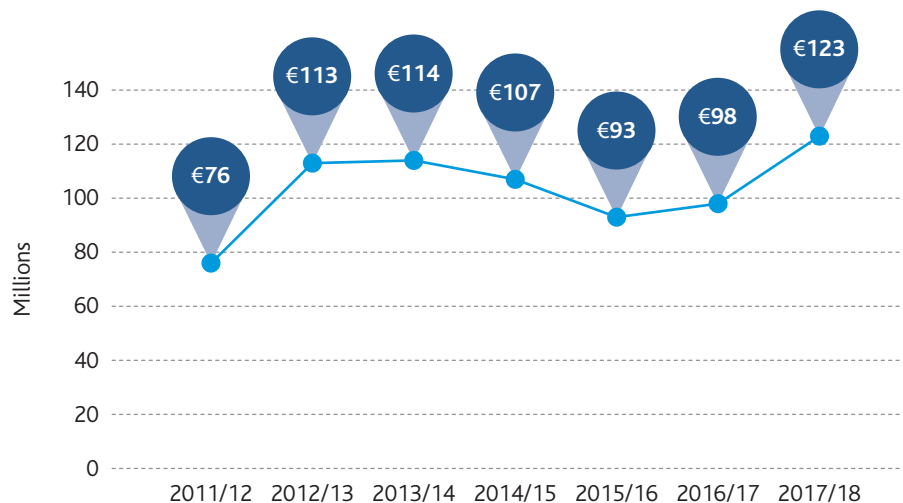
8.4   There are currently eight major and multidisciplinary research institutes at UCD:
1. UCD Centre for Synthesis and Chemical Biology
2. UCD Institute for Discovery
3. UCD Conway Institute for Biomolecular and Biomedical Research
4. UCD Earth Institute
5. UCD Energy Institute
6. UCD Geary Institute
7. UCD Humanities Institute of Ireland
8. UCD Institute of Food and Health.

8.5   The role of these institutes is to promote cross-disciplinary research and/or host major research programmes or research platforms; the research institutes are the direct responsibility of the Vice-President for Research, Innovation and Impact. Each of these institutes is associated with one or more UCD Colleges.

8.6   In addition to UCD's Research Institutes, there are the following major research centres:
• Irish Centre for Research in Applied Geosciences
• I-FORM Advanced Manufacturing Centre
• Beacon Bioeconomy Research Centre.

8.7   UCD offers the largest start-up incubator centre and support in Ireland. Supports for innovation include NovaUCD, the centre for New Ventures and Entrepreneurs (www.ucd.ie/innovation/); NexusUCD, the Industry Partnership Centre (www.ucd.ie/innovation/industry-and-business/nexusucd/); and the UCD Enterprise Gateway (www.ucd.ie/research/workingwithus/enterprisegateway/). To date 30 UCD spin-out companies and 242 start-ups have been supported by NovaUCD and over €100 million in equity funding has been raised for spin-outs.

Section 9
Education

9.1 The heart of UCD is our students. UCD is Ireland's university of first choice, leading in first-preference applications in Ireland year after year (see Table 4 – CAO 1st Preferences), as well as being the university of first choice for international students coming to Ireland. Overall, UCD's undergraduate degree student retention for first years is 93%[1] and over half of UCD undergraduates progress to graduate studies. Student numbers by discipline are set out in Table 5.

Table 4: CAO 1st preferences July

CAO Applications to UCD by Preference	2015	2016	2017	2018	Mar-19*
1st preference	8,889	8,760	8,650	8,585	8,483
Top 3 preferences	22,361	22,088	21,526	21,628	20,682
All preferences	**46,137**	**45,196**	**44,037**	**43,785**	**40,022**
Total number of applicants	**24,803**	**24,758**	**24,267**	**23,332**	**21,775**
1st preferences as % of total	**19.3%**	**19.4%**	**19.6%**	**19.6%**	**21.2%**
National Level 8: total 1st preferences	70,006	71,297	71,595	69,476	64,368
UCD share of national 1st preferences	**12.7%**	**12.3%**	**12.1%**	**12.4%**	**13.2%**

* 2019 data are from March 2019; all other years are from the end of the CAO Season in July each year.

