

Quality Enhancement Plan

Office of the Vice President for Learning and Teaching

1 May 2025

FOR COMPLETION BY QEU	
Date of Peer Review visit: 26 th – 28 th March 2019	Head of Unit: Professor Paul McSweeney
Link to Panel Report published on QEU website: https://www.ucc.ie/en/media/support/qualityenhancementunit/reports/admin/FinalPanelReportOVPLT.pdf	Date QEP considered by Quality Enhancement Committee: 15 May 2025

Item No	Panel Recommendation	Actions ¹	Responsibility for Action ²	Impact & Completion Status ³
Vision and Strategy: The Panel recommends that the Office:				
1	Articulate a vision for the Office which would justify investments in space and human resources. Develop a Strategic Plan which addresses and prioritises the actions which are required to deliver on the vision. Outline a clear road-map for the Strategic Plan which addresses the	Response to the recommendation: The OVPLT functional area (FA) in 2025 is in a different and much more consolidated and stable situation than when reviewed in 2019 when the current VPLT had been just appointed. A number of units have moved in and out of the OVPLT FA since 2019 and the current structure of the FA is far more coherent and complementary than		

¹Outline the actions taken to implement the panel recommendation

²Give the title of those responsible for the implementation of the panel recommendation E.g. Head of School, School Manager, all staff, specific committees etc

³If achieved, outline the impact of the implementation of the recommendation. If not yet achieved outline the current completion status.

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	business and operational aspects of implementing the Plan.	<p>it was in 2019 when the FA was arguably more akin to a collection of units than a fully integrated functional and functioning division. The re-organising and re-designing of the FA is both deliberate and planned as well as responsive e.g. during the pandemic when the OVPLT FA collaborated very effectively with key internal stakeholders across the university as we pivoted to first remote and then hybrid delivery of teaching/learning/working.</p> <p>Actions since 2019:</p> <ul style="list-style-type: none"> • Our work is guided by the university's strategic plan, in particular Goal 2 "Student Success", of which the VPLT is joint owner and OVPLT provides periodic, quarterly progress reports and Annual Plan updates on actions owned by the OVPLT area. • In delivering on specific actions under Goal 2, units of OVPLT have developed both localised strategic plans and localised operational plans. Examples of developed and published strategic plans or roadmaps at the OVPLT sub-unit levels are the Library Vision & Plan. A plan for the evolution of ACE towards a pan-university Lifelong Learning Institute is in development. • OVPLT initiated a Thematic Review of Teaching and Assessing with Technology in 2021 out of which grew several developments in terms of governance (e.g. the establishment of the Digital Education Guidance Group, a sub-committee of ULT) and most significantly, the development of 		

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		<p>the university's first Digital Education Plan (based on 4 x Digital Education Principles).</p> <ul style="list-style-type: none"> • Digital Education at UCC as a concept also underwent an internal audit in 2022. • OVPLT has also since the 2019 Review generated a number of Learning & Teaching approved policy and guidelines which enable the delivery of the University's strategic plan (and Goal 2 in particular) such as and not limited to the Assessment Framework; lecture recording policy; Recognition of Prior Learning (RPL); dealing with over-capacity teaching rooms etc. and has developed, in conjunction with IT Services, approved protocols for data management on UCC owned learning platforms such as Canvas, Turnitin etc. • The first externally-facilitated away day for the OVPLT Management Team was held in September 2023 (as up to that point there was a lot of change management including the transferring in and out of units) when we agreed on our collective/OVPLT Mission plus a structure for enhanced internal team-building communications and collaborations. OVPLT now has monthly management team meetings; monthly 1:1s with VPLT; and biannual all-OVPLT staff gatherings. • We developed in 2024 a focussed internal and external communications plan to share and disseminate key information, including an overhaul of our externally facing website and 		