9.2 UCD is Ireland's leader in graduate education with over 9,700 graduate students, 18.3% of whom are graduate research students; 1,611 PhD students benefit from a structured PhD programme, as well as the research-led education culture at UCD. UCD is continuously engaged in ensuring that the learning and teaching which takes place is of the highest quality and delivered to students in a variety of ways, particularly in light of rapid advances in digital learning and a need to expand lifelong learning opportunities.

9.3 Over 330 (approximately 50%) of UCD's degree programmes are externally accredited by Professional, Statutory or Regulatory Bodies. UCD expertise is recognised worldwide, with international accreditations for UCD degrees from the world's leading professional organisations in veterinary medicine, medicine, architecture, regional and urban planning, engineering and diagnostic imaging. For example: the UCD Michael Smurfit Graduate School of Business is one of fewer than 90 schools worldwide to hold 'triple crown' accreditation from the US, Europe and the UK accrediting bodies; Architecture at UCD is similarly recognised by Irish, UK and US accrediting bodies.

9.4 Other indicators relating to the quality of education provided by UCD include: for the second year in a row, UCD was ranked number one in Ireland for graduate employability by QS World Rankings 2019, climbing one place from 75th to 74th.

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[1] Retention is defined as the total number of a full-time undergraduate degree entering cohort in a given year that remain in study in the following year.

Table 5: Student numbers by discipline

| Subject area	2016/17			2017/18			2018/19		
	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
Generic programmes and qualifications	295	–	295	253	–	253	281	–	281
Education	–	587	587	20	587	607	23	616	639
Arts and humanities	3,994	395	4,389	3,945	385	4,330	3,489	407	3,896
Social sciences, journalism and information	1,622	755	2,377	1,731	819	2,550	2,042	889	2,931
Business, administration and law	3,834	2,392	6,226	3,834	2,222	6,056	3,777	2,401	6,178
Natural sciences, mathematics and statistics	2,206	967	3,173	2,212	1,026	3,238	2,281	985	3,266
Information and Communication Technologies (ICTs)	422	670	1,092	460	712	1,172	490	733	1,223
Engineering, manufacturing and construction	1,632	898	2,530	1,640	989	2,629	1,668	1,101	2,769
Agriculture, forestry, fisheries and veterinary	1,773	537	2,310	1,745	561	2,306	1,754	564	2,318
Health and welfare	3,674	1,935	5,609	3,794	1,989	5,783	3,698	2,011	5,709
Services	171	18	189	184	18	202	158	21	179
TOTAL	19,623	9,154	28,777	19,818	9,308	29,126	19,661	9,728	29,389

* 2019 data are from March 2019; all other years are from the end of the CAO Season in July each year.

9.5 Each year QS publishes the QS World University Rankings by Subject. In the 2019 publication UCD is ranked in 39 subjects and in each of the five broad subject areas. Of the 48 subject areas listed by QS, UCD offers 41. UCD is ranked in the top 50 in the world in six subjects:

- Veterinary Science (ranked 26)
- Library and Information Management (ranked 38)
- Nursing (ranked 44)
- English Language and Literature (ranked 49)
- Sports-related subjects (ranked 50)
- Engineering – Mineral and Mining (ranked 50).

Outside the top 50, QS groups the rankings into bands of 50. UCD has 14 subjects in the top 100 and 35 in the top 200.

Figure 12: QS subject rankings (2019)
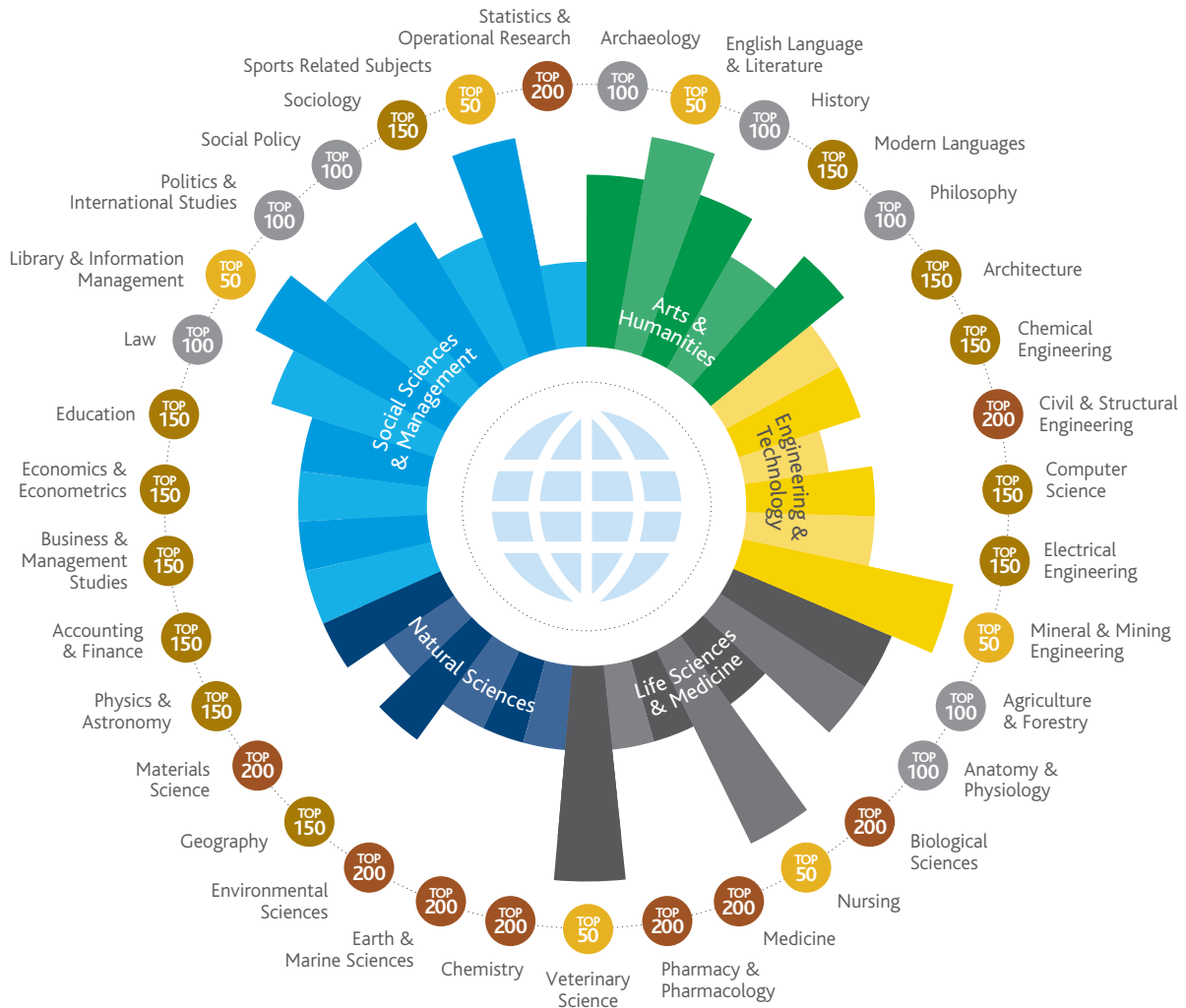
Section 10
Global UCD

10.1 As Ireland's Global University, UCD's world extends beyond its campus, city and borders. UCD students benefit from a UCD education that enables them to thrive and contribute in an increasingly global community, as witnessed by the University's network of 224,000 graduates worldwide. With 400 partner universities for student exchange and a range of other opportunities for students to gain an international experience, UCD's extensive global study opportunities are taken up by a growing proportion of students.