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		<p>internal Sharepoint site. A key concern was strengthening links with T&L counterparts in the Colleges and creating centralised repositories of information.</p> <ul style="list-style-type: none"> The VPLT also after significant lobbying activity secured for occupancy in 2024 much-needed appropriate physical accommodation for several OVPLT units that were previously in sub-standard, remote and temporary/loaned space. <p>Further actions:</p> <ul style="list-style-type: none"> Development of a Teaching Charter for the University. 	VPLT, chairing a small group of OVPLT staff + SU Education Officer.	<p>Intended impact: underpinning of parity of esteem with R&I.</p> <p>Completion status: in progress. Expected completion date (Academic Council approval) by December 2025.</p>
2	Revise the Learning and Teaching policy to align with the University's Strategic Plan, the Academic Strategy, and with national strategies which pertain to learning and teaching	<p>Response to the recommendation:</p> <p>Our work is guided by the university's strategic plan, in particular Goal 2 "Student Success", of which the VPLT is joint owner with joint responsibility for delivery. The Academic Strategy has lapsed and an Academic Plan is currently being drafted by the Deputy President & Registrar.</p> <p>At national level, OVPLT has significant involvement with and influence e.g. the VPLT is a member of the HEA's Student Engagement & Teaching and Learning Committee. OVPLT hosted in 2025 Europe's largest</p>		

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		<p>Learning & Teaching conference. OVPLT is heavily involved in several pan-European Erasmus+ projects as well as UNIC. OVPLT regularly inputs to national consultation calls e.g. the 2025 call for submissions to the national strategy for learning & teaching and in June 2025 will host a national/HEA day long conference on AI in HE. The VPLT maintains good relations with national counterparts particularly during the pandemic, and as AI erupted as a major disrupter in and from 2022.</p> <p>Further actions: Continue to deliver actions under Goal 2 of the strategic plan, and contribute to the delivery of aspects of the other four Goals.</p>	VPLT and OVPLT Management Team	<p>Impact: measured by completion rates of actions within the strategic plan for which OVPLT has responsibility.</p> <p>Completion status: partially complete, as evidenced by quarterly and annual reports to the ULT Strategic Plan Implementation Committee, chaired by the President.</p>
3	Because education is a central pillar of University strategy, the OVPLT should continue to take a prominent and proactive role in all relevant University committees which impact Learning & Teaching	<p>Response to the recommendation: The VPLT is on all of the main university committees in both the academic strand (AB, AC, ALF etc) and the administration strand (ULT etc) and attends many governance committees such as the GA Committee on Student Experience. Increasingly, the OVPLT Management Team members and 'ordinary' staff members within the OVPLT units are sitting on committees at similar or a tier below AC/ULT level (e.g.</p>		

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		<p>ERMC, PSLF, EDIB Committee, UEC etc) as the VPLT's nominee which provides those staff with some leadership development experience.</p> <p>Further action:</p> <ul style="list-style-type: none"> Currently mapping where there may be OVPLT representation gaps (if any) at important relevant university committees and will petition to be represented on those committees. 	VPLT and OVPLT Management Team	<p>Impact: greater ability to influence.</p> <p>Completion status: in progress.</p>
4	Review the remit of the e-learning committee to provide advice and direction on investment in technologies in education	<p>Response to the recommendation:</p> <p>The e-Learning sub-committee referred to in the recommendation by the review panel was the then E-Learning sub-committee of Academic Council Learning & Teaching Committee (ACLTC) which was independent of OVPLT and which OVPLT did not have jurisdiction to review. That committee was stood down in 2022 by the Academic Secretariat as part of the cull and consolidation of Academic Council standing and sub-committees.</p> <p>Actions since 2019:</p> <ul style="list-style-type: none"> '3ELT' was formed to fill the vacuum left by the standing down of the E-Learning Committee, as a working group under ACLTC. 3ELT's lead is the Deputy Chair of ACLTC and 3ELT was very effective as an informal advisory group during the pandemic. Both the VPLT and Head of Digital Education/Head of CDE are members of the IT Steering Group which meets monthly. A remit of 		

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		<p>the IT Steering Group includes the upgrading of digital capabilities of teaching & learning spaces.</p> <ul style="list-style-type: none"> • The Digital Education Guidance Group (DEGG) was established in 2021 in response to a recommendation in the Thematic Review of Teaching & Assessing With Technology. It meets 3-4 times per annum and brings together the decision-making budget-holders for digital estate/infrastructure upgrades and digital teaching & learning software platforms. <p>Further action:</p> <ul style="list-style-type: none"> • Revitalise 3ELT. • Revitalise the dormant 'Teaching Spaces Group' an informal group of academics and admin staff who previously met twice a year to discuss physical and virtual teaching spaces. 	VPLT and Deputy Chair of ACLTC.	<p>Impact: 3ELT and Teaching Spaces Group provide a space where practitioners and technical staff as well as academics and senior management meet in an informal setting to discuss and test ideas.</p> <p>Completion status: in-progress - VPLT met with Deputy Chair 3ELT in April 2025 to resurrect 3ELT. Expected completion date July 2025. VPLT has arranged for next meeting of the Teaching Spaces group for September 2025.</p>