10.2 As the number one 'university of destination' for international students choosing an Irish higher education, UCD enrols over 8,000 international students in Dublin, making up over a quarter of its total student body in Ireland. In addition, a further 4,000 students are enrolled in transnational education programmes overseas, delivered in partnership with key institutions in China and South East Asia. For example, the Beijing-Dublin International College enrols over 1,100 students in Beijing. In pursuit of UCD's strategic goals, a range of additional partnerships set out and facilitate articulation arrangements for students wishing to complete their prior overseas studies in Ireland.

10.3 UCD is also engaged in a range of networks and alliances, including Universitas 21 (U21), the Worldwide Universities Network (WUN), the International Association of Universities (IAU) and the Network of Universities from the Capitals of Europe (UNICA). Individual faculty, Schools and Support Units also engage in professional networks. These networks, together with the University's bilateral partnerships, support both student and staff mobility, as well as opportunities for research and industry collaboration.

10.4 UCD faculty are active in international research collaboration, sharing and contributing to a global bank of knowledge that aims to impact on society. Indeed, 30% of all UCD faculty and staff are drawn from outside Ireland (see Figure 13), with many international faculty maintaining and developing research connections overseas. UCD expertise is recognised worldwide, both for research and for the quality of the university's teaching.

Figure 13: UCD Irish/international staff profile
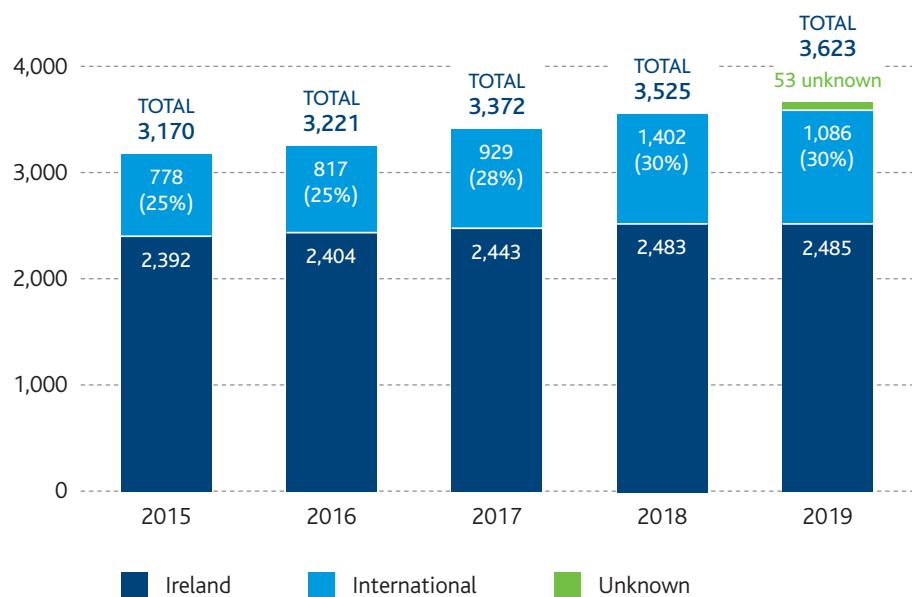
10.5 In support of its global engagement aspirations, UCD has developed a network of UCD Global Centres in the USA, China, India, South-East Asia and the Middle East. These Global Centres support UCD's engagement with local communities, serving as hubs of connections for students, faculty, alumni and partners.

Table 6: UCD International students by region

Region	2014/15	2015/16	2016/17	2017/18	2018/19
Ireland	20,047	20,687	20,932	21,069	20,861
Northern Ireland	274	267	266	288	267
Great Britain	470	508	504	483	430
EU	1,814	1,883	2,048	2,102	2,222
Europe	150	139	172	184	197
Africa	250	243	227	203	279
Asia	1,728	1,878	2,124	2,391	2,573
North America	1,576	1,784	2,131	2,076	2,142
Oceania	84	96	87	102	107
South America	242	240	86	90	73
Unknown	116	144	200	138	238
Total	**26,751**	**27,869**	**28,777**	**29,126**	**29,389**
% International	**24.6%**	**25.3%**	**26.6%**	**27.2%**	**28.2%**

Section 11

UCD Local, National and International Engagement

11.1 One of UCD's key strategic objectives is to build our engagement locally, nationally and internationally. UCD takes a proactive approach to building partnerships with organisations based here in Ireland and internationally in areas such as talent development, research and innovation and corporate responsibility. Building partnerships with industry and other organisations in a structured way is crucial to enable UCD to maximise our relevance and impact on society, while at the same time augmenting our student experience and researcher engagement. For example, UCD is a member of several international education networks (10.3 above refers).

11.2 UCD has a long and proud history of inclusion and widening participation in higher education for everyone in our society. This is a cornerstone of the University's strategy to become a diverse and inclusive scholarly community and to achieve 33% representation at undergraduate level by 2020 from communities experiencing low progression rates to higher education. This number has increased from 27.2% to 29.1% over the past four years. UCD continues to build relationships with students from DEIS schools, mature learners and students from other under-represented cohorts.

11.3 UCD faculty are valued for their input and expertise across the University's areas of research excellence. They are represented on boards, as keynote speakers, as media commentators and as policy influencers at the highest national and international levels.

11.4 UCD in the Community is an example of one initiative supporting and promoting civic engagement across the UCD community and strives to strengthen our relationships with the local community and to work together in a collaborative and mutually beneficial way, contributing to positive and sustainable social outcomes. Further information is available at www.ucd.ie/ucdinthecommunity/.
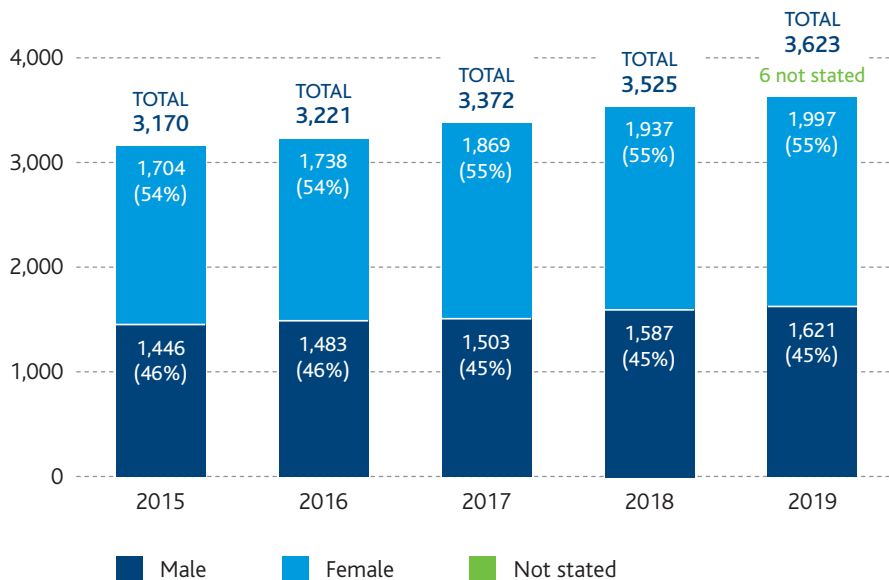
Section 12

Equality, Diversity and Inclusion

12.1 Equality, diversity and inclusion are central to our activities and we believe everyone should be treated with respect and as equals. In 2018 the *UCD Equality, Diversity and Inclusion Policy* was implemented, and in March 2019, the new *Equality, Diversity and Inclusion Policy, Strategy and Action Plan to 2025* was launched. UCD policy was reviewed to reflect the enhanced inclusive culture that now exists within UCD and continues our commitment to ensuring that all members of the University community can thrive, be respected and have a real opportunity to participate in and contribute to University activities so that they achieve their full potential. The policy also goes beyond legislative requirements and includes the adoption of socio-economic status as a tenth University equality ground. Supporting the mainstreaming of EDI, we have appointed Vice-Principals for EDI in each of our Colleges.