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Structures: The Panel recommends that the Office:				
5	Restructure the organisation of the Office based on the Strategic Plan	<p>Response to the recommendation:</p> <p>The FA has been significantly restructured before and since the 2019 review and has since 2024 entered a stabilising period of settled and planned growth. The current structure is as coherent as it has ever been since the FA's inception (2008) with all of the current units are complementary and choate and a mix of large/small; older/newer; staff-focussed/student-facing.</p> <p>The main Office in OVPLT has since 2024 acquired:</p> <ul style="list-style-type: none"> • A dedicated admin office (previously based in another FA's space). • A dedicated meeting room adjacent to the admin office & VPLT office to create a professional-appearing suite of 3 rooms, capable of functioning for the first time as a modern office that is capable of hosting in-person and hybrid meetings. • A new EA post/staff member (September 2024). <p>No further action needed at present.</p>	NA	Complete.
6	Consider the coherence and scope of the current portfolio and consider, for example, incorporating the Skills Centre under the OVPLT; a reconfiguration might include, for example, a merger of CPD, CDE and CIRTL, with the appointment of a Director at Grade 8	<p>Response to the recommendation:</p> <p>As per 5 above, the 'portfolio' has undergone significant changes since the review was conducted in 2019, and OVPLT now:</p> <ul style="list-style-type: none"> • incorporates the Skills Centre as well as the Library and Careers Services 		

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		<ul style="list-style-type: none"> • CDE and CIRTl have not merged but while retaining their distinct identifies and foci, have physically co-located into a single building which aids collaboration, communications flows, and efficiencies. • A Grade 7/Director post for CIRTl was filled in Jan 2020. Both the Director of CIRTl and CDE are now Grade 8. • The Centre for CPD (CCPD) has merged with Microcreds unit in the Office Deputy President & Registrar and a link exists as an admin member of OVPLT works in Microcreds unit one day per week. Microcreds unit has also been part of the consultations in respect of the emerging pan-university Lifelong Learning Institute, a project being led by OVPLT. <p>Further action:</p> <p>As internal structures are stabilising and consolidating within the FA, continue building coalitions with other FAs.</p>	NA	<p>Impact: greater synergies, energy and efficiencies leading to further reach and influence.</p> <p>Completion status: completed.</p>
7	Consider the appointment of College-located educational developers (including the digital agenda), with dotted-line reporting to the Office, who will promote and support the Office's mission for learning and teaching	<p>Response to the recommendation:</p> <p>College-located educational developers would need to be appointed at College levels and if financed by the Colleges would report to the relevant College staff. However, each College has since the 2019 review appointed Instructional Designers (IDs)/digital education specialists and these IDs have a 'dotted-line' reporting</p>		

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		<p>structure with the Head of Digital Education/Head of CDE, based in OVPLT.</p> <p>Further action:</p> <p>The VPLT has quarterly group meetings with the 4 x Heads/VPs for Learning & Teaching in the Colleges so horizontal reporting occurs at that level and that will continue.</p> <p>The Head of Digital Education is aware of the Instructional Designers based in the Colleges.</p>	VPLT and 4 x Colleges' Teaching & Learning heads.	<p>Impact: aids communications flow.</p> <p>Completion status: on-going, every quarter.</p>
8	Develop a learning space technology function within the CDE	<p>Response to recommendation:</p> <p>CDE's current staffing levels, finances, and existing workplans mean that it is unlikely that an additional function of that scale could be absorbed and delivered with existing resourcing levels. The CDE however is regularly consulted by other units (IT Services including AV; individual staff members) in UCC for advice on same and CDE offers to all staff a joint (with IT Services) review service for Digital Education Software and Support Requests</p>	Head of Digital Education/CDE	<p>Impact: continue to uphold a culture of help/advice/availability for staff with queries on learning spaces/ed tech and such queries.</p> <p>Completion status: ongoing.</p>
9	Appoint an Office Manager which would ensure cohesion across all of the Units of the Office	<p>Response to recommendation:</p> <p>A Grade 6 Office Manager role was created and filled in October 2023. The Office Manager has joined the OVPLT Management Team.</p>	NA	<p>Impact: aids cohesion/comms flow across the FA.</p> <p>Completion status: complete</p>
10	Regularise staff contracts, as a matter of priority, to ensure that positions that are in principle permanent, should be permanent in practice.	<p>Response to recommendation:</p> <p>This recommendation referred to the CIRTL unit in particular and has been resolved. ACE - and the Language Centre which joined OVPLT in 2018 - were <u>not</u> part of the OVPLT 2019 review (so this recommendation</p>	VPLT and all OVPLT unit heads.	<p>Impact: improved staff wellbeing/morale.</p> <p>Completion status: complete for some OVPLT units and</p>