12.2 The University was awarded the Athena Swan Bronze Institutional Award in 2017. Figure 14 sets out faculty and staff numbers by gender and further information on our commitment to gender diversity, equality and inclusion and Athena Swan can be found on our website at www.ucd.ie/equality/support/athenaswan/.

12.3 The UCD Schools of Agriculture and Food Science, Archaeology, Biomolecular and Biomedical Science, and Veterinary Medicine were awarded the Athena SWAN Bronze Award in May 2019. They are the first Schools in UCD to achieve this award for their commitment to transforming their culture and driving gender inclusion and diversity in general for their faculty, staff and students.

Figure 14: UCD faculty and staff numbers by gender

Section 13

UCD Programmes

13.1 UCD students benefit from an education delivered by experts at the leading edge of their fields internationally and a curriculum constantly updated by the latest research. UCD offers major awards (higher diplomas, bachelors, masters and doctoral awards) as well as a broad range of minor, special purpose and supplemental awards (certificates and diplomas of continuing education, university certificates and diplomas, and professional certificates and diplomas). For an explanation of award types in Ireland please refer to www.qualifax.ie/index.php?option=com_content&view=article&id=219&Itemid=233. UCD offers over 600 taught programmes at undergraduate and graduate level.

13.2 UCD Horizons is the name given to the modular and credit-based framework for taught degrees. Every programme consists of core and option modules. UCD Horizons gives students the opportunity to take electives in an area outside their specific programme content. The relevant extract from Academic Regulations 2019/20 setting out what is meant by core, option and elective modules is included as **Appendix 3**. UCD offers 37 taught undergraduate degree award programmes, each of which offers a wide range of subject, major, minor and structured elective combinations (see **Appendix 4**). Complementing the undergraduate programme portfolio are 419 taught postgraduate degree award programmes.

Related Appendices

- Appendix 3 (p. 047)
- Appendix 4 (p. 048)

13.3 Detailed information on the undergraduate and postgraduate programmes offered by UCD, including information on UCD Horizons, Open Days and opportunities to visit UCD, Global Citizenship at UCD, Scholarships and Awards, Fees and Funding, How to Apply, Alternative Admission Pathways, Orientation and Accommodation, Learning Support Services, Student Support Services and Facilities and Clubs and Societies is provided in the UCD Undergraduate Prospectus 2019 (www.myucd.ie/ucd-prospectus/) and the UCD Graduate Prospectus 2019 (www.ucd.ie/graduatestudies/studywithus/viewprospectus).

Appendices

Appendix 1: UCD Student-Faculty Ratio

Figure 15: UCD Student-Faculty Ratio (FTEs)

Legend: ● Academic Staff FTE　● Student FTEs　● Student:Faculty ratio
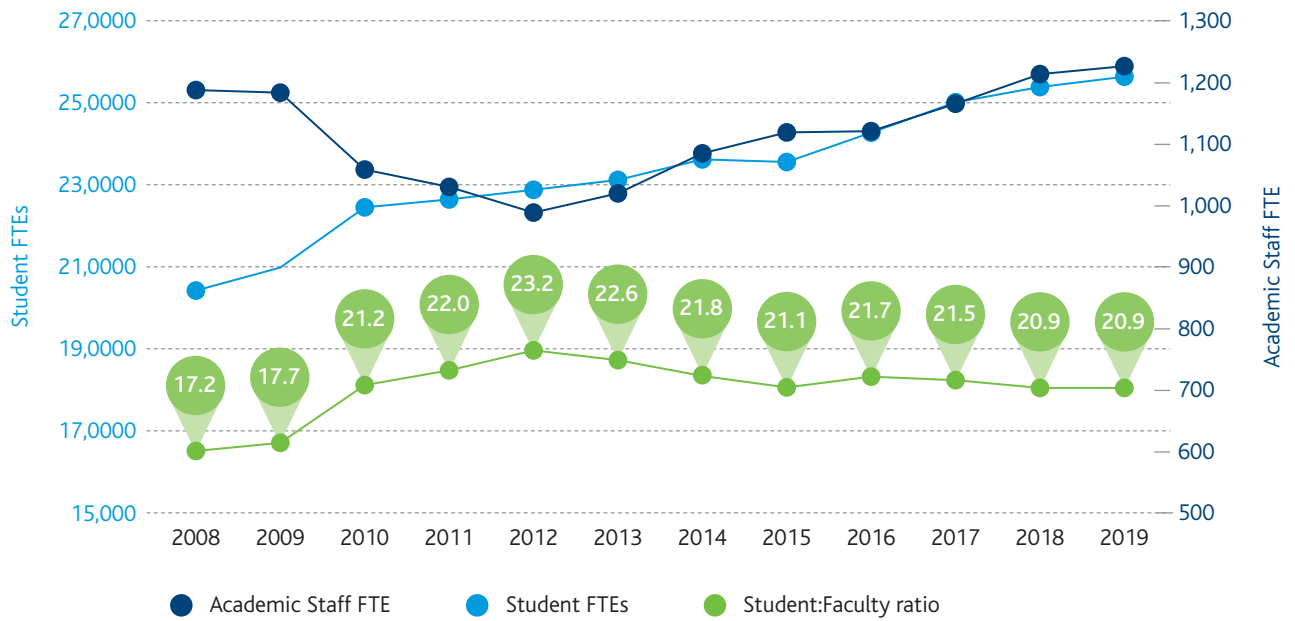
Appendix 2: Five Years of Remarkable Progress

Figure 16: 2014-2019: Five Years of Remarkable Progress

UCD 2014-2019
Five Years of Remarkable Progress
12 Key Indicators of Achievement

+5%
Student Satisfaction

-4.2%
Student:Faculty Ratio

+50%
Global Engagement

+302%
Alumni Engagement

+131%
Industry Engagement

+23%
Research Quantity

+5.5%
Research Quality

+100%
Number of Spin-out Companies

+53%
Philanthropic Support

+39%
Non-Exchequer Income

+13.3%
Number of Employees

+10.5%
Number of Students

NOTES

Student Satisfaction: improvement in Irish Survey of Student Engagement score

Student:Faculty Ratio: % increase in student:faculty ratio

Global Engagement: % increase in non-EU students

Alumni Engagement: % increase in number of alumni events

Industry Engagement: % increase in number of industry co-authored SciVal publications

Research Quantity: % increase in UCD-authored SciVal publications

Research Quality: % increase in Field-Weighted Citation Impact, based on five-year average

Number of Spin-out Companies: % increase over previous five years

Philanthropic Support: % increase over previous five years

Number of Students: % increase in students on UCD's Ireland campuses

Appendix 3: Core, Option and Elective Modules

Extract from UCD Academic Regulations 2019/20 – Core, Option and Elective Modules

Core modules

3.23 The modules listed in the programme specification as providing learning outcomes that must be demonstrated to achieve the programme outcomes are called core modules. Core modules may be defined at the level of the programme or subject, and different core modules may apply depending on whether the subject is being pursued as a major or minor. All core modules must be passed before a student is eligible to complete a programme.

Option modules

3.24 The modules listed in the programme specification as providing learning outcomes that contribute to the achievement of programme outcomes, where a specified number of such modules must be passed to demonstrate the achievement of the programme outcomes, are called option modules. Option modules may be defined at the level of the programme or subject, and different option modules may apply depending on whether the subject is being pursued as a major, minor, or specialisation.