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		was not aimed at those units) but both units have significant related legacy issues which in the case of the Language Centre were resolved in 2019. ACE continues to work with its People & Culture business partner to bring their legacy staff contract issues to a conclusion.		actively managed by other OVPLT units.
Branding and Visibility: The Panel recommends that the Office:				
11	Articulate clearly the impressive offering and potential of the Office in order to make compelling meritorious business cases for resources (space and staff)	<p>Response to recommendation:</p> <p>OVPLT has more than doubled in terms of staffing size, space, and budget since the 2019 review was conducted.</p> <p>OVPLT is one of the most proactive ‘advertisers’ of its services e.g. weekly e-newsletters; quarterly newsletters; and agitates regularly to present to influential committees and fora. It has secured quality physical space since the 2019 review and continually works with its People & Culture Business Manager to attempt to staff the FA satisfactorily. However, as is the case across the university, financial constraints and other barriers impact negatively on desired FTE rates and quality of physical and digital estate. Our most critically endangered service (Library) is on the University’s Risk Register at ‘amber’ status.</p> <p>Further actions:</p> <ul style="list-style-type: none"> VPLT is a member of all many of the relevant committees such as ERM, University Strategic Space Utilisation Group etc but gap has been identified in absence of inclusion on ULT’s RFI 	VPLT	<p>Impact: increased awareness of OVPLT’s potential if adequately resourced – in particular the Library function.</p> <p>Completion status: immediate request to be added to ULT’s RFI committee.</p>


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		sub-committee. Request to be added to membership of RFI.		
12	Develop an appropriate set of valid, reliable and transparent quantitative and qualitative measures which demonstrates impact on staff practice and student experience	Response to the recommendation: All OVPLT units measure staff/student interactions with their individual units/service, and have copious transparent quantitative and qualitative measures and datasets (e.g. service-user statistics and survey findings etc). Each unit provides VPLT with regularly updated 'Stats on a Page' in digestible format for a general reader. OVPLT is linking in with the Chair of ACLTC and Access on their current research to measure student engagement as distinct from experience or interaction.	VPLT and all OVPLT unit heads.	Impact: can impact on delivery of university's MoS e.g. Careers Service had by Q3 24/25 surpassed the university's 24/25 targets for graduate employability levels. Completion status: on-going collection and analysis by all OVPLT units of reliable and transparent quantitative and qualitative measures.
13	Work on the Office's branding, marketing and communication to increase visibility and engagement across the University	Response to the recommendation: A 0.8FTE Grade 5 member of staff in OVPLT, and who has a background and qualifications in marketing, has been tasked with this as a one-third of their role, and significant work has been done on this since the 2019 review. This staff member is facilitated to attend all available internal training opportunities and is integrated also with the c.45 identified 'Marketing & Comms' staff across the university who convened to work with the VPGE on a coherent institutional-level approach to branding/marketing/comms. Further actions: Continue delivery of weekly 'all staff' e-bulletins, quarterly newsletters, monthly short videos etc and	OVPLT main office staff.	Impact: increased awareness of OVPLT's offerings as measured by indicators and analytics such as website hit-rates, newsletter view rates, video views numbers, analysis