3.25 To enable students to negotiate and tailor their learning, a Governing Board may approve a request from a student to treat a module that is not listed in the programme specification as an option module, where the Governing Board is satisfied that passing the module will contribute appropriately to the achievement of programme outcomes. Such modules are referred to as negotiated option modules.

Elective modules

3.26 A module undertaken by a student that is not contained within the programme specification of the programme to which they are registered, and which is not a negotiated option module, is taken by that student as an elective module.

3.27 Undergraduate degree students are entitled to take a minimum number of elective modules, equating to 25 credits, as part of their programme.

3.28 Incoming undergraduate degree students shall not take elective modules in trimester 1 of stage 1, unless required to meet a module requirement, as per section 3.33 (f), in their programme.

3.29 An undergraduate degree student may choose to take less than the full amount of elective modules which they are entitled to take as part of their programme, in which case a student shall take additional option modules or credit-bearing learning experiences with an equivalent credit value.

3.30 Schools and Boards of Studies shall reserve places in modules for which they are responsible as elective places. The overall provision of elective places by a School or Board of Studies shall be reviewed annually by Academic Council or its relevant committee and adjusted where possible to meet student demand.

Appendix 4: Taught Undergraduate Degree Award Programmes at UCD

UCD College of Arts and Humanities
- Bachelor of Arts (BA) Arts
- Bachelor of Arts (BA) Humanities
- Bachelor of Arts (BA) Modern Languages

UCD College of Business
- Bachelor of Commerce (BComm)
- Bachelor of Science (BSc) Economics & Finance
- Bachelor of Business Studies (BBS)

UCD College of Engineering and Architecture
UCD Architecture, Planning & Environmental Policy
- Bachelor of Science (BSc) Architectural Science
- Bachelor of Science (BSc) Landscape Architecture
- Bachelor of Science (BSc) City Planning & Environmental Policy

UCD Engineering
- Bachelor of Science (BSc) Engineering Science
- Bachelor of Engineering (BE)

UCD College of Health and Agricultural Sciences
UCD Agriculture, Food & Nutrition
- Bachelor of Agricultural Science (BAgrSc)
- Bachelor of Science (BSc) Food Science
- Bachelor of Science (BSc) Human Nutrition
- Bachelor of Agricultural Science (BAgrSc) Forestry
- Bachelor of Agricultural Science (BAgrSc) Horticulture, Landscape & Sportsturf Management

UCD Medicine
- MB, BCh, BAO Medicine
- Bachelor of Science (BSc) Biomedical, Health & Life Sciences

UCD Nursing & Midwifery
- Bachelor of Science (BSc) Nursing (General)
- Bachelor of Science (BSc) Nursing (Children's & General)
- Bachelor of Science (BSc) Nursing (Mental Health)
- Bachelor of Science (BSc) Midwifery

UCD Physiotherapy
- Bachelor of Science (BSc) Physiotherapy

UCD Radiography
- Bachelor of Science (BSc) Radiography

UCD Sport & Performance
- Bachelor of Science (BSc) Health & Performance Science
- Bachelor of Science (BSc) Sport & Exercise Management

UCD Veterinary Medicine
- Bachelor of Veterinary Medicine (MVB)
- Bachelor of Science (BSc) Veterinary Nursing

UCD College of Science
- Bachelor of Science (BSc) Science
- Bachelor of Science (BSc) Computer Science
- Bachelor of Actuarial & Financial Studies (BAFS)

UCD College of Social Sciences and Law
UCD Law
- Bachelor of Civil Law (BCL)
- Bachelor of Business & Law (BBL)

UCD Social Sciences
- Bachelor of Science (BSc) Social Sciences
- Bachelor of Science (BSc) Economics
- Bachelor of Science (BSc) Psychology
- Bachelor of Social Science (BSocSci) Social Policy and Sociology