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		continue to work with VPGE as UCC's branding/marketing approach is finalised.		of times expended by readers on specific comms items etc. Completion status: on-going.
14	Consider CPD offerings for internal staff and alumni to enable continued engagement with current educational technologies	Response to recommendation: All staff are offered via OVPLT's units (CDE in particular) a range of non-accredited CPD offerings on ed-tech and digital education approaches and these are advertised to all staff via weekly bulletins and emails. OVPLT has also developed a Level 9 online and part-time CPD Certificate in Digital Education which is open to internal staff and members of the public. All staff have access to the 'Teaching With Technology' course on Canvas, and digital education is a core component of the UCC Professional Skills Digital Badge. The Library's new Digital Scholarship Studio provides access for staff/students to a wide range of specialist software including software from the Adobe Creative suite, video editing, sound editing, 3D rendering, 3D printing, scanning and more. The Library's Learning & Teaching team also deliver a packed training calendar for staff and students as part of their Digital and Information Literacy programme from gamification for learning; to harnessing AI; using databases etc. CIRTl's long-established accredited programme also includes elective modules in this area and CIRTl/Skills Centre offers a suite of non-credit bearing CPD in GenAI.	All OVPLT unit heads/managers.	Impact: a range of learning opportunities available to staff and trickle-down positive impact on student learning. Completion status: on-going delivery and on-going evaluation of offerings, including actively inviting ideas/feedback from staff on what they want and need.
Service Provision: The Panel recommends that the Office:				
15	Harness the enthusiasm and interest of CIRTl alumni by establishing a community	Response to recommendation: CIRTl has a long-established 'Teaching Fellows' programme. Fellows are appointed from CIRTl alumni,		

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	of practice to facilitate on-going knowledge-sharing	<p>and are academics from a range of disciplines, and approximately 15-20 Fellows contribute each time to CIRTl's activities. More on the Fellows programme can be read here.</p> <p>Further actions:</p> <p>Establish a 'Teaching & Learning Forum' (similar to the OVPRI's PI Forum) to facilitate a cross-campus community of practice/knowledge sharing. This Forum will be online via MS Teams, monthly frequency, and all staff will be invited.</p>	VPLT and Director of CIRTl.	<p>Impact: will be assessed post-establishment.</p> <p>Completion status: target of Sept 2025 for Forum #1.</p>
16	Develop light touch, stand-alone, digitally-badged opportunities and interventions to sustain on-going engagement with pedagogical development (MOLO – Menu of Learning Opportunities)	<p>Response to recommendation:</p> <p>CDE manages the administration of all Digital Badges in UCC and a list of all available DBs available to UCC can be found on CDE's website here: Digital Badge Frequently Asked Questions</p> <p>In addition, OVPLT itself offers a number of DBs such as the DB on Inclusive Assessment and the DB on Universal Design for Learning and OVPLT regularly promotes the national DBs in teaching & learning areas offered nationally through the National Forum for the Enhancement of Teaching and Learning. These are aligned with the National Professional Development framework for all those who teach in Higher Education, and the DBs offered include "GenAI for Teaching & Learning"; "Education for Sustainability"; "Inclusive Technology"; "RPL".</p>	ALL OVPLT unit heads, in particular CIRTl and CDE.	<p>Impact: a diversity of CPD offering for UCC staff.</p> <p>Completion status: always listening, responding, and developing.</p>

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17	Plan mechanisms to engage undergraduate students as partners for supporting staff in developing their practice and as co-creators of the curriculum	<p>Response to recommendation:</p> <p>OVPLT has always been guided by this philosophy. The VPLT has a monthly standing meeting with the SU Education Officer, and OVPLT always ensures a student/SU representation in relevant committees or working groups OVPLT convenes.</p> <p>Further actions:</p> <p>A number of OVPLT units have specific actions in this area:</p> <ul style="list-style-type: none"> Library's student (paid) intern projects. CDE's Student Partners for Enhancing Accessibility and Digital Education (SPEADE) project (Summer 2025) CIRTL's SaP Student Engagement University College Cork 	<p>Interim University Librarian.</p> <p>Head CDE</p> <p>Director of CIRTL</p>	<p>Impact: improved student-staff interactions and satisfaction levels; student-informed evolution; professional development/group for student partners.</p> <p>Completion status: some projects concluded earlier in 24/25; others will take place Summer 2025.</p>

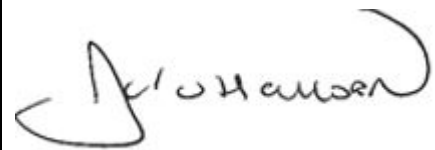
For completion by Unit

<p>Head of College/Functional Area:</p> <p>Paul McSweeney Vice President for Learning & Teaching</p>	<p>Signature:</p> 	<p>Date:</p> <p>07.05.25</p>
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President:

Professor John O'Halloran

Signature:

A handwritten signature in black ink, appearing to read 'J O'Halloran', written in a cursive style.

Date:

7th May 2025